

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Psychology
Course Number and Title:	PSY 292D Seminar: Special Topics in Psychology (Focus: Views on Drug Use, Addiction, and Treatment Around the World)
Division:	Upper
Faculty Name:	Dr. Wendy Lynch
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will provide an introduction to biological, psychological, sociocultural, and international aspects of drug use and substance use disorders, or addiction. Topics will include the nature and neurobiology of addiction, physiological effects of drugs of abuse in the brain and body, theories of addiction, and the role of drugs of abuse in different cultures and countries. We will examine how sociocultural and environmental factors, such as gender, social stigma, and opportunities in the environment, interact with biological factors, such as sex, genetics, and age, to influence who uses drugs and suffers from addictive disorders. Emphasis will be placed on societal contributors and responses to drug use and addiction, how these views vary between different countries around the world, such as the United States, Portugal, and Brazil, and how these views influence public policy, and the prevention and treatment of drug use and addiction. Although the focus is on illicit drugs, such as marijuana, cocaine, methamphetamine, and heroin, the use of alcohol and nicotine/tobacco will also be discussed.

LEARNING OBJECTIVES

By the end of this course, my goal is for all students to be able to:

- Explain how public policy affects views on drug use and the prevention and treatment of addiction.
- Explain how biological, sociocultural, and political factors interact to influence drug use and definitions of addiction.
- Compare and contrast views on drug use and addiction between different cultures and countries.
- Discuss the health impact of drug use on individuals and society.
- Apply knowledge in order to better understand the risks and benefits of drug use in society and in one's own life.

REQUIRED TEXTBOOKS

AUTHOR: Glen R. Hanson, Peter J. Venturelli, Annette E. Fleckenstein
TITLE: Drugs and Society
PUBLISHER: Jones and Bartlett
ISBN #: 978-1284110876
DATE/EDITION: 13th Edition

TOPICAL OUTLINE OF COURSE

The course schedule outlined below indicates questions and topics addressed as well as readings and activities (quizzes, assignments, and exams) for each class meeting. Please note that classes will not cover all aspects of the readings; you are responsible for knowing the content of the readings even if they are not covered in class. I reserve the right to make changes in the schedule of topics and/or activities in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

Depart Amsterdam, The Netherlands — September 9

A1—September 11: Course introduction: a global perspective on drug use and addiction

Reading (prior to class): Toward a Global View of Alcohol, Tobacco, Cannabis, and Cocaine Use: Findings from the WHO World Mental Health Surveys

T/F questionnaire – Not graded

Lecture: syllabus and expectations; field course assignments; sex/gender differences.
If time, 1st clip of *Hooked: Illegal Drugs and How They Got That Way*

A2—September 13: Introduction to drugs and society: a focus on Poland

Reading: Chapter 1

Reading: EMCDDA, Poland, Country Drug Report

Quiz #1 (first 5-10 min of class): A1 and Readings from A2

Lecture: illicit and legal drugs; extent of use, definitions of addiction, biological and sociocultural considerations. How are drugs presented in society?

If time, 2nd clip of *Hooked: Illegal Drugs and How They Got That Way*

Gdansk, Poland — September 15-20

A3—September 21: History of drug policy and overview of theories of drug use and addiction.

Reading: Chapter 2

Reading: The Historical Foundations of the Narcotic Drug Control Regime

Quiz #2 (first 5-10 min of class): A2 and readings from A3

Lecture: reflect on Poland-clues in the environment; history of drug use; overview of theories of addiction; history of international drug policy.

Video - The Roots of Prohibition.

A4—September 23: Why do we need drug policies? - The “War on Drugs” – focus on the US

Reading: Chapter 3

Reading: The Failed War on Drugs

Reading: Drug Policy Alliance, A Brief History of the Drug War

Quiz #3 (first 5-10 min of class): A3 and readings from A4

Lecture: US drug policy, history and current practices.

Video - Jay Z - The War on Drugs: From Prohibition to Gold Rush; Clip of Chasing heroin

A5—September 25: Portugal’s radical drug policy: does it work?

Reading: EMCDDA, Country Drug Report, Portugal

Reading: Drug Decriminalization in Portugal: A Health-Centered Approach

Reading: Portugal’s Example: What Happened After It Decriminalized All Drugs

Reading: How to Win a War on Drugs

Quiz #4 (first 5-10 min of class): A4 and readings from A5

Lecture: case study of Portugal; prep for field class.

Video - How Portugal Successfully Tackled Its Drug Crisis

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 - October 1

A6—October 3: Drug policy and women

Reading: Impact of Drug Policy on Women

Reading: Drug Policy and Women: Addressing the Negative Consequences of Harmful Drug Control

Field Class Assignment (due at the start of the class): Substance Use Policy and Treatment in Portugal

Lecture: reflect on Portugal; gender differences; impact on families.

Video - The Gendered Impacts of the War on Drugs

A7—October 5: New directions after the War on Drugs, and a focus Croatia

Reading: The War on Drugs: Wasting billions and Undermining Economies

Reading: Drug Policy in the Netherlands

Reading: For Safe and Effective Drug Policy, Look to the Dutch

Reading: Country Drug Report: Croatia 2017

Quiz #5 (first 5-10 min of class): A6 and readings from A7

Lecture: war on drugs continues; Denmark as a model system; drug policy in Croatia.

Videos: The Human Rights Cost of the War on Drugs

Groups for Field Assignment - Sign up for Presentations

Dubrovnik, Croatia — October 6-10

A8—October 12: Drug addiction – A chronic relapsing disorder

Exam #1 (first 20-30 min of class): A1-A7 (lectures and readings)

Lecture: reflect on Croatia; Requiem for a Dream

A9—October 14: Effects of drugs in the brain and a focus on Morocco

Reading: Chapter 4

Reading: EMCDDA, Country Drug Report, Morocco

Lecture: the reward pathway, dopamine, neurobiology of addiction; drug policy and in Morocco.

Video: The Reward Circuit: How the Brain Responds to Natural Rewards and Drugs

Casablanca, Morocco – October 15-20

A10— October 22: Addiction as a brain disease: beyond dopamine

Reading: Chapter 5: pages 163-183.

Reading: Neurobiologic Advances from the Brain Disease Model of Addiction

Quiz #6 (first 5-10 min of class): A9 and reading from A10

Lecture: neurobiology of addiction, beyond dopamine, chronic relapse; glutamate, other brain regions; reflect on Morocco.

A11— October 25: Are only certain people vulnerable to addiction?

Reading: Chapter 16

Reading: Sex and Gender Differences in Substance Use Disorders

Quiz #7 (first 5-10 min of class): A10 and readings from A11

Lecture: neurobiology continued; subpopulations; sports/exercise; genetic predisposition, stress, environmental; stigma.

A12— October 27: A step away from the “war on drugs”: Ghana’s proposed new drug policy

Reading: Ghana Strives for a More Humane Drug Policy

Reading: Ghana’s Bold Step Away from the ‘War on Drugs’

Reading: ATLAS of Substance Use Disorders, Country Profile: Ghana

Quiz #8 (first 5-10 min of class): A11 and Articles

Lecture: independent field study; political, cultural, and environmental influences on drug use in Ghana

Video: Untold Dangers of Tramadol Abuse

Tema, Ghana – October 28-30

Takoradi, Ghana – October 31 – November 1

A13—November 3: Is Addiction a Brain Disease?

Reading: Challenging the Brain Disease Model of Addiction: European Launch of the Addiction Theory Network

Reading: Is Addiction a Brain Disease?

Lecture: theories of addiction; impoverished environments, reflect on Ghana.

Video: Everything you think you know about addiction is wrong

A14—November 5: Stimulants

Reading: Chapter 10

Quiz #9 (first 5-10 min of class): A13 and Chapter 10

Lecture: Stimulants – epidemiology, mechanisms, toxic effects, use, and addiction

A15—November 8: Cocaine, the business of drugs, and drug policy and use in Brazil

Reading: Gender Differences in Patterns of Drug Use and Sexual Risky Behaviour among Crack Cocaine Users in Central Brazil

Reading: The Golden Age of Drug Trafficking: How Meth, Cocaine, and Heroin Move Around the World Do we need all of these?

Quiz #10 (first 5-10 min of class): A14 and readings from A15

Lecture: culture and sex/gender differences; the business of drugs, focus on Brazil.

Podcast: Brazil's Drug Epidemic; Video: Inside Brazil's Biggest Prison Beauty Pageant

Salvador, Brazil – November 10-15

A16– November 16: Heroin, synthetic opioids, and prescription opioid misuse

Exam #2 (first 20 min of class): A8-A15

Lecture: reflect on Brazil; Movie - Trainspotting

A17–November 18: The opioid epidemic – a global problem

Reading: Chapter 9

Reading: Women Bear Greater Burden of Opioid Epidemic

Quiz #11 (first 5-10 min of class): A16 and readings from A17

Comparative Port Presentations: Group 1

Lecture: opioid epidemic, history, epidemiology, mechanisms, addiction

A18–November 20: CNS Depressants

Reading: Chapter 6

Quiz #12 (first 5-10 min of class): A17 and Chapter 6

Comparative Port Presentations: Group 2

Lecture: opioid use disorder continued; what are CNS depressants? epidemiology, mechanism, side-effects, chronic use

Video: What Are Quaaludes? Inside the Popular 70s Drug Cosby Offered to Women

A19–November 23: Alcohol

Reading: Chapter 7 and pages 251-277 of Chapter 8

Quiz #13 (first 5-10 min of class): A18 and Readings A19

Comparative Port Presentations: Group 3

Lecture: epidemiology, mechanisms, addition; drug use policy in Trinidad and Tobago

Port of Spain, Trinidad and Tobago – November 24

A20–November 26: Cannabis/marijuana

Reading: Chapter 13

Quiz #14 (first 5-10 min of class): A19 and Chapter 13

Comparative Port Presentations: Group 4

Lecture: alcohol continued; cannabis, epidemiology, history, acute and chronic effects, mechanisms of action

A21–November 28: Cannabis/marijuana – risks and benefits

Reading: Marijuana as Medicine

Quiz #15 (first 5-10 min of class): A20 and reading from A21 – need to finish

Comparative Port Presentations: Group 5

Lecture: cannabis continued, gate-way hypothesis, impact on brain development, medicinal uses

Video: A history of the American war on weed

A22—December 1: Tobacco and drug policy and use in Ecuador

Reading: Chapter 11

Reading: About Drug Law Reform in Ecuador

Reading: ATLAS of Substance Use Disorders, Country Profile: Ecuador (2010)

Quiz #16 (first 5-10 min of class): A21 and readings from A22 – need to write Comparative Port Presentations: Group 6

Lecture: tobacco – history of use, epidemiology, new tobacco products, mechanisms of action; drug policy and use in Ecuador

Guayaquil, Ecuador – December 2-7

A23—December 9: Prevention

Reading: Chapter 17

Quiz #17 (first 5-10 min of class): A22 and Chapter 17

Comparative Port Presentations: Groups 7 and 8

Lecture: reflect on Ecuador; which programs work?

Puntarenas, Costa Rica – December 11-15

A24—December 16: Treatment

Reading: Chapter 18

Lecture: reflect on Costa Rica; which programs work? final thoughts

Comparative Port Presentations: Groups 9 and 10

A25—December 19: Cumulative Final Exam

Arrive San Diego, California – December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

The Field Class for this course is on Thursday September 26th in Lisbon, Portugal

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title of Field Class: Drug Policy and Addiction Treatment in Portugal

Description of Field Class: Before the field class, students will learn about Portugal's policy to decriminalize drug use and the implications of these policies on rates of use and addiction, public health, and modes of treatments in Portugal. Students will also prepare a list of potential questions that may be used during the field class to help guide discussions with public health officials and outreach workers.

The field class will begin with a visit a government office in Lisbon where students will meet with public health officials for a briefing and Q&A session on decriminalization of drug use and its impact on public health, drug use and addiction in Portugal. Next students will take a walking tour of Lisbon which will include a stop for lunch and will end at a Mobile van methadone treatment site. Once at this mobile treatment site, students will have the opportunity to interact with outreach workers, and if possible and appropriate, with drug users participating in the outreach program.

Field Class Objectives:

1. Learn how drug policy impacts drug use, addiction, and treatment in Portugal.
2. Learn about how addiction public health officials and service providers operate in Portugal and the main types of treatments provided.
3. Observe first-hand how outreach workers interact with drug users in a community outreach setting.
4. If possible and appropriate, interact with patients and observe first-hand how individuals with substance use disorder in Portugal live – activities they engage in, problems they encounter, and societal expectations of them.
5. Connect theories of drug policy and addiction to real world situations.

Field Class Assignment – Due October 3rd

The field class will be worth 20% of your final grade in this course (20 pts total) and will include participation and a written report. Students will be required to attend the field class and be an active participant in the experience (5 points). After the field class, students will be required to write a report on the field class experience with photos or drawings to illustrate specific examples (up to 15 points). This report must be typed, double-spaced, and must include:

- 1) A summary of the experience, highlighting your personal observations (up to one page; up to 3 points).
- 2) Application of course concepts (from lectures, class discussions, assigned readings, etc.) to address the following questions (2-3 pages; up to 10 points):
 - a. How is substance use disorder (or addiction) defined in this context?
 - b. What are the main issues with drug use and addiction in Portugal? How are these issues dealt with? How is this different from the US?
 - c. What are the most prominent issues with regard to addiction treatment, and what are some solutions to these problems?
 - d. How has decriminalization of drug use changed the landscape of drug use, addiction and/or treatment in Portugal?

Your answers should incorporate concepts discussed in class along with observations from the field class. Students can also discuss other factors that shape definitions of addiction and its treatment in Portugal as well as observations of cultural, gender, socio-economic, or other individual and socio-cultural differences.

- 3) A conclusion of your findings – what you learned and what you will take away from it (up to 1 page; up to 2 points).

You must include evidence and references to support your views (interviews, class discussions, text book and other readings). Grades will be influenced by both the content of the report (insight and knowledge demonstrated, use of supporting evidence when appropriate) and the clarity and effectiveness of your communication (organization, spelling, grammar). Students will submit their report electronically before the start of the next class after the field class (October 3rd).

Academic Objectives:

1. Learn how drug policy impacts drug use, addiction, and treatment in Portugal.
2. Learn about how addiction public health officials and service providers operate in Portugal and the main types of treatments provided.
3. Observe first-hand how outreach workers interact with drug users in a community outreach setting.
4. If possible and appropriate, interact with patients and observe first-hand how individuals with substance use disorder in Portugal live – activities they engage in, problems they encounter, and societal expectations of them.
5. Connect theories of drug policy and addiction to real world situations.

The Independent Field Assignment will be worth 15% of your final grade in this course (15 pts total), and will be completed in small groups (3-5) and will include a comparative port presentation and a brief report.

Small Group Comparative Port Presentation - Over the course of the semester, students will work small groups to gather information/data in two or more ports on how are drugs presented in different countries and how these clues inform social norms for drug use in that culture/country. Groups will then present a comparative analysis of their findings to the class on their assigned day. Presentations should include visual, auditory or other materials (e.g. interviews, billboards, advertisements, newspaper clippings and other cultural artifacts and objects, etc.) to support observations and conclusions. Power point is strongly preferred, but other methods can be used with prior approval (requests must be made at least 2 weeks before the assigned presentation).

Presentations should include an analysis of differences (i.e., how do these differences reflect views on drug use and addiction and treatment for addiction in these cultures) along with evidence to support your conclusions (from interviews, artifacts from ports, billboards, newspaper clippings, etc.). You can focus on specific drugs (e.g., cigarettes, alcohol, caffeine,

marijuana, heroin, cocaine, etc.) or on drug use and/or addiction in general; you could also focus on a specific factor, such as gender or age differences between cultures. You are expected to integrate material from class and class readings as well as other readings to support conclusions. Photos are strongly encouraged, but make sure you follow the guidelines set by Semester at Sea to ensure that you don't invade anyone's privacy or endanger yourself or others. Drawings are also acceptable. Presentations should be between 5-10 min and must include:

- 1) A summary of their observations (up to 2 points).
- 2) A comparative port assessment (at least 2 ports) that includes specific examples/supporting evidence for conclusions made. Presentations must also incorporate concepts covered in lectures, class discussions, and the textbook (up to 8 points).
- 3) Citations for written resources and information on the in-port data gathering methods used (how many interviews did you do, who you interviewed, how long you spoke with individuals, where your observations took place, etc.; up to 2 points).
- 4) Conclusions from the assessment and from the experience (up to 1 point).

Brief Report - Each group will also turn in a brief (1-page) summary of their presentation including a statement detailing each student's contributions. This summary should be submitted electronically and is due at the beginning of class on the assigned presentation day (up to 2 points).

Each student's grade will be influenced by the content of the presentation (insight/knowledge demonstrated, use of supporting evidence) and the effectiveness of the presentation (clearly stated message, organization, spelling, grammar). Each student must demonstrate that they have made a significant contribution to the project in order to receive credit.

METHODS OF EVALUATION

In addition to the Field-Class Assignment and the Independent Field Report, students will also be graded on class participation, assignments, quizzes, and exams.

1. Class participation: Class participation is highly valued (20% of total grade). Thank you for coming to class prepared—having read the material, completed any homework assignment and ready to share your work and learning with others. The class will be a mixed format of interactive lecture, and individual, pair, and group activities/discussions. This will be an active learning environment, so please interrupt me during lectures with questions or comments about the topic being discussed. Evidence of participation will be collected at the end of each class (25 classes total, 20 points total, 0.8 points each class) and will include individual, pair, and group notes/assignments. It is your responsibility to make sure that you get credit for class participation by being sure to write your name on note cards/in-class responses at the time they are handed in. These activities will typically not be graded, only checked off as completed.

2. **Quizzes:** Learning from a previous lecture, class activity, and/or reading will be assessed regularly using quizzes (15% of total grade). These quizzes will include a combination of a true/false, multiple choice, and short answer questions that students will complete independently during the first 5-10 minutes of class. These quizzes will be designed to help solidify and apply the learning, and as such, outside resources (“open book open note”) will be permitted. Students will submit their responses electronically, and may be asked to discuss their responses in class. There will be a total of 17 quizzes over the course of the semester, but I will drop the lowest two (best 15 of 17 quizzes, up to 1 point each). As such, no late or alternate quizzes will be available.
3. **Exams:** This is a cumulative course, not only in the sense that you will develop a cumulative knowledge of psychology, but also because the principles that you learn in the first several weeks of class will be used throughout the semester. Cumulative learning will be assessed in three exams (30% of total grade; up to 10 points each) given during the first 20-30 minutes of class on A8, A16, and A25 (although exam 2 will emphasize material from A8 to A15, and the final exam will emphasize material from A16 to A24). These exams will use the same format as the quizzes (i.e., multiple choice and short answer, open book), and students will complete them independently in class. Students may be asked to discuss their responses in class.

In Summary, grades in this course will be based on the following:

- Exams (3 x up to 10 points each, 10% per exam)	30%
- Quizzes (top 15 of 17 quizzes; up to 1 point each, 1% per quiz)	15%
- In-class participation (25 classes, 0.8 points each, 0.08% per class)	20%
- Field-Class Assignment (up to 20 points as described above)	20%
- Independent Field Assignment (up to 15 points as described above)	15%

	100%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

If absent from a lecture, you are responsible for making sure to get the notes from a classmate when you return (lecture slides aren't distributed). Attendance in the Field Class is mandatory.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Johann Hari
TITLE: Chasing the Scream
PUBLISHER: Bloomsbury Publishing
ISBN #: 978 1 4088 57847

DATE/EDITION: 2015

AUTHOR: Neil Carrier and Gernot Klantschnig
TITLE: Africa and the War on Drugs (African Arguments)
PUBLISHER: Zed Books Ltd
ISBN #: 978 1 84813 968 8
DATE/EDITION: 2012

FILM/VIDEO REQUEST

Ted – Everything you think you know about addiction is wrong | Johann Hari
<https://www.youtube.com/watch?v=PY9DcIMGxMs>

Frontline – Chasing Heroin
<https://www.pbs.org/wgbh/frontline/film/chasing-heroin/>

Prohibition (PBS) Documentary -The Roots of Prohibition
<https://www.youtube.com/watch?v=4n-s77FFgX4>

Prohibition in Northern Canada: VICE INTL (Canada)
https://www.youtube.com/watch?v=BlhUhHbTJ_s
Title of Film: CND 101: A Guide to the United Nations Commission on Narcotic Drugs:
https://www.youtube.com/watch?v=cAJ311bhD_0
Title of Film: Marijuana and Methamphetamine, HOOKED: ILLEGAL DRUGS ep.1
<https://www.youtube.com/watch?v=try3zkyvCXs>

Opium, Morphine, and Heroin, HOOKED: ILLEGAL DRUGS ep.2
<https://www.youtube.com/watch?v=mT8fiAn74t0>

Title of Film: Jay Z - The War on Drugs: From Prohibition to Gold Rush
https://www.youtube.com/watch?time_continue=229&v=HSozqaVcOU8
How Portugal Successfully Tackled Its Drug Crisis:
<https://www.youtube.com/watch?v=uQJ7n-JpcCk>
The Gendered Impacts of the War on Drugs:
<https://www.youtube.com/watch?v=tBSNJWoQLCE>
The Human Rights Cost of the War on Drugs, 2012: <https://www.youtube.com/watch?v=-6P30Wjkn24>
Title of Film: Requiem for a Dream (2000)
Distributor: Artisan Entertainment

Title of Film: The Reward Circuit: How the Brain Responds to Natural Rewards and Drugs
<https://www.youtube.com/watch?v=7VUIKP4LDyQ>

Title of Film: Untold Dangers of Tramadol Abuse, 2015:
<https://www.youtube.com/watch?v=5tyYZJ35NJ4>

Inside Brazil's Biggest Prison Beauty Pageant
<https://www.youtube.com/watch?v=3f-kl9lObDw>

What Are Quaaludes? Inside the Popular 70s Drug Cosby Offered to Women
<https://youtu.be/23-074AUs64>

Title of Film: Breaking the Taboo (2011)
Distributor: Espaço Filmes
<https://www.youtube.com/playlist?list=PLmJeAlgRtiMvajjH4cOulftxqzPxhoTaB>

Title of Film: Traffic (2000)
Director: Steven Soderbergh

ELECTRONIC COURSE MATERIALS

AUTHOR: Julia Kensity, Camille Stengel, Marie Nougier & Ruth Birgin
ARTICLE/CHAPTER TITLE: Drug Policy and Women: Addressing the Negative Consequences of Harmful Drug Control
JOURNAL/BOOK TITLE: International Drug Policy Consortium
VOLUME: 1
DATE: 2012
PAGES: 1-21

AUTHOR: Degenhardt L, Bharat C, Glantz MD, et al.
ARTICLE/CHAPTER TITLE: Association of Cohort and Individual Substance Use With Risk of Transitioning to Drug Use, Drug Use Disorder, and Remission From Disorder: Findings From the World Mental Health Surveys
JOURNAL/BOOK TITLE: JAMA Psychiatry
DATE: March 13, 2019 (online)

ADDITIONAL RESOURCES

Toward a Global View of Alcohol, Tobacco, Cannabis, and Cocaine Use: Findings from the WHO World Mental Health Surveys, 2008:
<http://journals.plos.org/plosmedicine/article/file?id=10.1371/journal.pmed.0050141&type=printable>

European Monitoring Centre for Drugs and Drug Addiction (EMCDDA), Country Drug Report, Poland, 2018: <http://www.emcdda.europa.eu/system/files/publications/8903/poland-cdr-2018-with-numbers.pdf>

The Historical Foundations of the Narcotic Drug Control Regime, 2008:
<https://openknowledge.worldbank.org/bitstream/handle/10986/6571/wps4553.pdf?sequence=1&isAllowed=y>

The Failed War on Drugs, 2017: <https://www.nytimes.com/2017/12/31/opinion/failed-war-on-drugs.html>

Drug Policy Alliance, A Brief History of the Drug War: <http://www.drugpolicy.org/facts/new-solutions-drug-policy/brief-history-drug-war-0>

EMCDDA, Country Drug Report, Portugal, 2018: <http://www.emcdda.europa.eu/system/files/publications/8890/portugal-cdr-2018.pdf>

Drug Decriminalization in Portugal: A Health-Centered Approach, 2016: https://www.drugpolicy.org/sites/default/files/DPA_Fact_Sheet_Portugal_Decriminalization_Feb2015.pdf

Portugal's Example: What Happened After It Decriminalized All Drugs, From Weed to Heroin, 2016: <https://news.vice.com/article/ungass-portugal-what-happened-after-decriminalization-drugs-weed-to-heroin>

How to Win a War on Drugs, Portugal treats addiction as a disease, not a crime, 2017: <https://www.nytimes.com/2017/09/22/opinion/sunday/portugal-drug-decriminalization.html>

The Impact of Drug Policy on Women: <https://www.opensocietyfoundations.org/sites/default/files/impact-drug-policy-women-20160928.pdf>

The War on Drugs: Wasting billions and undermining economies: <http://www.countthecosts.org/sites/default/files/Economics-briefing.pdf>

Drug Policy in the Netherlands, 2017: https://www.researchgate.net/publication/317167175_Drug_Policy_in_The_Netherlands

For Safe and Effective Drug Policy, Look to the Dutch, 2013: <https://www.opensocietyfoundations.org/voices/safe-and-effective-drug-policy-look-dutch>

EMCDDA, Country Drug Report, Croatia, 2017: http://www.emcdda.europa.eu/countries/drug-reports/2017/croatia_en

EMCDDA, Country Drug Report, Morocco, 2016: <http://www.emcdda.europa.eu/countries/morocco>

Sex and Gender Differences in Substance Use Disorders, 2017: <https://reader.elsevier.com/reader/sd/pii/S0272735817302507?token=23FE9C64DB7D22ECABDFD97A4D6F4083C256A995C423D1470FFAD6870BFFF72366913EBB6E3491DB74AB4DA8750122CE>

Ghana Strives for a More Humane Drug Policy: <http://www.swansea.ac.uk/media/GDPOSitAnalysisJune2018Maria-GorettiAne.pdf>

Ghana's Bold Step Away from the 'War on Drugs': <https://issafrica.org/iss-today/ghanas-bold-step-away-from-the-war-on-drugs>

ATLAS of Substance Use Disorders, Country Profile: Ghana, 2010:
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