

Term Information

Effective Term Summer 2021
Previous Value Autumn 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding a Distance Learning offering for this course

What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2326
Course Title Feminist Perspectives on Addiction
Transcript Abbreviation Fem Pers Addiction
Course Description An interdisciplinary feminist focus on addictive consequences of sex-role socialization, substance abuse, addiction in intimate relationships, and eating disorders; consequences of addiction among women.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Acquire 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.
- Examine how systems of oppression and inequality can be factors in the development of addiction and in approaches to recovery.
- Explore the relationships between gender ideology, socialization, and addiction.

Content Topic List

- Feminist approaches to addiction
- Gender, power, and addiction
- Alcohol and drug use in the lesbian and bisexual community
- Addiction and relationships
- Addiction and work
- Body image and food addiction
- Addiction and reproduction

Sought Concurrence

No

Attachments

- WGSST 2326 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2326 AU20 DL.docx: DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- 2326 Mizejewski Syllabus (SP17).doc: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

- 01.07.21: Please attach the in-person version of the syllabus. *(by Haddad, Deborah Moore on 01/07/2021 03:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 01:18 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 01:28 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	01/07/2021 03:12 PM	College Approval
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 03:16 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 03:34 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 03:47 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 03:47 PM	ASCCAO Approval



SYLLABUS

WGSS 2326 FEMINIST PERSPECTIVES ON ADDICTION

Autumn 2020 (full term)
3 credit hours
Online

Commented [ODEE1]: To Instructor: This template, which has been designed for digital accessibility, provides customizable instructor expectations for online and hybrid classes. See <https://go.osu.edu/online-syllabus> for further context and recommendations, included additional example items to customize.

COURSE OVERVIEW

Instructor

Linda Mizejewski
Mizejewski.1@osu.edu
614-292-2467
Office hours: Zoom by request

Prerequisites

No prerequisites

Course description

This course offers a multicultural feminist perspective on addiction. Using an interdisciplinary approach, students will explore addiction within the contexts of social construction, 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 also paid to the ways those beliefs impact public policy and the recovery process.

Course learning outcomes

Upon successful completion of this course, students should successfully be able to

- understand how a variety of feminist perspectives approach the topic of addiction and how such perspectives rely on and depart from traditional addiction theories;
- examine how systems of oppression and inequality can be factors in the development of addiction and in approaches to recovery;
- explore the relationships between ideology, socialization, and addiction;
- challenge dominant beliefs about addiction within the contexts of intersectional identities and oppressions, motherhood, and reproduction.

HOW THIS ONLINE COURSE WORKS

Commented [ODEE2]: To instructor: Customize this section with information about your particular course context.

These expectations can vary widely between courses, depending on whether the participation is synchronous (live) or asynchronous (Carmen only), so your guidance in the syllabus can be crucial.

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Each week except for the weeks when papers are due, you will watch a short lecture introducing the learning goals and major concepts of the week's material. The lectures will include power point presentations, and these power points are posted in Files on Carmen. Watching the video will make it easier to do the readings, papers, and quizzes.

Your responsibility each week is to listen to the lecture, read the assignments (and see a video, if assigned), write a short response paper, take the reading/viewing quiz, and post two discussion entries. The modules are set up so that you must complete them in the order in which they're listed; first the reading response, then the quiz, then the discussion, for which you are responsible for one original posting and one response to a classmate's post.

Each week, the reading response papers and the quizzes are due by midnight on Sunday. Please note that for the first week of class, you are additionally assigned a syllabus quiz and a personal introduction and photo.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Weekly posting of a discussion comment and one response to a comment from your colleagues; weekly completion of the assigned quiz; weekly uploading of response paper.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

All readings are available on Carmen except for the two books you will read for the course papers. 1) Cupcake Brown's [A Piece of Cake](#) is available online through Overdrive, among other platforms. This is the book you'll use for Paper One. 2) For Paper Two, you have a choice of books to read and write about, listed on Carmen in the Paper Guidelines in Files. Used copies are available from a variety of online sources. You will also need to see two documentaries. [The House I Live In](#) is available on the OSU secure media site, drm.osu.edu.

The other documentary, [One Nation Overdosed: Documentary on the Deadliest Drug Crisis in American History](#) (MSNBC) is available on YouTube.

Course technology

Commented [ODEE3]: To instructor: Customize this technology list with the requirements for this course.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Course Requirements and Grading

Personal introduction	2%
Syllabus quiz:	3%
Reading/screening quizzes:	20%
Weekly reading responses:	25%
Discussion posts:	15%
Course Paper One:	15%
Course Paper Two:	20%
Total:	100%

See course schedule below for due dates.

Descriptions of major course assignments

Personal introduction due 11:59 p.m. Aug. 30: Since I won't meet you in person, please submit a one-paragraph introduction that tells me a) why you're taking this course, b) whether or not you've had any other WGSS courses, and c) anything else you'd like me to know about you. You will also see an assignment slot that asks you to please upload a photo of yourself so I can picture with whom I'm corresponding. **2% of final grade.**

Syllabus quiz due 11:59 p.m. Aug. 30: This is a quiz that shows you've read the syllabus. This is an open-book quiz, so you don't need to memorize anything. But you should be familiar enough with the syllabus that you can easily find the answers. **3% of final grade.**

Reading/screening quizzes: You will have two chances to take each quiz, timed at 15 minutes per quiz. You can refer to the readings during the time you take the quiz, but you will

need to be familiar with them in order to look at them and complete the quiz on time. The questions will be multiple choice. I will drop the lowest grade. **20% of final grade.**

Reading responses: Reading responses (200 words) are due each week except for the weeks when the course papers are due. The prompts will ask you to write about each of the week's reading/screening assignments. You will find the prompts for each response and the grading rubric in the reading-response assignments on Carmen. **25% of final grade.**

Discussion posts: The discussions are a less formal way to interact with the readings and with each other. You are required to post twice each week: once in an original posting (about 100 words) and also in a response (about 50-75 words) to a classmate's post or to a classmate's response to a post. You are of course welcome to post responses more often, which may happen if a particularly interesting topic comes up, generating a longer dialogue. Also, you'll want to check the postings occasionally to see if someone has responded to your own post. The grading rubric for discussion posts can be found under each discussion assignment on Carmen. **15% of final grade.**

Discussion etiquette: Please maintain a tone of courtesy and respect in your discussion interactions with your classmates. The best discussions are the ones that open up ideas instead of shutting them down.

Course Paper One due 11:59 p.m. Sept. 27: This paper (2 double-spaced pages or 500 words) asks you to relate course material to Cupcake Brown's book *A Piece of Cake*, a memoir about her addiction and recovery from drugs and alcohol. You will have a chance to talk about this book in discussion postings during Week Four, and your paper is due at the end of Week Five, uploaded to the Carmen dropbox. See the guidelines in the Paper Guidelines folder in Carmen Files for requirements and grading rubric. **15% of final grade.**

Course Paper Two due 11:59 p.m. Dec. 6: Like the first paper assignment, this paper (3 double-spaced pages or 750 words) asks you to connect course material to a book-length recovery memoir, but in more detail and without the help of class discussion. Your choice of books for this paper is included in the Paper Guidelines folder in Carmen Files, as well as writing requirements and grading rubric. Notes on this book are due as the reading response for Week 13. Your paper is due at the end of Week 15, uploaded to the Carmen dropbox. **20% of final grade.**

Late assignments

For the two course papers, the grade goes down one letter grade for each day late. Please email me these late papers directly because the Carmen dropbox closes after the deadline. Late quizzes, reading responses, and discussion posts are not accepted.

Grading scale

Your work will be graded using the following scale:

Commented [ODEE4]:

To Instructor: Fill this section in with your own late policy.

A (93-100); A- (90-92.9); B+ (87-89.9); B (83-86.9); B-(80-82.9); C+(77-79.9); C (73-76.9); C-(70-72.9); D+ (67-69.9); D (60-66.9); E= 0

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments and for the course papers, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

Commented [ODEE5]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Commented [ODEE6]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies. These expectations are appropriate for classes where discussion occurs in Carmen. Suggested language for Zoom-based classes: <https://go.osu.edu/odee-syllabus-discussion>

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic

misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of

harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Schedule of Readings and Assignments:

Commented [A17]: Course dates must be filled in. If the course is going to be taught in multiple sessions, please fill in the dates for the first session the course will be taught.

Week One (August 25-30): Introductions

- Readings:** Hepola, "Women Who Drink"
 Hunt, "Gender and Intoxication"
- Assignments due by midnight, Aug. 30:**
 View the lecture and power point
 Read the assignments and submit a reading response
 Take the reading quiz
 Take the syllabus quiz
 Upload a personal introduction and photo
 Post a discussion entry and respond to one
- Suggestion:** **Start reading the Brown book; it reads quickly but it's long.**

Week Two (Aug. 31-Sept. 6): Feminist Approaches to Addiction

- Readings:** Briggs, "Feminist Theory and Addiction Counseling" and
 "Women, Girls, and Addiction" (both in the PDF
 "Women Girls and Addiction")
 Springer, "A Call to Action to Combat the Opioid Epidemic
 Among Women"
 Ross, "Native Women, Mean-Spirited Drugs"
- Assignments due by midnight, Sept.4:**
 Watch the lecture and power point
 Read the assignments and submit a reading response
 Take the reading quiz
 Post a discussion entry and respond to one

Week Three (Sept. 7-13): Feminist Approaches to Addiction, cont'd.

- Readings:** hooks, "Growing Away from Addiction"
 Ehrman, "Numbing the Pain of African-American Women"
 Beatty, "Substance Abuse, Disabilities, Black Women"
- Assignments due by midnight, Sept.11:**
 Watch the lecture and power point
 Read the assignments and submit a reading response
 Take the reading quiz
 Post a discussion entry and respond to one

Week Four (Sept. 14-20): Memoir of Addiction and Recovery

Reading: Brown, [A Piece of Cake](#)
Assignments due by midnight, Sept. 18:
Watch the lecture
Read the book and submit a reading response
Take the reading quiz
Post a discussion entry and respond to one

Week Five (Sept. 21-27): Memoir of Addiction and Recovery, cont'd.

Assignment: upload Paper One by midnight Sept. 27

Week Six (Sept. 28-Oct. 4): Public Policy and Addiction

Reading: Alexander, "The Lockdown"
Screening: [The House I Live In](#) documentary available on the OSU secure media site drm.osu.edu
Assignments due by midnight, Oct. 4:
Watch the lecture and power point
Watch the documentary in addition to doing the reading
Submit a reading/screening response
Take the quiz which includes questions on the reading and the documentary
Post a discussion entry and respond to one

Week Seven (Oct. 5-11): Public Policy and Addiction, cont'd.

Reading: Garriott, "You Can Always Tell Who's Using Meth"

Screening: One Nation Overdosed: Documentary on the Deadliest Drug Crisis in American History (MSNBC) YouTube

Assignments due by midnight, Oct. 11:

Watch the lecture and power point

Watch the documentary in addition to doing the reading

Submit a reading/screening response

Take the reading quiz which includes questions on the documentary

Week Eight (Oct. 12-18): Motherhood and Addiction

Readings: Springer, "Race and Class Privilege of Motherhood"
Watson/Mallory, "The Criminalization of Addiction in Pregnancy"

Assignments due by midnight, Oct. 18:

Watch the lecture and power point

Read the assignments and submit a reading response

Take the reading quiz

Post a discussion entry and respond to one

Week Nine (Oct. 19-25): Motherhood and Addiction, cont'd.

Readings: Thornton, "The Criminalization of Pregnant Women"
Knight, excerpt from Addicted. Pregnant. Poor

Assignments due by midnight, Oct. 25:

Watch the lecture and power point
Read the assignments and submit a reading response
Take the reading quiz
Post a discussion entry and respond to one

Week Ten (Oct. 26-Nov. 1): Feminist Perspectives on Recovery

Readings: McKim, "Roxanne's Dress"
McCorkel, "Gender, Race, Privatization"

Assignments due by midnight, Nov. 1:

Watch the lecture and power point
Read the assignments and submit a reading response
Take the reading quiz
Post a discussion entry and respond to one

Week Eleven (Nov. 2-8): Eating Disorders

Readings Bordo, "Whose Body is This?"
Konstantinovsky, "Eating Disorders Do Not Discriminate"
(Slate online 20 March 2014)

Assignments due by midnight, Nov. 8:

Watch the lecture and power point
Read the assignments and submit a reading response
Take the reading quiz
Post a discussion entry and respond to one

Week Twelve (Nov. 9-15): Eating Disorders, cont'd.

- Readings:** Dionne, "Here's What Fat Acceptance Is and Isn't"
<https://www.yesmagazine.org/social-justice/2019/06/24/fat-acceptance-movement/>
 Glen, "Big Trouble" and "Emaciated Online" (both in the "Big Trouble" PDF)
 Dear Bitch (letters responding to the Glen essay)
- Assignments due by midnight, Nov. 15:**
 Watch the lecture and power point
 Read the assignments and submit a reading response
 Take the reading quiz
 Post a discussion entry and respond to one

Week Thirteen (Nov. 16-22): Pre-writing for Paper Two

- Reading:** the book you have chosen for Paper Two from the list included in the Paper Guidelines in Carmen files
- Assignment due by midnight, Nov. 22:**
 Submit a reading response that will serve as pre-writing for Paper Two. See the guidelines under Assignments, Week Thirteen Reading Response.

Week Fourteen (Nov. 23-Nov. 29): Work on Paper Two

Week Fifteen (Nov. 30-Dec. 6): Paper Two due by midnight Dec. 6

**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 twice 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.
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 No class today

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?"

Feb. 23 Hornbacher, excerpts from Wasted
Konstantinovsky, "Eating Disorders Do Not Discriminate" (Slate
online 20 March 2014)

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

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

March 7 In-class screening: Frozen (2013)

March 9 Screening, cont'd. and discussion

Course paper due on Carmen by midnight

SPRING BREAK

March 21 Meet with your group to prepare presentation

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

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 Collegiate Recovery Community guest speaker

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.”

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 2326

Instructor: Prof. L. Mizejewski

Summary: Feminist Perspectives on Addiction

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365 Secured Media Site
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen discussion board postings YouTube Overdrive or other online publishing site
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools requiring an account are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience

				in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

Notes: Add statements b & c. Consider using the 2021 ASC Distance Learning Syllabus template.

^aThe following statement about disability services (recommended 16 point font):
 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>