

Faculty of Arts

ANTH106
Drugs Across Cultures

2012 STUDY GUIDE



Faculty of Arts

DRUGS ACROSS CULTURES (ANTH106) STUDY GUIDE 2012

GENERAL INFORMATION

Lectures

Where: Lotus Theatre

When: Wednesdays 9:00-10:00, 14:00-16:00

Note: There are no tutorials in ANTH106

Convenor and teaching staff

Convenor: Dr Lisa L Wynn

Email: lisa.wynn@mq.edu.au

Phone: (02) 9850 8095

Office: W6A 606

Other information:

Consultation hours: Wednesdays from 10:15-12:15 and by appointment (e-mail convenor for appointment)

Guest lecturers:

Dr Anjalee Cohen, Anthropology Dept, University of Sydney

Prof. Paul Cohen, Anthropology Dept, Macquarie University

Dr Greg Downey, Anthropology Dept, Macquarie University

Ms Niree Kraushaar, Dept of Psychology, Macquarie University

Dr Ross MacKenzie, Dept of Environment and Geography, Macquarie University

Mr Anupom Roy, Anthropology Dept, Macquarie University

Tony Trimmingham, Founder and Director of the Family Drug Support Group

Dr Alex Wodak, Director, Alcohol and Drug Services, St. Vincent's Hospital, Sydney

For general enquiries

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ACADEMIC CONTENTS

Unit Description

Using anthropological and ethnographic studies, this unit focuses mainly on the social and cultural contexts of drug use, both legal and illegal. The unit is also concerned with economic and political factors influencing the production and distribution of drugs and the way in which these processes are enmeshed in a global economy. Topics include: the international traffic in opium/heroin and cocaine in the Golden Triangle of mainland South-East Asia and in South America and the way this traffic intermeshes with regional politics and local tribal, peasant and commercial systems of production and exchange; the social history of drugs in the US, UK and Australia; youth culture and drugs in the West; the global political economy of tobacco; addiction and treatment; drugs and the law; the global political economy of pharmaceuticals; erectile dysfunction drugs; emergency contraceptive pills; steroids; and the placebo effect.

I. Unit Outcomes

Through the course of this unit, we hope that you will:

1.1 acquire a basic understanding of the pharmacology of legal and illicit drugs and the physical, psychological and social aspects of addiction;

1.2 gain familiarity with ethnographic approaches to drug use i.e., drug use in small group / community settings, including the ritual and symbolic aspects of drug use;

1.3 understand the impact of broad social, political and economic forces on drug use and on social perceptions of drugs, including the influence of gender, class and race on public images of drugs and on legislation as well as the influence of local, regional and global factors on drug production and distribution;

1.4 clarify your own position on drugs and to make informed and responsible decisions about social policies and strategies relating to drug use;

1.5 apply and adapt anthropological knowledge to real world issues

II. Generic skills

In addition to the specific unit learning objectives, this unit offers an opportunity to develop your generic skills in the following areas:

2.1 research skills through active reading, analysis, and contextualisation of scholarly materials;

2.2 essay-writing skills, enabling you to organise points and arguments in a scholarly writing manner with appropriate citation;

2.3 critical analysis and creative thinking skills through the research assignment;

2.4 computer skills through the unit's extensive use of on-line resources;

2.5 enhance organisational and time management skills.

Graduate capabilities

1. Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

2. Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

3. Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

4. Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

5. Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

6. Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

7. Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

8. Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

9. Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

Student Workload

Activity:	Teaching Week:	Student Weeks:	Per Semester:	Per Week:
Lecture	3	13		2.60
Private study	4	13		3.47
Essay			24	1.60
Examinations			20	1.33
				Total: 9.00

CLASSES

Lectures

Time: Wednesday 9:00 - 10:00; Location: Lotus Theatre

Wednesday 14:00-16:00; Location: Lotus Theatre

All lectures are recorded on Echo (formerly iLecture) which can be accessed via iLearn.

There are no tutorials in this unit.

UNIT WEB PAGE

The Unit Homepage can be accessed through iLearn.

For information on the use of the Web site (e.g. username and password, bulletin board, calendar) access: ilearn.mq.edu.au

For information for online training and technical problems see Library Homepage:

<http://www.lib.mq.edu.au/> ('Support Services').

REQUIRED & RECOMMENDED TEXTS AND/OR MATERIALS

Required Texts

The below course reader contains the texts that are the foci for lectures, essay topics, and examination questions.

ANTH106 Lecture Readings 2012 available at the University Bookshop in late February.

All of the readings in the course reader will also be available on eReserve at the Macquarie Uni Library. A small number of readings may not be available in the printed 2012 compilation of lecture readings; if not, they will be found on eReserve.

Recommended Readings

These are not required but they are strongly recommended. In particular, the Fraser and Moore edited volume, *The Drug Effect*, will be very useful for writing your essay assignment. The other book, *Buzzed*, is a fascinating and useful compendium of objective information on a range of drugs, from alcohol to heroine to the date-rape drug GHB, with a focus on the physical effects of these drugs on the body.

Fraser and Moore (eds), 2011. *The Drug Effect: Health, Crime and Society*. Melbourne: Cambridge U Press.

Kuhn, Swartzwelder, & Wilson (eds), 2008. *Buzzed: The straight facts about the most used and abused drugs, from Alcohol to Ecstasy*. 3rd edition. John Wiley & Sons Australia.

Library information

Additional lecture references are available in the Special Reserve section of the Library in hard copy (in the case of books) and online as e-Readings (in the case of most journal articles). See the e-Reserve icon on the ANTH106 iLearn website. If you have difficulty in finding these references contact 1800 300 753 to reach a Library specialist.

TEACHING AND LEARNING STRATEGIES

Teaching modes

Teaching comprises lectures, films, and the use of the online Discussion Board. There **are no face-to-face tutorials for this unit**. The Discussion Board on the ANTH106 iLearn Homepage is a useful medium for communicating with fellow students and, in particular, discussing drug issues.

Each week students are expected to complete the required readings. Students wishing to discuss these readings are directed towards the unit Discussion Board. Although taking part in the Discussion Board is *not* compulsory, it is strongly recommended, as required readings provide a foundation for assessment in the course and the Discussion Board provides the key forum where these readings will be discussed. The course convenor will visit the Discussion Board regularly to monitor and contribute to discussion.

ASSESSMENT IN THIS UNIT

Assessment at a glance

1. Mid-semester test

Weight: 20%

Due: 4 April 2012

Linked Unit Outcomes: 1.1, 1.2, 1.3, 2.1

Brief Description: Multiple-choice test of 30 questions. The test will examine your knowledge of prior lectures and the required lecture readings. See below for more details.

2. Essay

Weight: 35%

Due: 1 May 2012

Linked Unit Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3

Brief Description: The 40% essay should be 1400-1500 words in length and should be submitted by Tuesday 1 May (5pm). Topics and a list of resources will be handed out in Week 3. See below for more details.

3: Essay reflection

Weight: 5%

Due: 6 June 2012

Linked Unit Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3

This assignment consists of a short (100-300 words) written reflection on what you would do differently with your essay if you had the opportunity to revise it after reading the feedback from your marker.

4. Examination

Weight: 40%

Linked Unit Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3

Due: Examination period

Brief Description: The final 1-hour exam consists of short-answer questions. See below for details.

Assessment Tasks

1. MID-SEMESTER QUIZ (20%)

This is a multiple-choice quiz of 30 questions to be completed on the last Wednesday before the mid-semester break. The quiz will examine your knowledge of prior lectures and the required lecture readings. You will have approximately 30 minutes to complete the quiz.

Both internal and external students have the choice of **either** taking the quiz **online** or doing a paper version of the quiz **in-class**. (You can't do both!)

The **in-class quiz** will be held in the Lotus Theatre on Wednesday 4 April from 9:05-9:55.

The **online quiz** may be taken anytime from 9:00am to 7:00pm the same day, and accessed through iLearn. (The link will appear the day of the quiz.) The quiz is available for 10 hours that day to accommodate multiple work schedules, but note: once you begin the quiz you have only 30 minutes to finish it, so make sure that you have 30 minutes uninterrupted and that you are at a computer with a reliable internet connection.

2. ESSAY (35%)

The 35% essay should be 1400-1500 words in length and should be submitted by Tuesday 1 May (5pm). You should provide a word count when you submit your essay. Please note: **1500 words is the absolute maximum word limit!** You will be penalised by 1 percentage point for each 10 words that you exceed the 1500 word limit, so it is imperative that you make your points clearly and concisely. It is also imperative that your written expression is free of grammatical and spelling errors. We advise students who have significant writing problems to take a writing skills course (for further information see the Undergraduate Studies Handbook).

For advice on essay writing see 'Writing Anthropological Essays' on the Anthropology Web site http://www.anth.mq.edu.au/ug_essaywriting.html and the essay assessment rubric in this unit outline.

Essay topics and a list of reference sources will be handed out in class in Week 3 and placed on the Unit Homepage on iLearn.

3. ESSAY REFLECTION (5%)

For this assignment, you must collect your marked essay (see below for information on how assignments are returned) and read through the marker comments and the assessment rubrics attached to your essay. Then, you should write a short statement (between 100-300 words) reflecting on what you would do differently if you had the opportunity to revise your essay after reading this feedback.

Note: If you do not pick up your marked essay, then you will not receive any marks for the essay reflection assignment, regardless of whether you hand in the assignment or not.

4. EXAMINATION (40%)

The final exam will be of one hour's duration and will consist of short answer questions. These questions will relate specifically to material discussed in the lectures and the required readings. The exam is cumulative and covers all of the material from the unit.

External students will receive information from the Centre for Open Education about how they can sit the examination if they are not in Sydney.

Attendance

Attendance is not required in this unit. All lectures will be recorded on Echo (previously iLecture). Many students study remotely and are not able to attend lectures in person, so they listen to the recordings and study the associated lecture notes or slides instead.

That said, this unit has a number of dynamic guest lecturers who are famous in their fields of study. During their lectures, they interact with students in the lecture hall, and there is always the opportunity to ask the lecturers questions at the end of the lecture. It is a really intellectually stimulating experience, and I strongly recommended that you attend the lectures in person if you are able to do so.

Plus, I give out prizes in lecture. Weird prizes. Fun prizes. Attending lecture is like buying a lotto ticket. You never know if you'll be the one to win a poster from the 1930s film *Reefer Madness!* So come to lecture. It's fun. Really.

Frequently asked question: Can external students attend the lecture?

Answer: a qualified 'Yes.' If you're enrolled externally but you'd like to attend lecture, you're welcome to come to class as long as there is a seat available in the lecture theatre.

Films: We show many films in this class. For those external students who have not been able to attend the films shown in class, a special weekend or evening screening will be scheduled in the second half of the semester for all films shown during the semester (date TBA). All films shown in this class are held on special reserve in the library, so you may check out films to watch if you have missed a film; however, you can only check out reserve materials for 3 hours at a time. You can watch the films in the A/V lab in the library – just ask about this at the reserve desk.

Examination(s)

The final exam will be held in the official examination period. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations. For further information see <http://www.timetables.mq.edu.au/exam> .

No consideration can be made for students who plan travel or make other plans during the examination period, so please do not plan to leave Sydney before the exam period is over. The unit convenor has no control over when the exam is scheduled,

unfortunately. Believe me, I'd schedule it early in the exam period if I could, but I don't have any say in the matter.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about the Special Consideration process is found below under "extensions and penalties."

If a Supplementary Examination is granted as a result of the Special Consideration process, the make-up exam will be scheduled after the conclusion of the official examination period.

Assignment submission

The essay should be submitted by Tuesday 1 May (5pm). You should provide a word count when you submit your essay, and you will be penalized by 1 percentage point for each 10 words that you exceed the 1500 word limit, so it is imperative that you make your points clearly and concisely.

ESSAY SUBMISSION THROUGH TURNITIN:

The Essay should be submitted by Tuesday 1 May (5pm) to the Arts Student Centre in W6A Level 1.

Each essay must go through a two-part submission process.

1) First, ALL 100-level essays MUST be electronically submitted by students to the Turnitin plagiarism system. Go to <http://www.lib.mq.edu.au/infoethics/plag.html> for information about how to submit through Turnitin.

All enrolled 100-level students are provided with their own Turnitin account, each consisting of a list of the 100-level classes the student is enrolled in. Students are required to enter their email address and password to log into the system. Each student will have their unique password emailed to them. The unit convenor will provide the class code and password. (I'll post it in an announcement on iLearn.)

2) On successful submission of the assignment, Turnitin will issue a receipt. Please write the receipt number on your essay, which MUST be submitted to the ARTS STUDENT CENTRE (W6A level 1) by the assignment due date. Each submission must have a cover page, which is provided by the Arts Student Centre.

External students may submit the essay online via the Centre for Open Education (COE): coeassign@mq.edu.au. For more information about the COE, see www.mq.edu.au/about_us/offices_and_units/centre_for_open_education.

NOTE: Assignments will NOT be marked unless processed by the Turnitin system. If you do not include your Turnitin number on the cover page when you submit your essay, you may subsequently e-mail that number to the unit convenor (lisa.wynn@mq.edu.au), but you will be penalised with 2 percentage points subtracted from your final essay mark, so PLEASE do not forget to include your Turnitin number when you submit your essay!

FORMATTING REQUIREMENTS:

Your essay must be typed in 12-point font and double spaced. Make sure all of the pages are numbered. Please SAVE PAPER by printing on both sides of the page!

Please include the essay title, your name, student I.D. number, class number (ANTH106), the essay question you have chosen to answer, word count and Turnitin number. Please do not put your essay in any display paraphernalia, as it makes marking more difficult.

Correct grammar and spelling is required and part of the assessment for your written work will reflect this.

Extensions and penalties

LATE SUBMISSIONS:

Late submissions will incur a penalty of 2 percentage points per day, unless the unit convenor has granted an extension due to certificated medical problems or to 'unavoidable disruption' (see Undergraduate Student Handbook).

ESSAY WORD LIMIT:

There is a **1500-word limit** for the essay, and you **must include the word count for your paper on the cover page**. Papers that exceed the word limit will be deducted 1 percentage point for each 10 words over the limit. Please take the word limit very seriously and try to make your argument concisely and clearly. The word limit is designed to level the essay-writing field, so to speak: it is unfair to fellow students if one person has much more space to argue their case while another student sticks firmly to the length guidelines. If you fail to provide a word count, you will be deducted 1 percentage point and the assessor will estimate length and mark accordingly.

While there is a penalty for *exceeding* the word limit, there is no penalty for going *under* the recommended essay length of 1400-1500 words.

PLAGIARISM:

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's definition of plagiarism and its academic honesty policy. These can be found in the Handbook of Undergraduate studies or on the web at:

<http://www.student.mq.edu.au/plagiarism/> and

http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in an assignment, failure in the unit, and/or referral to the University Discipline Committee.

NO CONSIDERATION FOR LOST WORK:

It is the student's responsibility to keep a copy of all written work submitted for each unit. No consideration will be given to claims of 'lost work', no matter what the circumstances.

EXTENSIONS AND SPECIAL CONSIDERATION:

The University recognises that at times an event or set of circumstances may occur that:

- Could not have reasonably been anticipated, avoided or guarded against by the student
- AND
- Was beyond the student's control AND
- Caused substantial disruption to the student's capacity for effective study and/or completion of required work AND
- Substantially interfered with the otherwise satisfactory fulfilment of unit or program requirements AND
- Was of at least three (3) consecutive days duration within a study period and/or prevented completion of a formal examination.

In such circumstances, students may apply for Special Consideration. Special Consideration applications must be supported by evidence to demonstrate the severity of the circumstance(s) and that substantial disruption has been caused to the student's capacity for effective study.

Special Consideration applications must include specific details of how the unavoidable disruption affected previously satisfactory work by the student.

The University has determined that some circumstances routinely encountered by students are not acceptable grounds for claiming Special Consideration. These grounds include, but are not limited, to:

- Routine demands of employment
- Routine family problems such as tension with or between parents, spouses, and other people closely involved with the student
- Difficulties adjusting to university life, to the self-discipline needed to study effectively, and the demands of academic work
- Stress or anxiety associated with examinations, required assignments or any aspect of academic work
- Routine need for financial support
- Routine demands of sport, clubs and social or extra-curricular activities

Conditions existing prior to commencing a unit of study are not grounds for Special Consideration. The student is responsible for managing their workload in light of any known or anticipated problems. The student is responsible for contacting Student Support Services if they have a chronic condition.

To request Special Consideration, you must fill out the form found at the following web address: <http://www.registrar.mq.edu.au/Forms/APScons.pdf> That form and all accompanying documentation must be submitted to the Student Enquiry Service, NOT directly to your Unit Convenor. The Student Enquiry Service will process your application and communicate it to your Unit Convenor.

For more information, see

http://mq.edu.au/policy/docs/special_consideration/policy.html

Returning assignments

Student work will usually be marked and returned with feedback within three weeks after the due date. The essay will be returned on a specially designated date in the Anthropology Department. After this date, all uncollected essays will be delivered to the Arts Student Centre on the ground floor of W6A and you can pick it up there during the hours of 9-5pm. You will need to show ID to collect your essay. Please remember that it is necessary to collect your essay in order to complete the essay reflection assignment, which is worth 5% of your final mark!

If you believe that your assessment task has been lost, please contact the Student Enquiry Office on the Ground Floor of W6A. Your claim will be logged and tracked in a database of lost assignment claims and kept on file for up to five years.

POLICIES AND PROCEDURES

Macquarie students are expected to read and comply with the University plagiarism policy (located at <http://www.student.mq.edu.au/plagiarism/>). In addition, students can access other relevant policies at Policy Central (<http://www.mq.edu.au/policy/>). Relevant policies include:

- Assessment policy
- Unit guide policy
- Special consideration policy

FEEDBACK

Feedback and unit evaluation

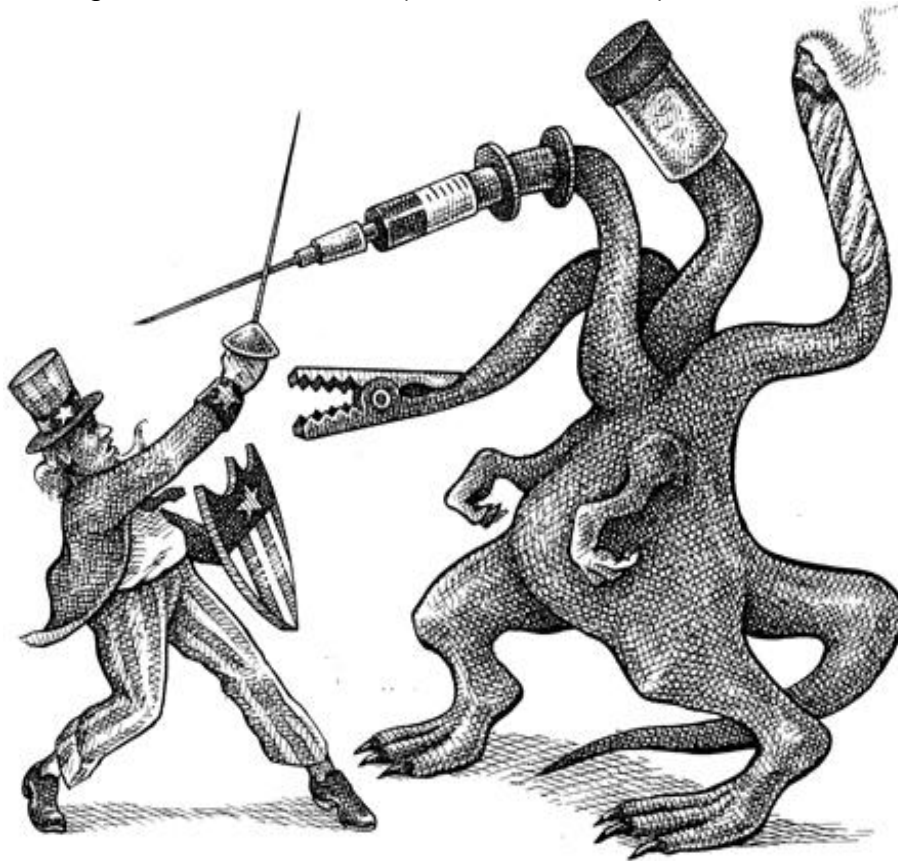
The Faculty of Arts values student feedback and seeks to continually improve its teaching. At present, the Faculty collects student feedback in two ways:

1. Anonymous evaluation surveys which are disseminated at the completion of each unit.
2. Student feedback meetings which are held twice a year in the Faculty of Arts. These meetings are advertised on campus and all students are encouraged to attend.

We also warmly welcome ongoing student feedback via less formal media. Please, if you have a word of compliment or a suggestion for improvement during the semester, don't wait until the end of the year to convey this feedback to the unit convenor. Feel free to visit me during consultation hours, send an e-mail, or post your comment to the Blackboard Discussion Board.

ACADEMIC OR PERSONAL DIFFICULTIES:

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>. Students experiencing academic difficulty should approach the unit convenor in the first instance. On other academic matters you should see the Dean of Students of the University Health and Counselling Service (Ph: 9850 7497/98). On matters pertaining to regulations you should seek information from the Registrar or see the Division's Undergraduate Studies Director. Students who have difficulties with alcohol and/or other drugs are advised to contact the University Health and Counselling Service or the Alcohol and Drug Information Service (Ph:1800-811-994).



(Paul Kolsti 'Wittyworld')

LECTURE AND FILM SCHEDULE

Week	Date	Topic	Lecturer
1.	Wed 29 Feb	Drugs, Pharmaceuticals, and Anthropology Hallucinogens	Wynn Wynn
2.	Wed 7 Mar	Ethnographies of Drug Use Cannabis Film: <i>Psychedelic Science</i>	P. Cohen Wynn
3.	Wed 14 March	Drug Symbolism Placebo Effect	P. Cohen Wynn
4.	Wed 21 March	Neuropharmacology Drug Pharmacology and Addiction	Kraushaar Kraushaar
5.	Wed 28 March	Quiz Review + Essay / Turnitin Info Session Drug Policy Forum	Wynn Wodak
6.	Wed 4 April	Mid-Semester Quiz Tears to Hope: A Family Perspective on Drugs	Trimingham

RECESS (6 April – 22 April)
Wed 25 April: ANZAC DAY – no class

	Tues 1 May	Essay due today – 5pm!	
7.	Wed 2 May	Methamphetamines in Thailand Cocaine Film: <i>Coca Mama</i>	A. Cohen Wynn
8.	Wed 9 May	Film: <i>Lords of the Golden Triangle</i> Political Economy of Opiates	P. Cohen
9.	Wed 16 May	Political Economy of Tobacco <i>Bidis</i> : Filterless Cigarettes in Bangladesh Tobacco and Shamanism	MacKenzie Roy Wynn
10.	Wed 23 May	Film: <i>Tobacco Wars</i> e-Cigarettes, Addiction, and Public Health War on Drugs	Wynn Wynn
11.	Wed 30 May	T.B.A. Steroids Erectile Dysfunction Drugs	Downey Wynn
12.	Wed 6 June	Exam Review Emergency Contraception	Wynn Wynn

NOTE! – It is essential to regularly access the Unit Homepage on iLearn as the main source for the general and practical information and reminders relevant to this unit – especially for updates on guest lecturers and any possible changes to the lecture program.

LECTURE OUTLINES, READINGS, and REFERENCES

- **LR= Lecture Readings booklet**

Week 1. Introduction: Drugs, Pharmaceuticals, and Anthropology and Hallucinogens

Introduction: The morning lecture is an introduction to the unit, the topics and lecturers, and the unit requirements. The introductory lecture begins with a review of the major categories of drugs and their effects and covers a brief history of drug use.

Required Reading:

- **LR 1: Robson (1999).** *Forbidden Drugs*, second edition, chapter 2: “Consequences of Drug Use”

Additional References:

- LR 2: Davenport-Hines (2004). “Prologue,” *The Pursuit of Oblivion*.
- Davenport-Hines (2004). “Early History.” *The Pursuit of Oblivion*.
- P. Robson (1999). *Forbidden Drugs*, second edition, chapter 1: “Why Use Drugs?”

Hallucinogens: The hallucinogens lecture begins with a consideration of the religious and ritual context of the use of hallucinogens among indigenous peoples of North and South America, with particular reference to shamanism. Among the specific issues discussed will be: the characteristics of shamanic trance-states, trance-states and psychotherapy, the social functions of trance-states (e.g. diagnosis of illness). Then follows a discussion of hallucinogens in the West. During the 1940s and 1950s and increasing number of Westerners, including prominent intellectuals such as Aldous Huxley, began experimenting with hallucinogens by using them personally. Later, psychologists and scientists, such as Dr Timothy Leary, began extensive studies of the hallucinogenic experience. The qualities of the drug were so powerful, revealing what seemed an alternative reality, that their use quickly became a feature of the counterculture and alternative society of the 1960s and 1970s. However, connections between hallucinogens and mental illness were also proposed and the dangers of hallucinogenic experiences led to a rapid decline in their popularity. These issues are explored in the film *Psychedelic Science*, which we will watch next week.

Required Readings:

- **LR 39: Weil, A (1973)** ‘Clues from the Amazon’. In *The Nature of Mind*, Jonathon Cape, London, pp. 98-115.

Additional references:

- LR 40: Huxley, A (1972) 'The Doors of Perception'. In *The Doors of Perception and Heaven & Hell*. London: Chatto & Windus, pp. 5-20.)
- LR 41: Siskind (1973). "Visions and Cures among the Sharanahua."
- P.T. Furst (1972) *Flesh of the Gods: the Ritual Use of Hallucinogens*, Illinois, Waveland Press (Chapters 1,4 & 5)
- M.J. Harner ed. (1973) *Hallucinogens and Shamanism*, London/NY, Oxford University Press (Chapters 1,3,7,9, & 10).
- M.D. de Rios (1972) *Visionary Vine: Hallucinogenic Healing in the Peruvian Amazon*, Prospect Heights, Waveland Press.
- T. Leary (1990) *The Politics of Ecstasy*, Berkeley, Ronin Publishers.
- M.A. Lee (1992) *Acid Dreams: the Complete Social History of LSD*, NY, Grove Weidenfeld.



Week 2. Ethnographies of Drug Use and Cannabis

Ethnographies of Drug Use: In the morning lecture, Professor Paul Cohen examines how anthropologists have studied drug use. The lecture focuses on ethnographies of drugs use and highlights their value, particularly in relation to understanding the meaning of drug use in context. This lecture defines 'ethnography' and outlines ethnographic methods. Then follows an analysis of ethnographies of illicit drug use, such as those by Angela Burr, David Moore, Lisa Maher and Grund et al. This analysis highlights the value of drug use ethnographies, in particular the understanding of the meaning of drug use in context. The lecture also examines the contribution of ethnographies to an understanding of drug rituals and symbolism and drug subcultures, a topic that will be continued in week 3 when Professor Cohen returns to discuss drug symbolism.

Required Reading:

- **LR 16: Zinberg, N.E. (1984)** 'Historical Perspectives on Controlled Drug Use'. In *Drug, Set and Setting: the Basis for Controlled Intoxicant Use*. Yale University Press, pp. 1-10.

Additional References:

- LR 18: Moore (1993). "Beyond Zinberg's 'Social Setting'."
- LR 19: Grund, Kaplan & de Vries (1994). "Rituals of Regulation."
- LR 20: Burr (1987). "Chasing the Dragon."
- M.H. Agar (1977) 'Into that whole ritual thing: ritualist drug use among urban American heroin addicts', in B.M. Du Toit ed. *Drugs, Rituals and Altered States of Consciousness*, Rotterdam, Balkema, pp. 137-148.
- W.M. Harding & N.E. Zinberg (1977) 'The effectiveness of the sub-culture in developing rituals and social sanctions for controlled drug use' in Du Toit ed. op. cit. pp. 111-133.

Cannabis: In the afternoon we will explore the history of cannabis in Asia and the West – from its use for religious and medical purposes to its appropriation by literary and

artistic circles – and examine the reasons for the shifting image of marijuana in Western countries, including the “gateway hypothesis.” Finally, debates over decriminalisation and legalisation in Australia will be examined.

Required Readings:

- **LR 34: Himmelstein, J.L. (1983)** ‘From Killer Weed to Drop Out Drug’, *Contemporary Crises*, 7(1): 13-38.
- **LR 35: W. Hall & M. Lynskey (2005)** ‘Is Cannabis a Gateway drug? Testing Hypotheses About the Relationship Between Cannabis Use and the use of other Illicit Drugs’, *Drug and Alcohol Review* 24:39-48

Additional references:

- C.A. de Launey (2001) What Drug problem? Cannabis and Heroin in an Alternative Community, PhD thesis, Southern Cross University.
- *Health and Psychological Consequences of Cannabis Use* (1994), National Drug Strategy, Monograph No.25, Canberra, Australian Government Publishing Service.
- *Patterns of Cannabis Use in Australia* (1994), National Drug Strategy, Monograph No.27, Canberra, Australian Government Publishing Service
- D. Solomon ed. (1969) *The Marijuana Papers: An Examination of Marijuana in Society, History and Literature*, UK, Panther.



**Week 3. Drug Symbolism and
The Placebo Effect**

Drug Symbolism: Guest lecturer Paul Cohen outlines theories of drug use in context, with emphasis on the way rituals and social sanctions operate in drug sub-cultures and the contribution of ethnography to understanding these processes. There will be some discussion of the symbolic analysis of drugs in relation to ‘drug problems’.

Required Readings:

- **LR 21: Manderson (1995).** ‘Metamorphoses: Clashing Symbols in the Social Construction of Drugs.’ *Journal of Drug Issues* 25(4): 799-816.
- **Manderson, D. 2005.** Possessed: Drug policy, witchcraft and belief. *Cultural Studies* 19(1) (available on eReserve).

Additional references:

- LR 22: Marshall, Ames and Bennett. “Anthropological Perspectives...”

The Placebo Effect: In the afternoon Lisa Wynn will describe how anthropologists, neurologists, and psychologists have studied the placebo effect and talk about the ethics of drug research.

Required Reading:

- **Daniel Moerman and Wayne Jonas, 2002.** “Deconstructing the Placebo Effect and Finding the Meaning Response.” *Annals of Internal Medicine* 136 (6):471-476. (Available on eReserve)

Additional references:

- Daniel Moerman, 2002. *Meaning, Medicine and the 'Placebo Effect.'* Cambridge: Cambridge University Press.



Week 4. Neuropharmacology, Drug Pharmacology and Addiction

Ms Niree Kraushaar of Macquarie's Psychology Department will lecture on the pharmacology and neurobiology of drugs. She will examine how psychoactive drugs exert their effects on the central nervous system and discuss the neurotransmitters (or brain chemicals) including dopamine, serotonin, acetylcholine and GABA. She will also explore the difference between substance abuse and substance dependence (or addiction) and examine what properties of the drug determine its harm potential and whether there are any individual differences that make it more likely that a person will become addicted.

Required Readings:

- **LR 3: Parrott et al. (2004).** Excerpt from "Principles of Drug Action."
- **William A. McKim, 2007.** "Dependence, Addiction, and the Self-Administration of Drugs." Chapter 5 of *Drugs and Behavior: An Introduction to Behavioral Pharmacology*, sixth edition. New Jersey: Pearson Prentice Hall, pp.92-127 (on eReserve).

Additional references:

- Philip Robson, 1999. "The consequences of drug use," Chapter 2 in *Forbidden Drugs*, second edition. Oxford University Press, pp.19-32
- Charles Levinthal, 2010. "Physical and Psychological Dependence" and "Psychiatric Definitions," in *Drugs, Behavior, and Modern Society*, sixth edition (Pearson International Edition). Boston: Allyn and Bacon, pp.40-44
- William A. McKim, 2007. "Neurophysiology, Neurotransmitters, and the Nervous System" and "Dependence, Addiction, and the Self-Administration of Drugs." Chapter 4 of *Drugs and Behavior: An Introduction to Behavioral Pharmacology*, sixth edition. New Jersey: Pearson Prentice Hall, pp.57-90.



Week 5. Quiz Review + Essay / Turnitin Session and Drug Policy Forum

Quiz review and Essay / Turnitin Session: Lisa Wynn will do an in-class review to prepare you for the mid-semester quiz, and then she will give a crash-course in how to use the library's databases to find material for writing essays, reveal a few secrets on how to ace the essay assignment, plus she will demonstrate Turnitin and show you how to avoid plagiarism.

Drug Policy Forum: This lecture provides an introduction to international drug policy and the legislative options available for dealing with illicit drugs. Following a consideration of current legislation regarding illicit drugs and some of their harms, the lecture considers the importance of a harm minimisation approach and what it entails. Our guest lecturer, Dr Alex Wodak, is Director of Alcohol and Drug Services at St. Vincent's Hospital and one of the most prominent academics in drug research and policy in Australia.

Required Reading:

- **LR 37: Wodak, A (2000)** 'Developing More Effective Responses'. In G Stokes, P Chalk & K Gillen (eds), *Drugs and Democracy*, Melbourne: Melbourne University Press, pp. 183-200.

Additional References:

- LR 38: Wodak & McLeod (2004). "The role of harm reduction in controlling HIV..."
- D.R. Bewley-Taylor (1999) *The United States and International Drug Control, 1909-1997*, London & New York.
- D. Manderson (1993) *From Mr Sin to Mr Big: A History of Australian Drug Laws*, Melbourne, OxfordUniversityPress.



**Week 6. Mid-Semester Quiz and
From Tears to Hope: A Family Perspective on Drugs**

Quiz: In the morning we'll have the quiz – see this unit guide, above, for information on how it is offered either as a paper or online version.

A Family Perspective on Drugs: In the afternoon, our guest speaker is Tony Trimingham, the founder of Family Drug Support, who will provide a powerful personal account of drug addiction from the perspective of the family members of drug users. He will also talk about addiction treatment and drug policy.

No required readings for this week – just study for the quiz!



Mid-semester Recess: 6 April – 22 April
Wed 25 April: ANZAC DAY – no class



Week 7. Methamphetamines in Thailand and The Political Economy of Coca and Cocaine

Methamphetamines in Thailand: Our guest lecturer will be Dr Anjalee Cohen from the Department of Anthropology at the University of Sydney, who will speak about her research on methamphetamine use in Thailand. Dr Cohen's PhD research examined youth culture and identity in northern Thailand, focussing particularly on the social and cultural context of methamphetamine use.

Required Reading:

- **Cohen, A & McGregor, C. (2009).** The Emergence of Amphetamine Type Stimulants in Thailand: Problems and Interventions. In Pates, R and Riley, D (eds). *Interventions for Amphetamine Misuse*. Oxford: Blackwell Publishing.

Additional reference:

- Pierre-Arnaud Chouvy and Joël Meissonnier, 2004. *Yaa baa: production, traffic, and consumption of methamphetamine in mainland Southeast Asia*. NUS Press.

The Political Economy of Coca and Cocaine: In the afternoon, Lisa Wynn will talk about coca and cocaine in the Silver Triangle (Bolivia, Colombia, Peru) of South America. The lecture discusses of traditional uses of coca and then examines the contemporary situation in which peasant production of coca has become enmeshed in a global economy.

Required Reading:

- **LR 29: Leons, M. B. & H Sanabria (1997)** 'Coca and Cocaine in Bolivia: Reality and Policy Illusion'. In MB Leons & H Sanabria (eds), *Coca, Cocaine, and the Bolivian Reality*. New York: State University of New York Press, pp. 2-46.
- **LR 33: Wilson, S & M Zambrano (1997)** 'Cocaine, Commodity Chains and Drug Politics: a Transnational Approach'. In *Commodity Chains and Global Capitalism*. Westport, CT: Praeger, pp. 297-315.

Additional references:

- LR 31: Hellin (2001). "Coca Eradication in the Andes, Lessons from Bolivia."
- P. Gootenberg ed. (1999) *Cocaine: Global Histories*, London & N.Y., Routledge.
- M.B. Leons and H. Sanabria eds (1997) *Coca, Cocaine and the Bolivian Reality*, N.Y., State University of New York Press.

Recommended viewing: Cocaine (DVD): "This compelling three-part series from filmmaker Angus Macqueen is a chilling journey from the coca fields, impoverished farmers and cocaine-makers of the Peruvian Andes to drug gangs in the favelas of Rio, and also to the law officials who are powerless to stop this illicit trade. Macqueen spent 18 months filming this extraordinary series in Latin America and it reveals different insight into the much-maligned world of cocaine production. From the dirt-poor valleys of Peru and the shanty towns of Rio, Macqueen talks to people behind the production of

cocaine, to explore the effect on the lives of the West's 'war on drugs'. He comes to the contentious and surprising conclusion that legalisation of the drug would solve the biggest of the current problems which are mostly due to the huge demand for it, ironically, from the West" --SBS website.



Week 8. The Political Economy of Opiates

Guest lecturer Paul Cohen begins to examine the political economy of opiates in Asia, where he has conducted original ethnographic research. Professor Cohen outlines the history of opium in Asia with emphasis on the factors contributing to the growth of the Golden Triangle and Golden Crescent regions as the major sources of illicit opium production. The post World War II politics of opium in these regions will be analysed as well as the way in which local opium production and trade is linked to a global market in heroin. There will also be discussion of the social context of opium production and consumption by 'hill-tribe' and peasant growers.

The film *Lord of the Golden Triangle* explores the politics of heroin in South East Asia, key drug lord Khun Sa, the relationship between drugs, war and tribalism in the region, and shows how the drugs flowed freely with the knowledge and even cooperation of governments.

Required Readings:

- **LR 23: Yawnghwe, Chao-Tzang (1993)** 'The Political Economy of the Opium Trade: Implications for Shan State', *Journal of Contemporary Asia*, 23(3): 306-326.
- **LR 24: Cohen, PT & C Lyttleton (2002)** Opium-Reduction Programmes, Discourses of Addiction and Gender in Northwest Laos, *Sojourn*, 17(1): 1-23.
- **LR 17: Trocki, C. A. (1999)** 'All the Drowsy Syrups of the World'. In *Opium Empire and the Global Political Economy: A Study of Asian Opium Trade, 1750-1950*. London: Routledge, pp. 13-32.

Additional references:

- LR 25: Brown (1999). "Burma: The Political Economy of Violence."
- LR 26: Hoffman (1990). "Historical Shifts in the Perception of Opiates."
- LR 27: Labrousse (2005). "Drugs: The Major Obstacle to Afghan reconstruction?"
- LR 28: Jelsma (2005). "Burma in the Global Drug Market." (Labrousse and Jelsma articles found In M. Jelsma, T. Kramer & P. Vervest (eds) *Trouble in the Triangle: Opium and Conflict in Burma*, Silkworm Press, Chiang Mai.)
- B. Lintner (1993) *The Politics of the Drug Trade in Burma*, Indian Ocean Centre for Peace Studies, University of Western Australia.
- A.W. McCoy (1972) *The Politics of Heroin in Southeast Asia*, NY, Harper & Row.
- A.W.M Coy (2003) *The Politics of Heroin: CIA Complicity in the Global Drug Trade*, Chicago, Lawrence Hill Books.
- C.A. Trocki (1999) *Opium, Empire and the Global Political Economy: A Study of the Asian Opium Trade 1750-1950*, London, Routledge.



Week 9. Tobacco

Commercial Tobacco and its Global Expansion: In the morning, guest speaker Dr Ross MacKenzie from Macquarie University's Department of Environment and Geography will speak about the broad health implications of smoking and the role of media in health policy and advocacy. He will discuss his research on global trade liberalisation and the tobacco industry, primarily in SE Asia, looking at the growth of the globalisation of Western brands and consequences for lower- to middle income countries, consolidation of the tobacco industry, and smuggling.

Bidis: Filterless Cigarettes in Bangladesh: In the afternoon, guest lecturer Mr Anupom Roy, a PhD student in the Anthropology Department at Macquarie University, will continue the theme of the global political economy of tobacco from an on-the-ground ethnographic perspective when he describes the relationship between global cigarette brands and locally-produced filterless cigarettes (*bidis*), which are smoked by poor people in Bangladesh. Mr Roy will describe some of the cultural context of tobacco use in Bangladesh, such as the norms that make it taboo for women to smoke (but not chew) tobacco, and the practice of giving tobacco as a gift, a clear illustration of how patterns of addiction are embedded in cultural norms and practices. He will also talk about his research which showed how tobacco is used by the ultra poor in Bangladesh to suppress their appetite so that they can work longer without having to buy food – which puts a whole different spin on our concepts of recreational drug use.

Tobacco and Shamanism: Finally, Lisa Wynn will look at the pharmacology of the tobacco plant and the biochemistry of nicotine addiction. The biogeography of tobacco varieties in the New World reveals something of its earliest domestication and diffusion throughout the Americas, not as a drug of pleasure but as a sacred medicine, the use of which enable humans to visit and influence the Gods via a hallucinated 'bridge of smoke'. Only fifty years after Columbus' first voyage, tobacco was being smoked in the Portuguese royal court, and fifty years after that it was being traded and smoked around the world.

Required Readings:

- **LR 5: Wilbert, J (1987)** 'Tobacco and Shamanistic Ecstasy Among the Warao Indians'. In P Furst (ed), *Flesh of the Gods: the Ritual Use of Hallucinogens*. New York: Praeger, pp. 55-83.
- **Yach D and Bettcher D, 2000.** 'Globalisation of tobacco industry influence and new global responses.' *Tobacco Control* 9: 206-216. (available on eReserve)

Additional references:

- Chapman S, Freeman B., 2008. 'Markers of the denormalisation of smoking and the tobacco industry.' *Tobacco Control* 17:25-31.
- Novotny, TE and Carlin, D., 2005. 'Ethical and legal aspects of global tobacco control.' *Tobacco Control* 14:ii26-ii30.
- LR 7: Ballard (2001). "The Politics of Tobacco Control in Australia."

- LR 8: Mackay (2001). "The Tobacco Epidemic: Some Future Scenarios."
- LR 6: Goodman, J (1998) 'Webs of Drug Dependence: Toward a Political History of Tobacco'. In S Lock, L Reynolds & E Tansey (eds), *Ashes to Ashes: the History of Smoking and Health*. Amsterdam & Atlanta: Rodopi, pp. 5-29.
- J. Wilbert (1987) *Tobacco and Shamanism in South America*, New Haven, Yale University Press.
- K. Blum et al. (1996) 'Reward deficiency syndrome', *American Scientist*, Mar-Apr.
- Tyrrell (1999) *Tobacco Control in Colonial Australia*, ch.1 of *Deadly Enemies: Tobacco and its Opponents in Australia*, University of New South Wales Press, pp.3–18.
- M. Wolfson (2001) *The Fight Against Big Tobacco: The Movement, the State, and the Public's Health*, New York, Aldine De Gruyter.



Week 10. E-Cigarettes, Addiction, and Public Health and The War on Drugs: Supply and Demand

Tobacco, continued: In the morning, we'll watch the film *Tobacco Wars*. In the afternoon, Lisa Wynn will talk about public health debates over e-cigarettes and what they reveal about the relationship between public health ideologies and cultural anxieties about addiction.

War on Drugs: This lecture takes a critical look at the U.S.-led 'War on Drugs' in South America and mainland Southeast Asia, examining first supply-side strategies and the reasons for the failure of these strategies, and then looking at the demand-reduction programs of the U.S. and international agencies that include crop replacement and community-based drug control.

Required Readings:

- **LR 30: Farrell, G (1998)** 'A Global Empirical View of Drug Crop Eradication and the United Nation's Substitution and Alternative Development Strategies', *Journal of Drug Issues*, 28(2): 395-436.
- **Bell, K & H Keane, in press.** "Nicotine control: E-cigarettes, smoking and addiction." *International Journal of Drug Policy*. (available on eReserve).

Additional References:

- LR 32: Jelsma (2003). "Drugs in the UN System: the Unwritten History."
- M. Barrett and M.de Palo (1999) 'Community-based intervention to reduce demand for drugs in northern Thailand', *Substance Use and Misuse*, 13(13):1837-1879.
- E.Bertram, M.Blachman, K.Sharpe & P.Andreas (1996) *Drug War Politics: The Price of Denial*, University of California Press.
- R.Gebert and C.Kesmanee 'Issues in highland drug abuse: the genesis and current situation', in D.McCaskill and K.Kemp eds (1997) *Development or Domestication? Indigenous Peoples of Southeast Asia*, Chiang Mai, Silkworm Press, pp.358-397.

- D.Whynes (1991) 'Illicit drug production and supply-side drugs policy in Asia and South America', *Development and Change*, 22,(3):475-494.
- Labrousse (1990) 'Dependence on drugs: unemployment, migration and an alternative path to development in Bolivia' *International Labour Review*, 29(3):33-348.



Week 11. Steroids and Viagra and Erectile Dysfunction Drugs

Steroids: Guest lecturer Dr Greg Downey from the Anthropology Department will talk about performance-enhancing drugs and their use in sports.

Erectile Dysfunction Drugs: Lisa Wynn will look at the history of the development of the erectile dysfunction drug sildenafil (Viagra) and how it is consumed cross culturally, with a comparison of the different ways that Viagra is imagined and used in Egypt, China, and the U.S. and the ways it has shaped popular understandings of masculinity and sexuality.

Required Readings:

- **LR 42:** Fishman (2007). "Making Viagra: From Impotence to Erectile Dysfunction."
- **Everett Yuehong Zhang (2007).** "The birth of *nanke* (men's medicine) in China: The making of the subject of desire." *American Ethnologist* 34(3):491-508.

Additional references:

- Everett Yuehong Zhang (2005). "Rethinking Sexual Repression in Maoist China: Ideology, Structure and the Ownership of the Body." *Body and Society* 11(3):1-25.
- Meika Loe (2004). *The Rise of Viagra: How the Little Blue Pill Changed Sex in America*. New York: NYU Press.
- Jay Baglia (2005). *The Viagra AdVenture: Masculinity, Media, and the Performance of Sexual Health*. New York: Peter Lang.

Recommended viewing: DVD *Selling Sickness*: "This documentary explores the unhealthy relationships between society, medical science and the pharmaceutical industry as they promote their new miracle cures. It studies the growing global controversy over anti-depressant drugs such as Paxil (Aropax or Paxtine in Australia), which have been described as safe and non-addictive in advertisements. It also shows that aggressive drug marketing has blurred the boundaries between real medical conditions and ordinary life experiences to the extent that potential deadly side effects are often played down."



Week 12. Exam Review and Emergency Contraception

Exam Review: In the morning lecture, Lisa Wynn will review for the exam, giving you some tips on what and how to study.

Emergency Contraception: In the afternoon, Dr Wynn will discuss her research on debates over access to emergency contraceptive pills (ECPs) in the United States and Australia. Though ECPs are not mind-altering drugs (they are just a higher dose of the same hormones found in regular oral contraceptive pills), it is striking how the American discourse surrounding them has tended to focus on many of the same concerns – one might say paranoias – that surround discourses about illegal drug use. Is it the association between these pills and sex that leads this pharmaceutical product to be imagined in the same way as mood-altering illegal drugs?

Required Readings:

- **LR 43: Wynn & Trussell (2006).** “Images of American Sexuality in Debates...”
- **Desmond Manderson (2011).** “Possessed: The unconscious law of drugs.” In S Fraser and D Moore, eds., *The Drug Effect: Health, Crime and Society*. Melbourne: Cambridge University Press, pp.225-239.

Additional references:

- LR 44: Wynn & Trussell (2006). “The Social Life of Emergency Contraception...”

