



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>CLAS / SST</u>	Department	<u>Women and Gender Studies</u>
Subject	<u>WST</u>	Number	<u>320</u>
Title	<u>Gender, Drugs, and Alcohol</u>		Units: <u>3</u>
Is this a cross-listed course?	<u>(Choose one)</u>		
If yes, please identify course(s)	<u>no</u>		
Is this a shared course?	<u>(choose one)</u>	If so, list all academic units offering this course	<u>n/a</u>
Course description:			

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- * Literacy and Critical Inquiry core courses (L)
 - * Mathematics core courses (MA)
 - * Computer/statistics/quantitative applications core courses (CS)
 - * Humanities, Fine Arts and Design core courses (HU)
 - * Social and Behavioral Sciences core courses (SB)
 - * Natural Sciences core courses (SQ/SG)
 - * Global Awareness courses (G)
 - * Historical Awareness courses (H)
 - * Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Mail code	<u>6403</u>	E-mail:	<u>yasmina.katsulis@asu.edu</u>

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	<u>Mary Margaret Fonow</u>	Date:	_____
Chair/Director (Signature):	_____		

Arizona State University Criteria Checklist for
SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Description		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Women and Gender Studies Anthropology / Sociology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> Women and Gender Studies Anthropology / Sociology 	Course Description, Reading List
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> Women and Gender Studies Anthropology / Sociology 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus, Reading List this course does both		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course Description, Reading List		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
WST	320	Gender, Drugs, and Alcohol	Sci/Soc, Gen St, SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
advance basic knowledge and understanding about human interaction	all of the readings and learning materials are designed around this premis. the course utilizes primarily ethnographic research as well as critical historical work to examine the lived realities of drug and alcohol use, including the gendered, classed and racialized consequences of law and policy, how law and policy reflect larger cultural assumptions and ideologies about drug use / drug users, etc.	Course Description, Reading List
study of social behavior as found in women and gender studies, anthropology and sociology	the course draws upon written materials from multiple disciplines in the social and behaviors sciences, more closely focusing on how social context is key to understanding drug use and outcomes; the course also provides a critique of the "hard science" approach to drugs that dominate the research scene (e.g., brain patterns of "addicts"), asking what do we lose when we only ask these kinds of questions?	Syllabus, Reading List

	<p>where can biological determinism get us in terms of structural interventions that could make a real impact on the lives of those who use, or are at risk for using.</p>	
<p>distinct knowledge base and/or methods</p>	<p>about 90 % of the research studies examined come from sociology/anthropology; and the question of methods arises through learning activities (e.g., lectures) and assessments (quiz questions)</p> <p>the course utilizes a book on the social history of drug use in the U.S., as well as an ethnographic book of one woman's experiences as a drug user, including her incarceration; most of the readings utilize qualitative ethnographic methods, several utilize historical or cross-cultural comparative methods</p>	<p>reading list (i'm happy to provide quiz questions and lectures slides if needed)</p>

WST 320: Gender, Drugs and Alcohol

DATES/TIMES: Wednesdays, 12:00 PM - 1:15 PM 8/21-12/5, Fall 2014

LOCATION: Tempe BAC 215

INSTRUCTOR: Yasmina Katsulis, PhD
Associate Professor of Women and Gender Studies
School of Social Transformation

Office Hours: Wednesdays, 1:30pm – 3pm, or by appointment

Location: Wilson Hall, Room 323

Phone: 480-677-9461 (business hours only)

Teaching Assistant (TBA)

Course Description

This course provides an in-depth examination of gender and substance use, evidence-based drug policy, the science of harm reduction, gender and drug treatment, gender and the war on drugs, gender and drug policies, and the controversial role of stigma as it relates to drug use and treatment behaviors.

Drug and alcohol use have multiple and diverse meanings shaped by their historical, social, and cultural context – this context influences social norms and behaviors around substance use. While there may be sex-based (male/female) differences in terms of our biology, we cannot assume that biology alone holds the answers. What does it mean to incorporate a sex and gender-based analysis into scientific and/or clinical research? Gender-inclusive research (e.g., the study of women and drug use, or a specific focus on the role of gender socialization in terms of drug use or drug treatment) is relatively new, and the study of male-female differences, more specifically, is still in its infancy. However, there is now a growing body of literature that suggests that the study of sex-gender as it relates to substance use is scientifically and clinically valid. It has been suggested that “the burden of proof is shifting from having to defend why sex-gender differences should be studied to having to defend why they should not.” Actually incorporating a sex and gender-based analysis into research is complex, but critical. For example, how can we use research to understand sex and/or gender based disparities in abuse and addiction? What is the (relative) role of biology; social context; structural violence; culture; changing gender norms?

Gender Studies scholars explore a range of social, cultural, and historical phenomena, and this course examines how structural issues, such as power (race, class, gender) and culture, shape the way that drug use and drinking are defined, expressed and experienced. In doing so, we examine the role of social science research in helping us to understand the development of drug and alcohol use as social phenomena. The course challenges students to examine taken-for-granted beliefs about the naturalness of various phenomena and deepens students' understanding of how various social forces shape people's everyday lives in the context of drug and alcohol use.

This course fulfills a science and society requirement. You can expect to learn about basic scientific principles, such the formulation of research questions, data collection and analysis, etc. have been used to develop our understanding of gender, drugs and alcohol. Additionally, you will learn how society influences the nature of those questions, the perceived value attached to particular scientific studies over others, and how to critically evaluate law and policy around drugs and alcohol in light of those studies. What is a sensible, evidence-based policy around substance use

and addiction, and what scientific tools can we use to establish one? Students must receive a grade of "C" or above in the course to demonstrate that they have fulfilled the requirement.

Learning Outcomes

At the completion of this course, students will be able to:

- Identify the multiple ways that science has been influenced by prevailing ideologies around gender, drugs, and alcohol, as well as the impact of medical and scientific understandings of drug and alcohol use on both men and women in terms of their everyday experiences (the reciprocal relationship between science and society).
- Illustrate how ideas about gender, drugs and alcohol have developed over time in science, medicine, and popular culture, particularly in relation to one another. Identify the points at which science, medicine, and popular culture have converged (as well as diverged) around this issue – what were the consequences?
- Identify the consequences of changing social norms around gender, drugs, and alcohol.
- Develop a critical understanding of the scientific principles underlying some of the major topical scientific issues in the public domain. For example, you will develop a critical understanding of drugs and alcohol as gender-specific social problems, and be able to demonstrate that deeper understanding by utilizing a gendered framework to evaluate drug and alcohol use and abuse, addiction, and the consequences of substance use (social status, stigma, policing and incarceration, etc.).
- Utilize cross-cultural comparisons in order to better evaluate scientific claims about gender and substance use.
- Demonstrate the ability to formulate, communicate and defend well-informed views of their own concerning the issues studied. For example, this will be demonstrated by: 1) Participating in small group discussions around key controversies; and 2) Presenting a well-informed, evidence-based policy brief (or "white paper") on substance use, addiction, etc. that incorporates both scientific and ethical principles (empiricism, objectivity, validity, replicability, equity, citizenship, social responsibility).

Learning Activities

This course incorporates scholarly readings in the form of books and articles, films/videos, website assignments, and small-group discussions. A complete list and schedule is below.

Learning Assessments

This course utilizes weekly online quizzes, small-group discussions, a writing assignment in the form of a "white paper" (see Blackboard for more information), and a final exam.

Requirements

This course uses Blackboard to deliver required course content. You can access the course through My ASU. You must have reliable access to the online environment in order to proceed with this course. You must meet all posted deadlines (no exceptions, except in the case of a documented medical emergency). You will do not do well in this course if you miss your deadlines. There is no partial credit and no opportunity for extra credit, so please take this policy very seriously. Plan

ahead, and avoid trying to complete an assignment ON the day that it is due, just in case some other personal or work conflict should arise.

Grading

Grades reflect your performance on assignments and adherence to deadlines. There is no extra credit in this class so make sure you don't miss posted deadlines, and put forth your best effort for each assignment, each and every time.

- Quizzes 40% There are 11, you must complete 11.
- Small Group Discussions 30% There are 13, you must complete 10.
- White Paper 15% 5 succinct, informed, persuasive pages
- Final Exam 15% Comprehensive of all units.

Quizzes, the White Paper, and the Final Exam are ALL submitted online.

Small Group Discussions take place IN-CLASS, and only **active** participation is recorded as credit / 1 point (lack of participation or just not showing up at all is recorded as no credit / zero). Please note that you have 13 opportunities to show up and participate, but you are only required to participate in 10 to get full credit. You do NOT need to contact me if you will be absent for the discussion. Discussions are not "graded," you either get the credit for participating or you don't.

TIPS: BRING TALKING POINTS. BRING LISTS OF KEY WORDS/CONCEPTS THAT YOU DIDN'T UNDERSTAND. BRING DISCUSSION QUESTIONS WITH YOU. Be creative. Be prepared. Be engaged. Be confident. This is your grade, and more importantly, your learning opportunity. Make the most of it.

LETTER GRADES: Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. If you receive a .5 or higher (not a .49, ONLY a .5 or higher), your grade will automatically be rounded up to the next percentage point.

The following are the cutoff points for each grade (the + / - grading system is used in this class).

Grade Percentage					
A+	98% - 100%	B+	88% - 89%	C+	78% - 79%
A	92% - 97%	B	80% - 87%	C	70% - 77%
A-	90% - 91%	B-	80% - 81%	D	60% - 69%
				E/F	Below 60%

GRADE INFLATION: Please don't ask your instructor to inflate your grade for you just because you are "super close but not quite there", because you are graduating, or for some other reason you feel is "just" - this is unfair and unethical to others and it WILL NOT happen!!)

Course Calendar – Fall, Session C (8/21/14 – 12/08/14)

This is a hybrid course. We will meet once a week, on Wednesdays, for group discussions and other activities. Everything else will be completed online. Online assignments are due throughout the semester, every Tuesday by 11:59pm.

EXAMPLE: Week 1. This course opens on THURSDAY 8/21. Your first assignments are due TUESDAY 8/26. Our first in-person class will take place the following day, WEDNESDAY 8/27. Your assignments for week 1 are to review the syllabus, complete all listed activities (readings, videos) and assessments (quizzes) for UNIT ONE, and come to class on Wednesday prepared to discuss the materials we've covered. Below is a calendar for you:

		TUESDAY	WEDNESDAY
UNIT ONE	QUIZ	8/26	
	IN-CLASS DISCUSSION		8/27
UNIT TWO	QUIZ	9/2	
	IN-CLASS DISCUSSION		9/3
UNIT THREE	QUIZ	9/9	
	IN-CLASS DISCUSSION		9/10
UNIT FOUR	QUIZ	9/16	
	IN-CLASS DISCUSSION		9/17
UNIT FIVE	QUIZ	9/23	
	IN-CLASS DISCUSSION		9/24
UNIT SIX	QUIZ	9/30	
	IN-CLASS DISCUSSION		10/1
UNIT SEVEN	QUIZ	10/7	
	IN-CLASS DISCUSSION		10/8
FALL BREAK, CLASSES EXCUSED (start drafting ideas for your white paper!)			
UNIT EIGHT	QUIZ	10/21	
	IN-CLASS DISCUSSION		10/22
UNIT NINE	QUIZ	10/28	
	IN-CLASS DISCUSSION		10/29
UNIT TEN	QUIZ	11/4	
	IN-CLASS DISCUSSION		11/5*
UNIT ELEVEN	QUIZ	11/11	
	IN-CLASS DISCUSSION		11/12
WHITE PAPER	No quiz this week	X	
	IN-CLASS DISCUSSION		11/19
THANKSGIVING BREAK, CLASSES EXCUSED (work on your white paper!)			
WHITE PAPER	DUE	12/2	
	FINAL IN-CLASS DISCUSSION		12/3
FINAL EXAM	DUE	12/9	
FINAL GRADES		12/15	

*Course Withdrawal Deadline

Course Schedule

All learning activities are REQUIRED, unless noted otherwise. Additionally, they are all FREE, except for two videos which require a very small fee in order to view them. The one book that we will read in the course will be read in its entirety, it is available as an e-book through the library, as well as for purchase if you prefer a hardcopy. The remaining activities, articles, etc. will be found through the ASU library or online elsewhere. Links are provided following each required item.

NOTE: There is a lot of reading for this course, you will need to pace yourself, plan ahead, and if you already know HOW to read a journal article quickly, please try the following method:

Your goal is to engage with a wide of array of research articles from scholars from a variety of disciplines, including sociology, anthropology, history, gender studies, etc. Writing styles and journal formats vary, and some authors are more difficult to read than others. I do not expect you to read every page of every article listed below. You will be able to get “the gist” of the information presented by focusing on: 1) the abstract; 2) the key words (listed below the abstract – if you don’t know the word or concept listed then make sure you read enough of the article until you do); 3) the introduction – this lays out what research has been done before on this topic, what this study attempts to cover, etc.; 4) findings, conclusion, or discussion section – this lays out the take home points of the research. There are some studies, such as qualitative, descriptive studies, that you may enjoy taking your time with. There will likely be others where you can use the method above in order to manage your time wisely.

UNIT ONE: Does Gender Matter?

- Campbell and Ettore's, *Gendering Addiction: The Politics of Drug Treatment in a Neurochemical World*, Read the Introduction
 - Introduction: Making Gender Matter: Drug-using Women, Embodiment, and the Epistemology of Ignorance [E-BOOK](#)
- Back, Sudie E., Regana Contini, and Kathleen T. Brady. (2007). Substance Abuse in Women: Does Gender Matter? *Psychiatric Times* 24(1), 48-51. [LIBRARY LINK](#)
- VIDEO: Lipstick and Liquor [RENT ONLINE](#) There is a small \$fee\$ to rent this video.
- Quiz 1

UNIT TWO: Evidence-Based Drug Policy: The Role of Science

- VIDEO: Science Not Fear - Drug Policy and Medical Research [VIEW ONLINE](#)
- Bringing Evidence-Driven Progress To Crime and Substance-Abuse Policy: A Recommended Federal Strategy [VIEW ONLINE](#)
- Ondersma, et al. (2000). Prenatal Drug Exposure and Social Policy: The Search for an Appropriate Response. *Child Maltreatment* 5: 93-108. [LIBRARY LINK](#)
- Goodwin. Precarious Moorings: Tying Fetal Drug Law Policy to Social Profiling. *Rutger's Law Journal* 42: 659-694. [READ ONLINE](#)
- Quiz 2

UNIT THREE: The Science of Harm Reduction

- VIDEO: Anyone for Coffee and Heroin? Inside a Danish Narcotics Dispensary [ASU FILMS ON DEMAND](#)
- VIDEO: BALKA - Women, Drugs, and HIV in Ukraine [VIEW ONLINE VIEWING GUIDE](#)
- By Women, For Women: New Approaches to Harm Reduction in Russia [READ ONLINE](#)
- Syringe Exchange Programs, Centers for Disease Control [READ ONLINE](#)
- Quiz 3

UNIT FOUR: Gender and Drug Treatment: A Historical Overview

- Campbell and Ettore's, *Gendering Addiction: The Politics of Drug Treatment in a Neurochemical World*, (E-BOOK) – Read all of Part 1: Reinventing the Wheel
 - Ch 1 Getting Gender on the Agenda: A History of Pioneers in Drug Treatment for Women in the United States and the United Kingdom
 - Ch2 Raising Consciousness or Controlling Women? Women's Drug and Alcohol Treatment Re-Emerges
 - Ch 3 Undue Burdens: The Emergence of Feminist Treatment Advocacy in a Masculinist System
- Quiz 4

UNIT FIVE: Gender-Specific Substance Abuse Treatment: Do We Need It?

- United Nations (2014) [DAWN: Promoting Gender-based Drug Prevention and Recovery](#).
- Kuo, et al. (2013). A Qualitative Study of Treatment Needs Among Pregnant and Postpartum Women with Substance Use and Depression. *Substance Use & Misuse* 48(14): 1498 – 1508.
- Gueta, Keren & Moshe Addad. (2014). Recovering Drug-Dependent Mothers' Perspective on Gender-Sensitive Therapy: An Israeli Case. *Affilia* 29(1): 78 – 91 [LIBRARY LINK](#)
- Greenfield, et al. (2013). A Qualitative Analysis of Women's Experiences in Single-Gender Versus Mixed-Gender Substance Abuse Group Therapy. *Substance Use & Misuse* 48(9): 750 – 760. E-RESERVE
- Quiz 5

UNIT SIX: Gender and the War on Drugs

- Radosh, Polly. (2008). War on drugs: gender and race inequities in crime control strategies, *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 21:267-178. [LIBRARY LINK](#)
- Women and Gender in the Drug War. (2014). Drug Policy Alliance. [LINK](#)
- Fact Sheet: Women, Prison, and the Drug War. (February 2014). Drug Policy Alliance. [LINK](#)
- VIDEO: The House I Live In [RENT ONLINE](#) There is a small \$fee\$ to rent this video.
- Quiz 6

UNIT SEVEN: Gender and Drug Policy

- Campbell and Ettore's, *Gendering Addiction: The Politics of Drug Treatment in a Neurochemical World*, [E-BOOK](#) – Read all of Part II: Gendering the Governing Mentalities

- Ch 4, 'Unearthing Women' in Drug Policy: Where Do Women Fit – Or Do They?
 - Ch 5 Reproducing Bodies and Governing Motherhood: Drug-Using Women and Reproductive Loss
 - Conclusion: Making Gender Matter in an Age of Neurochemical Selves
- Quiz 7

UNIT EIGHT: Substance Use and Gender Differences: An Introduction

- Amos, Amanda and Bostock, Yvonne. (2007). Young people, smoking and gender--a qualitative exploration *Health Education Research* 22(6): 770 – 781. [LIBRARY LINK](#)
- S. Rödnér Sznitman. (2007) Drugs and gender: A contradictory project in interviews with socially integrated men and women who use drugs *Nordic Studies on Alcohol and Drugs* 24 [LINK](#)
- Neale, et al. (2014). Gender sameness and difference in recovery from heroin dependence: a qualitative exploration. *The International journal on drug policy* 25(1): 3-12. [LIBRARY LINK](#)
- Lyons, Antonia C., and Sara A. Willott. (2008). Alcohol Consumption, Gender Identities and Women's Changing Social Positions. *Sex Roles*, 59(9), 694-712. [LIBRARY LINK](#)
- Sanders, Jolene M. (2012). Use of Mutual Support to Counteract the Effects of Socially Constructed Stigma: Gender and Drug Addiction. *Journal of Groups in Addiction & Recovery* 7(2-4): 237-252.
- Quiz 8

UNIT NINE: Women and Substance Use

- Cooper, et al. (2014). 'He Was the Story of My Drug Use Life': A Longitudinal Qualitative Study of the Impact of Partner Incarceration on Substance Misuse Patterns Among African American Women. *Substance Use & Misuse* 49(1-2): 176 – 188.
- Sheard, Laura and Tompkins, Charlotte (2008). Contradictions and Misperceptions: An Exploration of Injecting Practice, Cleanliness, Risk, and Partnership in the Lives of Women Drug Users. *Qualitative Health Research*, 18(11), 1536-1547. [LIBRARY LINK](#)
- McClelland, GT and R Newell (2008). A qualitative study of the experiences of mothers involved in street-based prostitution and problematic substance use. *Journal of Research in Nursing* 13(5): 437 – 447. [LIBRARY LINK](#)
- Sack, David (2013). Women and Prescription Drugs: The Gender Gap Tightens. [LINK](#)
- Quiz 9

UNIT TEN: Men and Substance Use

- West, Lois A. (2001). Negotiating Masculinities in American Drinking Subcultures. *Journal of Men's Studies*, 9(3):371-392. [LIBRARY LINK](#)
- Peralta, Robert L. (2007). College Alcohol Use and the Embodiment of Hegemonic Masculinity among European American Men. *Sex Roles* 56(11), 741 – 756. [LIBRARY LINK](#)
- Amato, Felix & John MacDonald (2011). Examining Risk Factors for Homeless Men: Gender Role Conflict, Help-Seeking Behaviors, Substance Abuse and Violence. *Journal of Men's Studies* 19(3): 227

- Soderstrom, Kerstin & Finn Skarderud. (2013). The good, the bad, and the invisible father: a phenomenological study of fatherhood in men with substance use disorder. *Fathering* 11(1): 31. [LIBRARY LINK](#)
- Quiz 10

UNIT ELEVEN: Substance Use, Stigma, and Life on the Margins

- VIDEO: American Meth [VIEW ONLINE](#)
- VIDEO: Black Tar Heroin: The Dark End of the Street [VIEW ONLINE](#)
- VIDEO: Crackhouse [VIEW ONLINE](#)
- McKenna, Stacey (2013). "The meth factor": group membership, information management, and the navigation of stigma. *Contemporary Drug Problems* 40(3): 351-385. [LIBRARY LINK](#)
- Quiz 11

Additional Resources

(NOT REQUIRED)

- Nutt's *Drugs Without the Hot Air: Minimising the Harms of Legal and Illegal Drugs*.
- Denning, Little, and Glickman's, *Over the Influence: The Harm Reduction Guide for Managing Drugs and Alcohol*.
- Alexander's, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
- Kandall's *Substance and Shadow: Women and Addiction in the United States*.
- Bourgois' *In Search of Respect: Selling Crack in El Barrio*.
- Bourgois and Shonberg's *Righteous Dopefiend*.
- Anderson's *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*.
- Maher's *Sexed Work: Gender, Race, and Resistance in a Brooklyn Drug Market*
- Wexler and Steven's *Women and Substance Abuse: Gender Transparency*.
- Taylor's *Women Drug Users: An Ethnography of a Female Injecting Community*.
- Raphael's *Freeing Tammy: Women, Drugs, and Incarceration*.
- Campbell's *Using Women: Gender, Drug Policy, and Social Justice*.
- Page and Singer's *Comprehending Drug Use: Ethnographic Research at the Social Margins*.
- Wilson's *Drinking Cultures: Alcohol and Identity*.
- Murdock's *Domesticating Drink: Women, Men, and Alcohol in America, 1870-1940*.
- Wenner and Jackson's *Sport, Beer, and Gender: Promotional Culture and Contemporary Social Life*
- Boyd and Marcellus' *With Child: Substance Use During Pregnancy: A Woman-Centered Approach*.
- Boyd's *From Witches to Crack Moms: Women, Drug Law, and Policy*.
- Boeri's *Women on Ice: Methamphetamine Use among Suburban Women*.
- Sered and Norton-Hawk's *Can't Catch a Break: Gender, Jail, Drugs, and the Limits of Personal Responsibility*.
- Gomez's *Misconceiving Mothers: Legislators, Prosecutors, and the Politics of Prenatal Drug Exposure*.
- VIDEO: The Overtaken [VIEW ONLINE](#)
- VIDEO: Cracked, not Broken [ASU FILMS ON DEMAND](#)
- VIDEO: "Drugs Aren't the Problem": Neuroscientist Carl Hart on Brain Science & Myths about Addiction [VIEW ONLINE](#)

Assessments

QUIZZES: Quiz questions are formatted using true/false and multiple choice. To encourage academic integrity, all quizzes are randomized from a larger pool of questions that is changed every semester, thus, every student will have a unique quiz. There are 10 questions on each quiz.

Process: Quizzes are open-book, so be sure that you are prepared and have your notes handy. Being "prepared" means having completed your learning activities in advance so that you use your time wisely once you enter the quiz. You can print some course materials out in advance, and you can also keep the course platform up on your computer in a separate window while completing the quiz in a second window.

Timing: You have TWO HOURS to complete each quiz. You can choose to begin your quiz at any time within one week prior to the due date; just remember that the 2 hour timer STARTS when you first log in to your quiz. You can log into and out of the quiz as often as you need to before your timer runs out, but remember to SAVE your progress regularly and SUBMIT your work before the deadline. Carefully review your answers at least one time before you press submit. You will not be able to access the quiz once it has been submitted, either to change your answers or to complete the quiz.

Grading: You will see your grade for the quiz when you submit your quiz, your grade can also be seen in the gradebook. Your ACTUAL quiz, however, will not be accessible to you online. If you receive a lower than expected grade on the quiz, you can visit your instructor during office hours to discuss your progress. You can (and should) PRINT your quiz prior to submitting it so that you have a record of your work (this will also be helpful in terms of preparing for the final exam). Ask yourself, "Where did I go wrong?" It is up to you to identify the correct answers on your own using your course materials. This is worth the extra effort, both so that you understand the materials (learning for its own sake) and because one of those questions may appear on the final exam. If you need to clarify a particular question with your instructor, please utilize posted office hours.

Integrity: You are expected to do your OWN work in preparing for a quiz/exam. The quiz is meant to assess YOUR comprehension of the material, so do your own work -- working with a classmate or study group to complete a quiz will NOT be tolerated. This includes informing classmates where to find the answer to a quiz question, or asking others for help with finding an answer. This means NOT discussing, finding, or sharing answers with other students at any time - either for a weekly quiz or the final exam. I cannot stress this enough. Doing so will be considered a violation of academic integrity, and "not knowing" that this is against the rules will not prevent disciplinary action. Do not jeopardize your grade in this course by participating in such activities. If you need clarification about a quiz question, you need to speak with your instructor during their designated office hours, by appointment, or through email. Please see the "Academic Integrity" section in the Policies area at the bottom of this syllabus.

WHITE PAPER : Due December 2nd, via Safe Assignment. See Blackboard for more information.

FINAL EXAM: The final exam, like the quizzes, is open-book and randomized. Prepare yourself accordingly. Some of the questions you receive will be drawn from your quiz, others will be drawn from the larger pool of questions. There will be 50 questions on the exam. You will have 24 hours to complete the exam (it will obviously not take you this long to complete the exam, we just want to avoid any issues due to unexpected interruptions on your end). The exam opens at 12:01AM on

December 9th, and closes at 11:59PM on that same date. You will not be allowed to reschedule the date of the exam (except in case of a documented medical emergency). PUT THIS DATE ON YOUR CALENDAR AND PLAN AROUND IT. It is heartbreaking when students forget that date and end up with a zero for the final.

Course Policies and Procedures

SYSTEM OUTAGE: On rare occasions, Blackboard has gone offline (for everyone). When access is not available (for all of us, including me) for an extended period of time, you can reasonably expect that the due date for assignments will be changed accordingly. If this happens, I will post an announcement regarding any extensions for due dates once we are back online. HINT: You can help prevent some anxiety by downloading and/or printing course readings ahead of time so that you have access to course materials while you wait. You will NOT receive an extension if only YOU are having trouble accessing the class (e.g., your internet service goes out). This is simply because there is no way to document the issue. So, it is your responsibility to have a back-up plan, this might include accessing the course on someone else's computer, going to an area that has free wireless access, etc.

EMAIL/ANNOUNCEMENTS: ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account and/or posted in the announcement area of the course. It is your responsibility to read the announcement area on a regular basis.

TIME COMMITMENT: This three-credit course requires approximately 135 hours of work. Please expect to spend up to 10 hours a week preparing for and actively participating in this course. If you have difficulties making time for the course due to a documented medical excuse, please communicate with your instructor immediately.

LATE OR MISSED ASSIGNMENTS: Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for **religious practices** or to accommodate a missed assignment due to **university-sanctioned activities**. Instructors can ask for documentation for any emergency that a student claims interferes with completing assignments, quizzes, or exams. When students claim that an emergency prevented them from completing an assignment, it is the students' responsibility to provide the documentation. Without documentation, you can be at risk for being charged with Academic Deceit and are at risk for sanctions.

The following are examples of Academic Deceit:

- Creating stories as an excuse for not meeting a deadline or completing an exam,
- Manipulating electronic communication to support one's assertions,
- Manipulating electronic files or medium to match one's story,
- Supplying false documents to coincide with a non-existent emergency, and
- Falsely claiming technical difficulties prevented you from completing an online assignment.

These and similar acts put students at risk for being charged with Academic Dishonesty with accompanying sanctions. This should not prevent students from making legitimate claims with

verifiable documentation. When in doubt, ask the instructor what types of documentation is appropriate. Ask before rather than after the event when possible.

SUBMITTING ASSIGNMENTS: All assignments, unless otherwise announced, **MUST** be submitted to the designated area in Blackboard. Do not submit an assignment via email.

DROP AND ADD DATES/WITHDRAWALS: This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a **limited timeline** to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: **Withdrawal from Classes**, **Medical/Compassionate Withdrawal**, and a **Grade of Incomplete**.

GRADE APPEALS: Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the **University Policy for Student Appeal Procedures on Grades**.

STUDENT CONDUCT AND ACADEMIC INTEGRITY: ASU POLICY IS CLEAR: Unless stated differently by the instructor, students are expected to take quizzes and exams by themselves and without the help of others.

EXAMPLE:

Robert, Ashley, and Alex take the same course and study together regularly.

The exams for the course are online.

The three take their exams at the same time in the same place so they can help each other.

All three students have engaged in Academic Dishonesty.

All three students are at risk for sanctions.

Sanctions can include:

- Entry into CLAS' Academic Dishonesty database;
- Reduced or failing grade for assignment;
- Reduced or failing grade for an evaluation;
- Reduced or failing grade for a course;
- Engaging in Community service;
- Receiving an XE (failing for Academic Dishonesty) for the course;
- Withdrawal of credit for a previous course or requirement;
- Removal from the School, College, Major, or program of study permanently or for a specified period of time.

ASU Academic Integrity Policy

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive

Classroom Behavior. Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

PROHIBITION OF COMMERCIAL NOTE TAKING SERVICES: In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

COURSE EVALUATION: Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

SYLLABUS DISCLAIMER: The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Student Resources

ASU Libraries - provides access to electronic journals, electronic books, and research databases online. Library support is available 24/7 through **Ask a Librarian** or by calling the main library (Hayden, Information Desk 480-965-3605; Reference Desk 480-965-6164 x4).

Writing Center – ASU Writing Centers provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. Writing tutors help you: explore, plan, and develop ideas; organize and structure your paper; integrate and cite sources; and write, revise, edit and proofread. Schedule an **online writing tutoring** appointment at: and click on the “find a tutor” button on the top left. If you have questions or need assistance scheduling an appointment please call 480.965.9072.

Student Success – The Student Success Centers offers free academic support resources for all students including tutoring, Supplemental Instruction (SI-structured study groups), peer mentoring through the Success Team Leaders. Online students can take advantage of **FREE online tutoring Sunday-Thursday**. If you have any questions please feel free to call 480.965.9072.

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies.

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment.

Undergraduate Academic Advising

ASU Email Guide

ASU Wireless Network

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students.

ASU Counseling Crisis Services - ASU counseling centers provide crisis intervention for students who are experiencing a mental health crisis. During normal working hours, students may contact any ASU counseling center to request a same day appointment to discuss urgent situations.

After office hours, **EMPACT Suicide Prevention Center, Inc.** is available for crisis consultation by calling 480.921.1006 or

- 1-800-SUICIDE (National)
- (480) 784-1500 (Maricopa County)
- 1-866-205-5229 (Arizona-toll free)

All services are free and confidential.

Accessibility Information

Disability Resource Center

To make our courses accessible, we use tools that are compliant with Section 508 of the American Rehabilitation Act as amended (ADAAA) of 2008.

All students needing accommodations must work with the **ASU Disability Resource Center**, – the central location for establishing eligibility and obtaining services & accommodations for qualified students with disabilities.. You may contact the DRC at (480) 965-1234 or via email at DRC@asu.edu.

Below are the accessibility statements for some of the tools and resources you may be using in this course:

- [Adobe Acrobat and Presenter](#)
- [Microsoft Office 2010](#)
- [Google products \(including YouTube, Docs, and Sites\)](#)
- [VoiceThread](#)

Computer Requirements

This course requires Internet access and the following:

- A web browser ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)

Technical Support

If you need immediate assistance, call 1-855-278-5080 or start a 24/7 live chat through the **My ASU Service Center**. ASU staff will provide Blackboard support and help students resolve technical issues related to their coursework.

You can also **clear your browser cache** to force your browser to display the most up to date view of Blackboard.

--or--

Use a different browser: Some browsers may not display content accurately and switching your browser may resolve the issue. You can **test/troubleshoot your browser online**.

Other resources that may be helpful for you as they relate to troubleshooting online technical issues and/or blackboard:

ASU System Health

Blackboard Help for Students

Blackboard Test Survival Guide

Gender, Drugs, and Alcohol READING LIST

WEEK ONE

- BOOK ONE: Campbell, Nancy D. (2000). Introduction and Part 1: The Politics of Women's Addiction and Women's Equality. In *Using Women: Gender, Drug Policy, and Social Justice*. 1-54.
- Back, Sudie E., Regana Contini, and Kathleen T. Brady. (2007). Substance Abuse in Women: Does Gender Matter? *Psychiatric Times* 24(1), 48-51. [LIBRARY LINK](#)
- Riley, Dinae and Pat O'Hare. (2000). Harm Reduction: History, Definition and Practice. In James A. Inciardi and Lana D. Harrison (Eds.) *Harm Reduction: National and International Perspectives* (pp. 1-26). Thousand Oaks: Sage. [E-RESERVE](#)
- Marshall, Mac, Genevieve Ames and Linda A. Bennett. (2001). Anthropological Perspectives on Alcohol and Drugs at the Turn of the New Millennium. *Social Science and Medicine*, 53: 153-164. [LIBRARY LINK](#)
- Herman-Kinney, Nancy J. and David A. Kinney (2013). Sober as Deviant: The Stigma of Sobriety and How Some College Students "Stay Dry" on a "Wet" Campus. *Journal of Contemporary Ethnography*, 42(1): 64 - 103. [LIBRARY LINK](#)

WEEK TWO

- BOOK ONE: Campbell, Nancy D. (2000) Part 2: Gendering Narcotics. In *Using Women: Gender, Drug Policy, and Social Justice*. 55-136.
- BOOK TWO: Raphael, Jody. (2000) Prologue, and Chapters 1 - 4 (pp. 1-62) In *Freeing Tammy: Women, Drugs, and Incarceration*.
- Cohen, David, et al. (2001). Medications as Social Phenomena. *Health* 5(4): 441-469. [LIBRARY LINK](#)
- Pilkington, Hilary. (2006). Beyond 'peer pressure': Rethinking drug use and 'youth culture'. *The International Journal on Drug Policy*, 18(3): 213-224. [LIBRARY LINK](#)

WEEK THREE

- BOOK TWO: Raphael, Jody. (2007) Chapters 5 - 7 (pp. 63-105) In *Freeing Tammy: Women, Drugs, and Incarceration*.
- Lyons, Antonia C., and Sara A. Willott. (2008). Alcohol Consumption, Gender Identities and Women's Changing Social Positions. *Sex Roles*, 59(9), 694-712. [LIBRARY LINK](#)
- Montemurro, Beth and McClure, Bridget (2005). Changing Gender Norms for Alcohol Consumption: Social Drinking and Lowered Inhibitions at Bachelorette Parties. *Sex Roles*, 52(5), 279-288. [LIBRARY LINK](#)
- West, Lois A. (2001). Negotiating Masculinities in American Drinking Subcultures. *Journal of Men's Studies*, 9(3):371-392. [LIBRARY LINK](#)
- Peralta, Robert L. (2007). College Alcohol Use and the Embodiment of Hegemonic Masculinity among European American Men. *Sex Roles* 56(11), 741 - 756. [LIBRARY LINK](#)

WEEK FOUR

- BOOK ONE: Campbell, Nancy D. (2000) Part 3 (Mother Fixations,137-192) and 4 (Politics of Social Justice,193-226). *Using Women: Gender, Drug Policy, and Social Justice*
- BOOK TWO: Raphael, Jody. (2007) Chapters 8 - 10, Epilogue (pp. 106-172) In *Freeing Tammy: Women, Drugs, and Incarceration*.
- Peralta, Robert L. (2008) "Alcohol allows you to not be yourself": Toward a structured understanding of alcohol use and gender difference among gay, lesbian and heterosexual youth. *Journal of Drug Issues*, 38(2),373-399. [E-RESERVE](#)
- Cáceres, Carlos F., & Jorge Cortiñas. (1996). Fantasy Island: An Ethnography of Alcohol and Drug Use in an Latino Gay Bar. *Journal of Drug Issues*, 26(1), 245-216. [E-RESERVE](#)
- Taylor, Stuart. (2008). Outside the Outsiders: Media Representations of Drug Use. *Probation Journal*, 55(4): 369-387. [LIBRARY LINK](#)

WEEK FIVE

- Valdez, A. and Mata, A. G. (1999). Life Histories of Four Chicano Heroin Injecting Drug Users in Laredo. In M. O. Loustaunau and M. Sanchez-Bane (Eds.), *Así Es La Vida: Life, Death, and in-between on the Us-Mexico Border* (pp. 1-32). Westport, CT: Bergin & Garvey. [E-RESERVE](#)
- Quintero, Gilbert A and Antonio L Estrada. (1998). Cultural models of masculinity and drug use: "machismo," heroin, and street survival on the U.S.-Mexico border. *Contemporary Drug Problems*, 25(1): 147-168. [LIBRARY LINK](#)
- Sheard, Laura and Tompkins, Charlotte (2008). Contradictions and Misperceptions: An Exploration of Injecting Practice, Cleanliness, Risk, and Partnership in the Lives of Women Drug Users. *Qualitative Health Research*, 18(11), 1536-1547. [LIBRARY LINK](#)

WEEK SIX

- Hutton, Fiona C. (2004). Up for it, mad for it? Women, drug use, and participation in club scenes. *Health, Risk and Society*, 6(3): 223-237. [LIBRARY LINK](#)
- Nichter, Mimi, et al. (2006). Gendered Dimensions of Smoking among College Students. *Journal of Adolescent Research*, 21(3), 215-243. [LIBRARY LINK](#)
- Haines, Rebecca J. (1982). "I couldn't say, I'm not a girl" - Adolescents Talk about Gender and Marijuana Use. *Social Science & Medicine*, 68(11), 2029-2036. [LIBRARY LINK](#)
- Dunlap, Eloise, Johnson, Bruce D, and Maher, Lisa. (1997). Female Crack Sellers in New York City: Who They Are and What They Do. *Women & Criminal Justice*, 8(4), 25-55. [LIBRARY LINK](#)

WEEK SEVEN

- Anderson, Tammy L. (2008). Dimensions of Women's Power in the Illicit Drug Economy. In *Neither Villain nor Victim: Empowerment and Agency among Women Substance Abusers*. Tammy L. Anderson, ed. 15-32. [E-RESERVE](#)
- Mullins, Christopher. (2008) *Negotiating the Streets: Women, Power and Resistance in Street-Life Social Networks*. In *Neither Villain nor Victim: Empowerment and Agency among Women Substance Abusers*. Tammy L. Anderson, ed. 65-87. [E-RESERVE](#)
- Rosenbaum, Marsha and Katherine Irwin. (2000). Pregnancy, Drugs, and Harm Reduction. In James A. Inciardi and Lana D. Harrison (Eds.) *Harm Reduction: National and International Perspectives* (pp. 89-109). Thousand Oaks: Sage. [E-RESERVE](#)