

2017 Application Form for ASC Grants for New Service-Learning Course Proposals

Application Deadline: March 1, 2017

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood (hood.82@osu.edu), Executive Assistant to Associate Executive Dean Steven Fink.

1. Working Title of Course Proposal: Feminist Studies in Addiction

2. Applicant Information

- Name: Linda Mizejewski
- Title: Professor
- Department: Women's, Gender, and Sexuality Studies
- Address: 286 University Hall
- Phone: 2-2467
- E-mail: Mizejewski.1@osu.edu

3. Course Description

Provide general description of course goals of proposed undergraduate course.

- 1) acquire an understanding of feminist perspectives on addiction, and how such perspectives rely on and depart from traditional addiction theories;
- 2) examine how the intersectionality of gender, race, class, and sexuality factor into the development and social contexts of addiction and in approaches to recovery;
- 3) explore the intersectional effects of public policy and media coverage on populations and individuals struggling with addiction;
- 4) make connections among feminist course concepts, the work being done in community organizations, and the clientele being served by those organizations;
- 5) use the course material and tools of analysis to think and write critically about experience with community organizations and their clientele.

Provide general description of content of proposed undergraduate course.

This course focuses on feminist studies in addiction and substance abuse, an interdisciplinary field of research that includes feminist sociology, social work, and psychology. Topics will include feminist and traditional approaches to addiction and recovery, as well as the special needs of African American, Native American, and LGBT populations and persons with disabilities. This course also includes feminist studies of public policy concerning addiction, including federal incarceration policies, the criminalization of pregnant addicted women in several states, and the effect of popular media figures such as “the crack mother” on policy decisions.

Provide general description of service-learning component of the course.

Students will be required to do volunteer work with one of the local organizations that provides services to persons with addiction and substance abuse problems. Students will submit regular journal entries about their ongoing volunteer experiences, share these experiences with the class, and write a final paper that draws on the tools of feminist analysis as well as the course readings to reflect on the overall experience of direct work with the community.

Provide general explanation of how service-learning activities will contribute to the course goals.

By interacting with both programs and clients, students will get first-hand experience with the addiction

issues we cover as course material: minority stress; vulnerabilities to violence; the gendered and racialized impact of the War on Drugs; the impact of trauma; barriers to access to treatment; the impact of addiction on families and reproductive health; health and legal risks to pregnant women; complications of addiction, treatment, and recovery for minority populations.

Optional: Should you happen to already have a tentative syllabus (with course number), please provide it. Attached is the syllabus for the course I'm teaching this semester, WGSS 2326, Women and Addiction, which I would like to adapt to a service-learning course with a wider scope. This course has been taught in WGSS for many years; although it's outside my usual range of research and scholarship, I'm teaching it to help me with background for my new book project on women's stories/memoirs of addiction and recovery. Preparing for this course, I reached out to local community administrators in programs dealing with addiction in order to bring some outside expertise to my class. These administrators alerted me to the need for volunteers; at the same time, my students in the course expressed interest in volunteer work. In short, this is a rich opportunity for a service-learning course.

4. Community Focus and Reciprocity

I have been collaborating with the Columbus public health organization Safe Point to make volunteer opportunities possible for the students in my current Women and Addiction course. Safe Point, part of the nonprofit Equitas Health initiative, is a harm-reduction, education, and outreach program for drug users: <http://safepointohio.org>. It provides overdose prevention education, basic health services and testing, access to new syringes, and direction to treatment. Along with the WGSS students in the course who are inclined toward community service, many of my students are minoring in Addiction and Substance Abuse (in the College of Social Work) and are keen to get this experience.

Safe Point is much in need of volunteer help; their website identifies three levels of service, requiring various degrees of training, that volunteers can provide: <http://safepointohio.org/volunteer/> The Safe Point director, Ecenur Kahriman, is eager to have help from OSU students and has explained that her organization would benefit most from volunteers who could make a long-term commitment to do the six hours of training necessary to become an intervention specialist—the person who performs intake interviews to collect information and identify client needs. There are too few staff members and too many clients for this crucial stage of services. So Safe Point would benefit from an OSU course in which students were committed to do the training and to follow up with regular hours onsite doing interviews. In turn, students would get supervised personal experience with clients dealing with the issues we are analyzing in class.

The other local organization that needs volunteer help is Star House, the OSU drop-in center for homeless youths, ages 14-24: <http://starhouse.ehe.osu.edu>. Star House provides access to resources ranging from health needs to food and clothing. They need volunteers who are willing to spend time with these young people, a large percentage of whom are dealing with substance abuse. Star House is especially interested in college students, who can serve as role models while interacting with the clients onsite. As with Safe Point, Star House is especially interested in volunteers who are willing to make a long-term commitment to help supervise youth activities in a more engaged way: <https://starhouse.ehe.osu.edu/get-involved/volunteer/> OSU students working with this organization would directly benefit a needy central-Ohio population and would learn a great deal about the resources available to this population.

5. Letter of Support from Department Chair: Attached

**Women's, Gender, and Sexuality Studies 2326: Women and Addiction
Spring 2017: Tues-Thurs 2:20-3:40, Enarson 222
Format of instruction: lecture/discussion**

**Prof. L. Mizejewski, 286 D University Hall, phone 292-2467
email: mizejewski.1@osu.edu Office hrs: Tues. 12-2 p.m. & by appmt.**

Accommodation of students with disabilities: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Course Objectives

This course offers a multicultural feminist perspective on women and addiction. Using an interdisciplinary approach, students will explore addiction within the contexts of social construction, popular culture, mental health, and public policy. Discussion topics explore the socially constructed meanings of addiction, gender, power, and privilege. Particular attention will be given to the various ways these social constructions can create cultural beliefs about addictions. Careful attention is paid to the ways in which popular culture shapes these cultural beliefs how those beliefs impact public policy and the recovery process.

Upon successful completion of this course, students will have:

- acquired an understanding of how a variety of feminist perspectives approach the topic of women and addiction, and how such perspectives rely on and depart from traditional addiction theories;
- examined how systems of oppression and inequality can be factors in the development of addiction and in approaches to recovery;
- explored the relationships between gender ideology, socialization, and addiction;
- challenged dominant beliefs about addiction within the contexts of intersectional identities and oppressions, motherhood, and reproduction.

Required texts

All readings are available on Carmen except for the book you will read for the course paper. See Course Paper assignment below.

Assigned film: Smashed (2012), available on the OSU streaming site, drm.osu.edu. However, if this site is not working, you are responsible for seeing the film on Amazon video or by borrowing the DVD on 2-hour reserve at the Thompson Library. There's a DVD player on the first floor of Thompson.

CARMEN AND TOP HAT: You will find the syllabus, readings, and other course material on Carmen. **TOP HAT** is the platform I'll use to take attendance and give quizzes. If you don't yet have a TH account, here are instructions for getting one:

<https://success.tophat.com/s/article/Student-Creating-Your-Account?name=Student-Top-Hat-Overview-and-Getting-Started-Guide&fromCase=1> **Our join code is 382220.**

Requirements and assignments:

Attendance is required! You have two "free" absences before your final grade goes down one-half grade: 3 absences = one-half grade; 4 absences=one full grade, etc. Because you have two "free" absences, this means you do not need a medical excuse unless a very serious illness keeps you out two classes or more in a row. I take attendance at the end of class.

Interactive power points: On a few occasions, I will give you power points that contain content you need to know, and I'll post these on Carmen. I will also post the presentations given by the groups in March. But for most classes, we will build the power points ourselves through discussion and agreement on major points and terms. These power points are part of your note-taking responsibility, so they will not be posted on Carmen.

Reading quizzes: Quizzes will be given at the beginning of class on the days marked in the syllabus. Quizzes will cover all the readings since the previous quiz, including readings due that day. The questions will be multiple choice. (Example: On which of the following issues does Abbott focus in her discussion of social conditions and female addicts?) 15% of final grade. (Lowest grade dropped)

Course paper: You will be assigned to one of seven groups, each of which will read a memoir by a woman in recovery from substance abuse or an eating disorder. Individually, you will write a paper about the memoir that makes connections to our course material. See the prompts on Carmen in the Paper Guidelines folder. 20% of final grade.

Group presentation: Following up from the previous assignment, you will meet with the other four people who wrote papers on the memoir you were assigned. Your assignment is to plan a power point presentation for the class about the memoir you wrote about. For presentation and grading guidelines, see the presentation folder on Carmen. 10% of final grade.

Response paper: Please watch the film Smashed (2012) and write a short paper, following the prompts on Carmen in the Paper Guidelines folder. 15% of final grade.

Midterm exam: This exam will cover the theories, terms, and people discussed in class. The format will be identifications, multiple choice, and short written answers. A study guide and sample questions will be posted on Carmen during the final week of class. 20% of final grade.

Final exam: This exam (Friday, April 26) will cover material since the midterm. A study guide will be posted on Carmen during the final week of class. 20% of final grade.

SCHEDULE of readings and other assignments:

I. Women and Substance Abuse: Intersectional Approaches

Jan. 10	Introductions to each other and to feminist thought
Jan. 12	Hepola, "Women Who Drink" Guest speaker: Kathy C., Alcoholics Anonymous
Jan. 17	Pagliari/Pagliari, "Explaining Substance Abuse Among Women"
Jan. 19	Abbott, "A Feminist Approach to Substance Abuse Treatment" Downing, "Sex Role Set Ups and Alcoholism" READING QUIZ ONE
Jan. 24	Rhodes/Johnson, "A Feminist Approach to Treating African American Women" hooks, "Growing Away from Addiction"

Jan. 26 Ford/Moore, "Violence, Substance Abuse, Disability, Gender"
Beatty, "Substance Abuse, Disabilities, Black Women"
READING QUIZ TWO

Jan. 31 Staddon, "Labeling Out: Personal Account of an Ex-Alcoholic
Lesbian Feminist"
Drabble/Eliason, "Treatment for Sexual Minority Women"

II. Addiction, Gender, Race, and Public Policy

Feb. 2 Campbell, "Drug Policy, Social Reproduction, " "The Politics of
Women's Addiction," and "Containing Equality"
(the latter two are both in "Politics of Women's
Addiction" in Readings)
READING QUIZ THREE

Feb. 7 Springer, "Race and Class Privilege of Motherhood"
Sanchez, "The Silent Anguish of Pregnant Women who Struggle
with Addiction"

Feb. 9 Guest speaker: Tia Moretti, Franklin County Opiate Taskforce

Feb. 14 Ross, "Native Women, Mean-Spirited Drugs, and Punishing
Policies"
Young, "Punishment, Treatment, Empowerment: Three Approaches to
Policy for Pregnant Addicts"
READING QUIZ FOUR

Feb. 16 **Midterm exam**

III. Eating Disorders

Feb. 21 Bordo, "Whose Body is This?"
Burke, "Anorexia and Contagion in Popular Discourses"

Feb. 23 Hornbacher, excerpts from Wasted
Konstantinovsky, "Eating Disorders Do Not Discriminate"

Feb. 28 Guest speaker: Jennifer Lang, Counseling Center, OSU

March 2 "Eating Disorders Readings" (opposing viewpoints)
READING QUIZ FIVE

March 7 Holmes, "Between Feminism and Anorexia: An Autoethnography"
Jones and Malson, "Lesbian Perspectives on Eating Disorders"

March 9 Draft of course paper due today for in-class workshops

March 10 **Course paper due on Carmen by midnight**

SPRING BREAK

March 21 Frozen (2013)
Holmes blog, “Anorexia, Pro-Ana, and Frozen as an Eating Disorder Film”

March 23 Meet with your group to prepare presentation

March 28 Group presentations

March 30 Group presentations, cont’d.

VI. Other addictions

April 4 Daly, “She’s Gotta Have It”
Ferree, “Females and Sex Addiction”

April 6 Safe sex presentation, WGSS graduate students

April 11 Assunta, “Big Tobacco’s Seduction”
Washington, “Burning Love: Big Tobacco Takes Aim at LGBT Youth”

VII. Recovery

April 13 Matheson et al, “Powerlessness . . . Women in 12-Step Recovery”
Berenson, “Powerlessness—Liberating or Enslaving?”
READING QUIZ SIX

April 18 Guest speaker: Sarah Nerad, Collegiate Recovery Community

April 20 Discussion of Smashed (2012)
Response paper on the movie due before class time on Carmen

Final exam: Wed. April 26, 2-3:45 pm
NOTE CHANGE OF TIME

Plagiarism: As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another

person's ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

1 “The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.”



Feb. 28, 2017

Dean Steve Fink
Arts and Sciences
ASC Grants for New Service Learning Course Proposals

Dear Dean Fink,

I am writing in support of an ASC grant to support Linda Mizejewski's work in proposing a service-learning course for WGSS. This proposal comes out of her experience this semester teaching WGSS 2326, Women and Addiction, for the first time. As part of her work with that class, she has been collaborating with the Columbus public health program Safe Point, a harm-reduction program, in providing volunteer opportunities for students. Safe Point needs the volunteers, and students are interested in hands-on experience. So she now wants to redesign the course so that students' work in the community is more central to the assignments and more directly connected to the readings.

WGSS enthusiastically encourages our faculty to develop service-learning courses because they are part of our departmental mission for local engagement and social change. Within our curriculum, this service course would count for our concentration in Power, Institutions, and Economies. Also, this would be a course offered every year not only for our own majors and minors, but for two thriving OSU minors: Substance Abuse and Addiction (in the College of Social Work) and Disability Studies. The current course serves as an elective for both minors, and of the 35 students currently in the class, nearly all of them are enrolled in one of these. So we see the service-learning version as a course that will attract healthy enrollments for the foreseeable future.

Please do not hesitate to contact me if you have questions.

Sincerely,

Shannon Winnubst

Professor & Chair