



Drugs *and* Society

Eighth Edition

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Eighth Edition

Drugs and Society

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Preface

This substantially revised edition of *Drugs and Society* is intended to convey to students the impact of drug use and/or abuse on the lives of ordinary people. The authors have combined their expertise in the fields of drug abuse, pharmacology, and sociology with their extensive experiences in research, teaching, drug policy-making, and drug policy implementation to create an edition that reflects the most current information and understanding relative to drug abuse issues available in a textbook.

To make the eighth edition of *Drugs and Society* an exceptional text on drug-related problems, this book is written at a personal level and directly addresses college students by incorporating personal drug use and abuse experiences and perspectives throughout the chapters. These significant improvements make *Drugs and Society* truly unique. The approach was implemented in response to suggestions from readers, students, and instructors to further stimulate students' comprehension and assimilation of this information.

Drugs and Society was written to assist university students from a wide range of disciplines to gain a realistic perspective of drug-related problems in our society. Students in nursing, physical education and other health sciences, psychology, social work, and sociology will find that our text provides useful current information and perspectives to help them understand:

- social and psychological reasons why drug use and abuse occurs;
- the results of drug use and abuse;
- how to prevent drug use and abuse;
- how drugs can be used effectively for therapeutic purposes.

To achieve this goal, we have presented the most current and authoritative views on drug abuse in an objective and easily understood manner. To help students appreciate the multifaceted nature of drug-related problems, this edition exposes the issues from pharmacological, psychological, and sociological perspectives. Besides including the

most current information concerning drug use and abuse topics, each chapter also includes helpful learning aids for students. These include:

- **Holding the Line:** Vignettes intended to help the readers assess governmental efforts to deal with drug-related problems.
- **Case in Point:** Examples of relevant clinical issues that arise from the use of each major group of drugs discussed.
- **Here and Now:** Current events that illustrate the personal and social consequences of drug abuse.
- **Point/Counterpoint:** Features that expose students to different perspectives on drug-related issues and encourage them to draw their own conclusions.
- **Highlighted definitions:** Definitions of new terminology are conveniently located adjacent to their discussion in the text.
- **Learning objectives:** Goals for learning listed at the beginning of each chapter to help students identify the principal concepts being taught.
- **Summary statements:** Concise summaries found at the end of each chapter that correlate with the learning objectives.
- **Chapter questions:** Provocative questions at the end of each chapter designed to encourage students to discuss, ponder, and critically analyze their own feelings and biases about the information presented in the book.
- **Concise and well-organized tables and figures:** Updated features found throughout the book present the latest information to students in an easily understood format.
- **New color photographs and drawings:** These additions graphically illustrate important concepts and facilitate comprehension as well as retention of information.

Because of these new and updated features, we believe that this edition of *Drugs and Society* is much

more “user friendly” than the previous editions and will encourage student motivation and learning.

The new topical coverage in the eighth edition of *Drugs and Society* includes:

- extensive, updated material and references with many citations from studies published between 1997 and 2003;
- updated information on Ecstasy and tobacco legislation;
- expanded coverage of natural products and herbal medicines; and
- current information on “club drugs,” including GHB.

The material in the text encompasses biomedical, sociological, and social-psychological views. Chapter 1 introduces an overview: the current dimensions of drug use (statistics and trends) and the most commonly abused drugs at the turn of the century. Chapter 2 comprehensively explains drug use and abuse from multidisciplinary theoretical standpoints. The latest biological, psychological, social-psychological, and sociological perspectives are explained. Chapter 3 discusses how the law deals with drug use and abuse of both licit (alcohol, OTC, and prescription) and illicit (marijuana, hallucinogens, and cocaine) drugs. Chapter 4 helps the student understand the basic biochemical operations of the nervous and endocrine systems and explains how psychoactive drugs and anabolic steroids alter such functions. Chapter 5 instructs students about the factors that determine how drugs affect the body. This chapter details the physiological and psychological variables that determine how and why people respond to drugs used for therapeutic and recreational purposes.

Chapters 6 through 14 deal with specific drug groups that are commonly abused in this country. Those drugs that depress brain activity are discussed in Chapters 6 (sedative/hypnotic agents), 7 and 8 (alcohol), and 9 (opioid narcotics). The drugs that stimulate brain activity are covered in Chapters 10 (amphetamines, cocaine, and caffeine) and 11 (tobacco and nicotine). The last main category of substances of abuse is hallucinogens. Such drugs alter the senses and create hallucinatory and/or distorted experiences. These substances are

discussed in Chapters 12 (hallucinogens such as LSD, mescaline, Ecstasy, and PCP) and 13 (marijuana). Chapter 14 discusses inhalants, substances that are particularly popular among youth. Although most drugs that are abused cause more than one effect (for example, cocaine can be a stimulant and have some hallucinatory properties), the classification we have chosen for this text is frequently used by experts and pharmacologists in the drug abuse field and is based on the most likely drug effect. All of the chapters in this section are similarly organized. They discuss:

- the historical origins and evolution of the agents so students can better understand society’s attitudes toward, and regulation of, these drugs;
- previous and current clinical uses of these drugs to help students appreciate distinctions between therapeutic use and abuse;
- patterns of abuse and distinctive features that contribute to each drug’s abuse potential;
- nonmedicinal and medicinal therapies for drug-related dependence, withdrawal, and abstinence.

Chapter 15 explores the topic of drugs and therapy. As with illicit drugs, nonprescription, prescription, and herbal drugs can be misused if not understood. This chapter helps the student to appreciate the uses and benefits of proper drug use as well as appreciate that licit (legalized) drugs can also be problematic.

Chapter 16 explores drug use in five major subcultures: sport/athletic, women, adolescent, college student, HIV-positive, and entertainment. Included in this chapter is a discussion of a new media “electronic” drug subculture that has recently arisen.

Chapter 17 acquaints students with the treatment, rehabilitation, and prevention of the major drugs of abuse. This chapter describes the principal sociological, psychological, and pharmacological strategies used to treat and prevent substance abuse and details their advantages and disadvantages. This chapter helps students to better understand why drug abuse occurs, how society currently deals with this problem on an individual and group basis, and the challenges in rehabilitating drug-dependent people.

Chapter 18 focuses on treating drug dependence.

The Appendix in this eighth edition includes an explanation of federal agencies with drug abuse missions as well as a detailed description of schedules for drugs of abuse.

Instructor's Aids

The ancillary package for the eighth edition includes the most contemporary technology. For instructors who adopt the eighth edition, an Instructor's ToolKit CD-ROM is available. Designed for classroom use, this CD contains lecture outlines in PowerPoint format, a computerized TestBank, and an instructor's manual. Other instructor resources such as web exercises, a transition guide, and lecture outlines can be found on Drugs and Society Online (<http://drugsandsociety.jbpub.com>). Interactive summaries, animated flashcards, crossword puzzles, and an online glossary are also available for students. For distance learning options or additional information, call your Jones and Bartlett Publishers Representative.

About the Authors

Dr. Glen R. Hanson, a Professor in the Department of Pharmacology and Toxicology at the University of Utah and the director of the Utah Addiction Center, has researched the neurobiology of drug abuse for over 20 years and authored more than 200 scientific papers and book chapters on the subject. Dr. Hanson has lectured on drug abuse topics throughout the world. He served as the Director of the Division of Neuroscience and Behavioral Research at the National Institute on Drug Abuse (NIDA) after which he became NIDA's acting director from 2001 to 2003. He continues to serve as a NIDA Associate Director. As a component of the National Institutes of Health (NIH), NIDA is the federal agency recognized as the world's premier science organization dealing with drug abuse issues and funds 85 percent of the drug abuse-related research in the world.

Dr. Peter J. Venturelli has been the coauthor of this text since the second edition of *Drugs and Society* in 1988. In addition to revising this text every three years, Dr. Venturelli's experiences and qualifications in academia and professional life include: publishing research in drug and ethnic anthologies, other drug texts, and scholarly journals; authoring more than 43 conference papers at national professional sociological meetings; serving in elected and administrative positions in professional drug research associations; recipient of several research grants involving drug use and ethnicity; authoring the latest drug research in sociological encyclopedias; and full-time teaching of undergraduate and graduate students for the past 20 years.

Dr. Annette E. Fleckenstein is an Associate Professor in the Department of Pharmacology at the University of Utah. She has researched the neurobiology of substance abuse for nearly 10 years, and has authored over 50 scientific papers and book chapters on the subject. She continues to lecture to undergraduate, graduate, and professional students, as well as to colleagues at professional meetings throughout the country.

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Drugs and Society



Drugs and Society Online is a great source for additional drugs and society information for both students and instructors. Visit <http://drugsandsociety.jbpub.com> to find a variety of useful tools for learning, thinking, and teaching.

Introduction to Drugs and Society

Did You Know?

- ▶ The popular use of legal drugs, particularly alcohol and tobacco, has caused far more deaths, sickness, violent crimes, economic loss, and other social problems than the use of all illegal drugs combined.
- ▶ The effect a drug has depends on multiple factors: (1) the ingredients of the drug and its effect on the body, (2) traditional use of the drug, (3) individual motivation, and (4) social and physical surroundings in which the drug is taken.
- ▶ Attempts to regulate drug use were made as long ago as 2240 B.C. Ancient literature is filled with references regarding the use of mushrooms, *datura*, hemp, marijuana, opium, poppies, and so on.
- ▶ In the past, the penalty for cigarette smoking was having the nose cut off in Russia, lips sliced off in Hindustan (India), and hand chopped off in China (Thio 1983, 1995, 2000).
- ▶ Today, drug abuse is a more acute problem and more widespread than in any previous era.
- ▶ Designer drugs are instantly created from existing illicit-type drugs both for profit and to circumvent the laws against drugs.
- ▶ Drug use—both licit and illicit drugs—is an “equal opportunity affliction.” This means that drug consumption is found across all income levels, social classes, genders, races, ethnicities, lifestyles, and age groups.
- ▶ \$102 billion in sales per year of prescription drugs has been reported in the United States.
- ▶ In 2001, approximately 42% of the U.S. population aged 12 and older reported using illicit drugs at some point in their lives.
- ▶ There is a tendency to eventually become addicted with repeated use of most psychoactive drugs. Eighty-two percent of local jail and state prison inmates self-reported that they used drugs at some point in their lives.
- ▶ Approximately 76% of drug users in the United States are either employed full- or part-time.
- ▶ Approximately 41% of convicted inmates had been drinking alcohol, and 36% were using drugs at the time they committed their offense (Harlow 1998).
- ▶ Health and wellness can only be achieved when the mind, body, and spirit are free from the unnecessary use and abuse of nonprescribed psychoactive substances.



Chapter 1

Learning Objectives

On completing this chapter you will be able to:

- ▶ Explain how drug use is affected by pharmacological, cultural, social, and contextual factors.
- ▶ Recognize the key terms for initially understanding drug use.
- ▶ Explain when drugs were first used and under what circumstances. Indicate how widespread drug use is and who the potential drug abusers are.
- ▶ List four reasons why drugs are used.
- ▶ Rank in descending order, from most common to least, the most commonly used licit and illicit drugs.
- ▶ Name three types of drug users, and explain how they differ.
- ▶ Describe how the mass media promotes drug use.
- ▶ Explain when drug use leads to abuse.
- ▶ List and explain the phases of drug addiction. List the major findings regarding drugs and crime.
- ▶ Define employee assistance programs and explain their role in resolving productivity problems.
- ▶ Explain the holistic self-awareness approach.

