

Term Information

Effective Term Autumn 2025
[Previous Value](#) [Summer 2021](#)

Course Change Information

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

WGSS is hoping to submit WGSST 2326: Feminist Perspectives on Addiction into the Health & Wellbeing GE Theme

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

The course deals with various social, cultural, scientific, and personal registers of Health and Wellbeing through the lens of addiction. Specifically, how physical, mental, and emotional health are impacted by addiction, environments of addiction, and how addiction impacts society largely.

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)?

The only effect will be that WGSS will have a New Health & Wellbeing offering, this change will not disrupt the overall program as 2326 was only an elective option for the major or minor. This will not change with the addition of the GE.

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	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.
Previous Value	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
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	
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Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	Freshman, Sophomore

Requirement/Elective Designation

Health and Well-being	
The course is an elective (for this or other units) or is a service course for other units	
Previous Value	

[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	<ul style="list-style-type: none">• 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.• Students examine the inflections of biases about race, gender, and sexuality on public policy and the criminal justice system regarding addiction
Previous Value	<ul style="list-style-type: none">• 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
- Students challenge dominant beliefs about addiction within the contexts of intersectional identities and oppressions, motherhood, and reproduction
- Alcohol and drug use in the lesbian and bisexual community
- Conceptualize addiction as a personal, social, and public-health problem
- Addiction and work
- Body image and food addiction
- Understand how substance abuse affects individuals in multiple registers, especially its impact on physical, mental, and emotional health

Previous Value

- *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

- 2326 GE H&W Theme Syllabus LM edits 04.15.25.docx: REVISED Syllabus
(Syllabus. Owner: Alkhalifa,Ali Mufeed)
- Cover Letter for WGSST 2326.pdf: Cover Letter that details revisions
(Cover Letter. Owner: Alkhalifa,Ali Mufeed)
- 2326 GE H&W Proposal 04.15.25.docx: H&W Theme Worksheet
(Other Supporting Documentation. Owner: Alkhalifa,Ali Mufeed)

Comments

- Thank you for your consideration! I am re-submitting a revised syllabus, cover letter, and Health & Wellbeing Theme worksheet. *(by Alkhalifa,Ali Mufeed on 04/15/2025 03:40 PM)*
- Please see feedback email sent 3/27/25. *(by Neff,Jennifer on 03/27/2025 02:54 PM)*
- Could you please check off
 - all the campuses (per OAA request for courses in the GEN)
 - check off the appropriate GEN category on the form *(by Vankeerbergen,Bernadette Chantal on 02/25/2025 01:49 PM)*

COURSE CHANGE REQUEST
2326 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/18/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	02/13/2025 03:10 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	02/14/2025 10:14 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/25/2025 01:50 PM	College Approval
Submitted	Alkhalifa, Ali Mufeed	02/25/2025 01:59 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	02/25/2025 05:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/26/2025 05:15 PM	College Approval
Revision Requested	Neff, Jennifer	03/27/2025 02:54 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	04/15/2025 03:40 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/15/2025 05:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2025 11:42 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2025 11:42 AM	ASCCAO Approval



Hello, thank you for your committee's feedback on our previous submission for WGSST 2326 - Feminist Perspectives on Addiction. Below is a cover letter that details the committee's feedback below, along with our revisions to the syllabus. I have also highlighted the changes on the uploaded syllabus for the committee's convenience.

- The reviewing faculty request that the alignment of this course with the Health and Wellbeing Theme be strengthened with a more robust integration of well-being concepts throughout the course design. This includes explicitly incorporating well-being into the learning outcomes, assessments (e.g., midterm project), and the content of Modules 3 and 4. Additionally, the reviewing faculty request that well-being be more directly reflected in the syllabus materials that students engage with, including the syllabus course description and the ELO explanations.
 - Additional connections to the Health & Wellbeing Theme are made in the course description, course learning outcomes, major course assignments, and in Modules 3 & 4. This information is spread throughout the syllabus on pages 1, 3, 4, 5, and 12.
- The reviewing faculty request that it be made clearer in both the syllabus and the GE submission form how the midterm essay and final project contribute to achieving ELOs 3.1 and 3.2, particularly given that these assessments together account for 60% of the overall course grade.
 - ELOs 3.1 & 3.2 are more explicitly elaborated on page 5 of the syllabus under the midterm essay & final project.
- The reviewing faculty recommend that the department review the course syllabus and materials to ensure the use person-first language. For example, they recommend considering exchanging "addiction" for "substance use disorder" and "substance abuse" for "substance use".
 - Dr. Linda Mizejewski addresses this suggestion, but in response wrote: "addiction studies encompasses both substance-use disorders and also processes addictions such as eating disorders and gambling. I've changed "substance abuse" to "substance-use disorder" but it would be inaccurate to replace "addiction" with "substance-use disorder" throughout."
- Given the substantial writing requirements of the course, it may be beneficial to provide additional resources or support for students who may not have had previous writing instruction.
 - On page 6 of the syllabus, additional support is shared about the OSU Writing Center's services.



THE OHIO STATE UNIVERSITY

- The reviewing faculty are concerned with the workload of this course, particularly with the requirement of weekly comments on readings, which constitute 40% of the final grade. Requiring students to write responses limited to 150 words for each reading may limit their ability to provide meaningful insights across multiple texts. Perhaps instead of requiring submissions every week, it might be more effective to require a certain number of more in-depth submissions throughout the course. [Syllabus p. 4]
 - Dr. Mizejewski changed the reading journal assignment to three longer journal assignments rather than weekly submissions. We have also added a short self-reflective essay that asks students to think about what they've learned re. ELO 3.1 and 3.2 on page 4.
- The reviewing faculty recommend that students be given the option to request to complete the final project individually, as organizing and coordinating with peers for group work can be particularly challenging in an online class setting. [Syllabus p. 4]
 - On page 5, the option to complete the final project individually is given to any students with particularly busy schedules. Instructor permission is requested.



SYLLABUS WGSST 2326

Feminist Perspectives on Addiction

3 credit hours

Online Lecture

11:10-12:30P"M on T/R; Zoom link on Carmen page

Course Overview

Instructor information

Dr. Linda Mizejewski (Dr. M, Prof. M.)

286 University Hall

Email address: Mizejewski.1@osu.edu

Phone number: 614-292-2467

Office hours: Tuesdays 12-2 or by appointment or Zoom

Course description

This course uses a feminist lens to interrogate how addiction (substance-use and eating disorders) and its stigmatization have adverse effects on health and well being. We focus on systemic social inequities that impact the development and treatment of addiction. Because addiction affects individuals in multiple registers, this Health & Well-being-Themed course examines its effects on physical, mental, and emotional health. We will also use a feminist lens to analyze approaches to recovery and strategies for well-being. Topics will include feminist and traditional approaches to addiction and recovery; motherhood and reproductive rights; representations of substance abuse in popular culture; recovery memoirs; and the special needs of minority populations regarding addiction and recovery.

Course learning outcomes

- Students acquire an understanding of feminist perspectives on addiction and its effects on health and well-being, and how such perspectives rely on and depart from traditional substance use disorder theories.
- Students acquire an understanding of feminist perspectives on strategies for health and well-being concerning substance use and eating disorders.
- Students examine how systems of oppression and inequality can be factors in the development of addiction and in approaches to recovery.

- Students examine the inflections of biases about race, gender, and sexuality on public policy and the criminal justice system regarding addiction.
- Students challenge dominant beliefs about addiction within the contexts of intersectional identities and oppressions, motherhood, and reproduction.

General education goals and expected learning outcomes

As part of the Health and Wellbeing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
- 2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- 3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

How this course fulfills these GE outcomes

This course uses a feminist perspective to analyze how addiction and its stigmatization have adverse effects on the health and well-being of individuals and social groups, as well as adverse effects on public health. It addresses these problems by connecting studies on addiction from the social sciences, feminist theory, and media studies. Because addiction affects individuals in multiple registers, this course explores its impact on physical, mental, and emotional health as

well as strategies for the health and well being of persons in recovery. Through our class discussions and journal prompts, students will be asked to think critically about what a feminist approach entails (ELO 1.1). The final course project asks students to engage in further research of one of the topics from this class (motherhood, public policy, eating disorders, recovery) by doing additional research and evaluating this research through a feminist lens (ELO 1.2). Our course includes three personal accounts of substance abuse and recovery (memoirs by Hepola, Brown, and Gay) which illustrate strategies for health and well-being.

How this Online course works

Mode of delivery: Online, synchronous meeting on Tuesdays & Thursdays from 11:10-12:30 PM

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 (class time) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance requirements: Because this course is based on collaborative learning with your classmates and the development of respectful collegueship, attendance at every session is required. The only exception for this is illness or quarantine. More than two unexcused absences will reduce your final grade by one-half letter point (B becomes B-; C- becomes D).

Course materials and technologies

Required technology:

You must have access to a technological device capable of running Zoom with a webcam (computer, laptop, tablet). This is also the case for you to access the Carmen readings.

Required materials:

Brown, Cupcake. 2006. *A Piece of Cake*. New York: Broadway Books.

Gay, Roxane. 2017. *Hunger: A Memoir of My Body*. New York: Harper Collins.

Chapters from eBooks available through the OSU library:

Campbell, Nancy. 2000. *Using Women: Gender, Drug Policy, and Social Justice*. New York: Routledge.

Knight, Kelly. 2015. *Addicted, Pregnant, Poor*. Durham NC: Duke University Press.

Travis, Trysh. 2009. *The Language of the Heart: A Cultural History of the Recovery Movement from Alcoholics Anonymous to Oprah*. Chapel Hill: University of North Carolina Press.

The other assigned essays on the course schedule are available on Carmen. The bibliography is included in the final pages of this syllabus. The films for Week Five and Fourteen are available through SWANK on the OSU library website.

Grading and faculty response

How your grade is calculated

Assignment or category	Percentage of final grade
Weekly reading journals:	40
Midterm Essay	25
Final Project	35
Total	100

Descriptions of major course assignments

- **Reading journals, 30% of final grade.**

You are required to submit three reading journals of 300 words each. Each journal should address one week's readings; choose from Weeks 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13.

On the Carmen assignment pages, you'll find the grading rubric and the prompts, which will ask for reflections on the connections among the readings and reflections on your progress through the readings and the course. These reflection journals about course readings and theories give you the opportunity to explore and analyze health and wellbeing from feminist, cultural, legal, and socio-economic perspectives (ELO 3.1).

- **Midterm essay, 30% of final grade.**

- Your midterm assignment is a 750-800 word essay that applies course material to Cupcake Brown's memoir of substance abuse and recovery, *A Piece of Cake*. A successful midterm paper should connect Brown's story to two course readings that analyze the theoretical and/or socio-economic/cultural issues that make substance abuse likely and impede recovery (ELO Goal 3.1). This paper should also reflect on the strategies that Brown deployed in her recovery for continued health and well-being (ELO Goal 3.2) The documentation style for this paper is MLA.

Please bring your draft of your essay to our first class of the week for a writing workshop, and bring in your final version to the second class for discussion. See the

paper guidelines and grading rubric on Carmen. Late papers will be docked one full grade for each day late.

- **Reflection essay, 10% of final grade.**

- This essay assignment of 300 words asks you to interrogate your conceptions about addiction after doing the readings and engaging in the discussions of this course. Which readings most affected your ideas about health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives? (ELO 3.1) Which readings helped you identify, reflect on, or apply strategies for promoting health and wellbeing? (ELO 3.2) This is a personal essay; no bibliography is needed.

- **Final project, 30% of final grade.**

- For your final project, you will be assigned to groups, each of which will focus on a course topic (i.e. motherhood, public policy, eating disorders, recovery) for further research, resulting in a class presentation in the final week of class. This presentation should explore and analyze health and wellbeing from this course's feminist perspectives on the theoretical, socio-economic, and cultural issues around addiction (ELO 3.1). It should also identify, reflect on, or apply strategies for promoting health and wellbeing (ELO 3.2).

Your self-report on your contribution to the project is due one week after classes end; this report should also include reflections on how this project helped you identify, think about, and apply strategies for promoting health and wellbeing (Expected Learning Outcome 3.2). See the presentation guidelines and grading rubric on Carmen.

*Additionally, if you are unable to work in a group for the final project due to having an inconsistent schedule that makes collaboration untenable, please notify me as soon as possible. On a case by case basis, I will allow students to complete this project individually.

Help with your writing:

The OSU Writing Center is a free service offering help with your writing. Appointments are available in person and online. If you have writing problems, I encourage you to make an appointment to get help with the draft of your midterm essay or to get help with recurring writing problems that are evident in your reading journals. <https://cstw.osu.edu/our-programs/writing-center>

Late assignments

Late journal assignments are not accepted unless a previous arrangement has been made with the professor. For the midterm paper, the grade goes down one full letter for each day late.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

Contact Preference: Please use email to contact me. I will reply within 24 hours on weekdays. Please practice professional email etiquette: Dear Dr. M, etc.

Grading and feedback: You can expect feedback on all assignments within **7 days**.

Discussion and communication guidelines

Our responses to each other in our discussions will be respectful, open, and considerate. The material in this course is relevant to all of us, and we all have a personal stake in the course topics, given the prevalence of addiction in all of our communities. Please let us hear your voice in discussions.

Academic integrity policy

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 3335-5-48.7 (B)**). For additional information, see the **Code of Student Conduct**.**

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

The Student Advocacy Center can assist campus students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

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>

Statement on Title IX

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 at titleix@osu.edu.

Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand

critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Trigger warning

Our readings include material that may be triggering to some students due to descriptions of and/or scenes depicting substance abuse, violence, and sexual assault. If needed, please take care of yourself while reading this material. Expectations are that we all will be respectful of our classmates and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Your mental health

*As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.***

Recovery Support. 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. <https://swc.osu.edu/services/collegiate-recovery-community>. The CRC is located in room 97 Baker Hall, across from the Student Union. Anyone interested in joining the CRC can attend an [open recovery meeting](#) on Wednesdays at 5:30 p.m. or set up a meeting with CRC staff at go.osu.edu/scheduleAOD.

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. (Policy: **Religious Holidays, Holy Days and Observances**)

Course schedule

I. Feminist Approaches to Substance Use Disorders: addiction as a personal, social, and public health issue affected by gender, race, class, sexuality, and ability

Week One	Peralta/Jauk, "A Brief Feminist Review and Critique of the Sociology of Alcohol-Use and Substance-Abuse Treatment" Miller/Lopez. "Beyond 'Doing Gender': Incorporating Race, Class, Place, and Life Transitions into Feminist Drug Research" Campbell, "Reading 'Feminist Standpoint Epistemology' into Substance Use and Misuse."
Week Two	Ferrari/Burch, "Internalized Stigma and Substance Abuse"

Roberts/Carlton-LaNey, "Revisiting Feminist and Afrocentric Theory
When Treating African-American Female Substance Users"
hooks, "Growing Away from Addiction"
Hepola, "Introduction" and "Women Who Drink"

Week Three Ford/Moore, "Violence, Substance Abuse, Disability, Gender"
Beatty, "Substance Abuse, Disabilities, Black Women"
Staddon, "Labeling Out: Personal Account of an Ex-Alcoholic
Lesbian Feminist"
Drabble/Eliason, "Treatment for Sexual Minority Women"

II. Substance-Use Disorders, Gender, Race, and Public Policy: how the law and public-health policies reflect and affect social constructs around substance-use disorders

Week Four Campbell, Using Women, Chapters 1-5 (OSUL eBook)

Week Five Alexander, "The Lockdown"
Garriott, "'You Can Always Tell Who's Using Meth'"
Assigned screening: The House I Live In (2012)

Week Six Watson/Mallory, "The Criminalization of Addiction in Pregnancy"
Young, "Punishment, Treatment, Empowerment: Three Approaches to
Policy for Pregnant Addicts"
Terplan, "Women and the Opioid Crisis"
Muehlmann, "Gender of the War on Drugs"

Week Seven **Cupcake Brown, A Piece of Cake**
Midterm essay due: applying course material to A Piece of Cake

III. Substance-Use Disorders and Motherhood: how the physical, mental, and emotional health and wellbeing of mothers dealing with substance-use disorders are affected by public policy and discourses around motherhood; the strategies needed to promote the health and wellbeing of these mothers

Week Eight Springer, "Race and Class Privilege of Motherhood"
Walter, "A Mother's Worst Nightmare"
Campbell, Chapters 6 and 7

Week Nine Knight, Addicted, Pregnant, Poor, Introduction and Chapters 1-3
(OSUL eBook)

IV. Feminist Approaches to Eating Disorders: the impact of eating disorders on physical, mental, and emotional health and the social constructs around the body that make eating

disorders likely, including issues of race, class, gender, sexuality, and ability; the strategies needed to promote the health and wellbeing of all women regarding physical self-image

Week Ten Bordo, "Whose Body is This?"
Burke, "Anorexia and Contagion in Pop Discourse"
Griffiths et al, "Does Tik Tok Contribute to Eating Disorders?"
Yeboah, et al., "The Relationship Between Racial Attitudes and
Disordered Eating Behaviors in Black Men and Black Women."

Week Eleven Roxane Gay, Hunger: A Memoir of My Body

V. Recovery and Well-Being: how recovery programs deal with the physical, emotional, and mental health of persons dealing with substance-use disorders and how these programs emerge from and affect issues of gender, race, class, sexuality, and ability; best practices and strategies to promote the health and wellbeing of persons in recovery

Week Twelve Travis, The Language of the Heart, Chapters 5 and 6 (OSUL eBook)
Dennis/Pienaar, "Refusing Recovery, Living a 'Wayward' Life"
Guest speaker from OSU's Collegiate Recovery Community

Week Thirteen Chaney/Mason, "Queering Recovery"
McKim, "Roxanne's Dress"
Required attendance at an AA meeting; in the Columbus directory
<https://aacentralohio.org/meetings/> use the filter "type of meeting" for meetings open to the public.

VI. Media representations of substance-use disorders and recovery: how substance-use disorder is represented in popular culture as a physical, emotional, social, and public health issue and how popular culture pictures substance-use disorder in terms of gender, race, class, sexuality, and ability.

Week Fourteen 28 Days (Thomas, 2000)
To Leslie (Morris, 2022)
Bibliography due for group presentation
Reflection essay due

Week Fifteen Group presentations

Bibliography of readings on Carmen:

Alexander, Michelle. 2012. "The Lockdown." *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press, 59-96

- Beatty, Lula. 2003. "Substance Abuse, Disabilities, And Black Women: An Issue Worth Exploring." *Women & Therapy* 26.3/4: 223-236.
- Burke, Eliza. 2006. "Feminine Visions: Anorexia and Contagion in Pop Discourse." *Feminist Media Studies* 6 (3): 315–30.
- Campbell, Nancy D. 2015. "Reading 'Feminist Standpoint Epistemology' into Substance Use and Misuse." *Substance Use & Misuse* 50.6: 806-819.
- Chaney, Michael P., and Nathaniel Mason. 2024. "Queering Recovery: A Proposed Model for LGBTQ+-affirmative Relapse Prevention." *Journal of Addictions & Offender Counseling* 45 (1): 98–110.
- Dennis, Fay, and Kiran Pienaar. 2023. "Refusing Recovery, Living a 'Wayward Life': A Feminist Analysis of Women's Drug Use." *The Sociological Review* 71 (4): 781–800.
- Drabble, Laurie, and Michele J. Eliason. 2012. "Substance Use Disorders Treatment For Sexual Minority Women." *Journal of LGBT Issues In Counseling* 6.4: 274-292.
- Ferrari, Anne, and Mikaela Burch. 2024. "Internalized Stigma and Substance Use: Does Race Matter?" *Psi Chi Journal of Psychological Research* 29 (3): 191–96
- Ford, Jo Ann and Dennis Moore. 2000. "An Exploratory Study of Violence, Substance Abuse, Disability, And Gender." *Social Behavior & Personality: An International Journal* 28.1: 61-71.
- Griffiths, Scott, et al. 2024. "Does TikTok Contribute to Eating Disorders? A Comparison of the TikTok Algorithms Belonging to Individuals with Eating Disorders versus Healthy Controls." *Body Image* 51 (December): 101807
- Hepola, Sarah. 2015. "introduction" and "Women Who Drink." *Blackout: Remembering the Things I Drank to Forget*. New York: Grand Central, 2015. 5-23.
- hooks, bell. 1993. "Growing Away from Addiction." *Sisters of the Yam: Black Women and Self Recovery*. Boston: South End. 67-77.
- McKim, Allison. 2014. "Roxanne's Dress: Governing Gender and Marginality through Addiction Treatment." *Signs* 39 (2): 433–58.
- Miller, Jody and Kristin Carbone-Lopez. 2015. "Beyond 'Doing Gender': Incorporating Race, Class, Place, and Life Transitions into Feminist Drug Research." *Substance Use & Misuse* 50.6: 693-707.

- Muehlmann, Shaylih. 2018. "The Gender of the War on Drugs." *Annual Review of Anthropology* 47 (October): 315–30.
- Roberts, Amelia, et al. 2000. "Revisiting the Need for Feminism and Afrocentric Theory When Treating African-American Female Substance Abusers." *Journal of Drug Issues* 30 (4): 901–17.
- Terplan, Mishka. "Women and the Opioid Crisis: Historical Context and Public Health Solutions." *Fertility & Sterility* 108.2 (2017): 195-199.
- Walter, Shoshana. 2023. "A Mother's Worst Nightmare." *New York Times*.
<https://www.nytimes.com/2023/06/29/magazine/pregnant-women-medication-suboxonbabies.html>
- Yeboah, Adwoah B, et al. 2024. "The Relationship Between Racial Attitudes and Disordered Eating Behaviors in Black Men and Black Women." *The International Journal of Eating Disorders* 57 (12): 2402–14.

GE Theme course submission worksheet: Health & Wellbeing For WGSS 2326 Feminist Perspectives on Addiction

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course focuses on addiction as a personal, social, and public-health problem by connecting studies on this topic from the social sciences, feminist theory, and media studies. Because substance abuse affects individuals in multiple registers, this course explores its impact on physical, mental, and emotional health.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>Students will explore a variety of approaches to addiction in this interdisciplinary course, which includes readings from feminist studies, addiction studies, sociology, psychology, and media studies. Students will be required to engage in critical and logical thinking about these readings through in-class discussion and weekly reading journals.</p> <p>The prompts for the reading journals ask students to make connections among the readings assigned that week and also connections to previous readings. A guiding question through our class discussions and journal prompts is what a feminist approach entails; specifically, students will be asked to think critically about what constitutes intersectional analysis and how to evaluate systemic problems in addiction, public policy around addiction, recovery strategies, and media representations of addiction.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>The final course project asks students to engage in an in-depth exploration of one of the topics from this class (motherhood and addiction, public policy on addiction, eating disorders, recovery) by doing additional research and evaluating this research through a feminist lens. Students will work in groups on this project and present their findings to the class during the last week of the semester. Their research bibliography is due the previous week.</p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experience</p>	<p>During Week Two, Seven, and Eleven, students will be asked to apply our scholarly readings to addiction/recovery memoirs or excerpts from memoirs in order to identify, describe, and synthesize feminist approaches to addiction. The midterm paper due Week Seven is the more formal version of this exercise; for Weeks Two and Eleven, students will be asked to make these identifications and syntheses in a briefer form in their reading journals and in class discussions. We will also use this approach to discuss the two films assigned in Week Fourteen.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>The prompts for the weekly reading journals will often ask students to include their learning experiences in their responses. For example, the prompt for Week Nine asks students to respond to Kelly Ray Knight's ethnography of pregnant women in daily-rent hotels; students are asked to discuss how they process their reactions to these stories in light of the course readings on addiction, class, race, and motherhood.</p> <p>Also, as part of our work on recovery and wellness during Weeks Twelve and Thirteen, two activities will tap students' experiences on campus and in a non-campus setting: 1) a guest speaker from the Collegiate Recovery Community will engage students in a discussion about substance abuse on campus, and 2) students will be required to go outside of their comfort zone by attending a local (open to the public) AA meeting, with a follow-up class discussion.</p>

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	Readings and discussions of theoretical and socio-economic scholarship are included in Weeks One, Two, Three, Eight, Nine, and Thirteen. Policy readings are the basis of every class session in Weeks Four, Five, and Six. Cultural analysis is represented by the essays by hooks, Walter, Springer, and Travis. Personal perspectives are provided by the memoirs of Hepola, Brown, and Gay.
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well being.	Many readings throughout the course focus on personal and community strategies for health and well-being. Students will respond to prompts about this for the readings by hooks in Week Two, Beatty in Week Three, Campbell Chapters Two and Three in Week Four, Bordo in Week Ten, Gay in Week Eleven, Dennis/Piener in Week Twelve. The guest lecture from the Collegiate Recovery Community and the discussion of the AA meetings in Weeks Twelve and Thirteen likewise engage students in reflection on health and well being.