

GUIA DOCENTE DE LA ASIGNATURA (∞) MEDICALISATION AND SUFFERING. WOMEN WHO USE LEGAL AND ILLEGAL DRUGS

SEMESTRE	CREDITS	TYPE	TEACHING MODALITY	LANGUAGE OF INSTRUCTION
3rd	5	Elective	Face to face	English
MODULE		Interdisciplinary		
SUBJECT		Medicalisation and suffering. Women who use legal and illegal drugs.		
COORDINATING CENTRE		Escuela Internacional de Posgrado		
MASTER DENOMINATION		Máster Erasmus Mundus en Estudios de las Mujeres y de Género. Erasmus Mundus Master's Degree in Women's and Gender Studies		
CENTRE WHERE TEACHING TAKES PLACE		Instituto de Investigación de Estudios de las Mujeres y del Género. Centro de Documentación Científica		
PROFESSORS				
Nuria Romo Avilés				
ADDRESS		Dpto. Antropología Social, Facultad de Filosofía y Letras. Correo electrónico: nromo@ugr.es		
OFFICE HOURS		Tuesday and Thursday artes from 12.30 h to 14.30 h . Dpto. Antropología Social, Facultad de Filosofía y Letras.		
GENERAL AND SPECIFIC AIMS OF THE MODULE				
<p>GENERAL AIMS</p> <ul style="list-style-type: none"> To analyse the current situation regarding the use and abuse of drugs from a feminist perspective. To recognize the diversity and inequality in fields related to drug use and abuse. To design and implement drug abuse preventive programs and addiction among women. <p>SPECIFIC AIMS</p> <ul style="list-style-type: none"> To interpret and gather relevant data with a gender perspective. To prove organization skills, capacity for planning, synthesis and analysis of data specific to the area of study. 				



COMPETENCES

- To develop skills and knowledge for the inclusion of a gender perspective in the field of public health.
- To recognize the diversity and inequality in fields related to drug use and abuse.
- To interpret and gather relevant data with a gender perspective.
- To prove organization skills, capacity for planning, synthesis and analysis of data specific to the area of study.
- To design and implement drug abuse preventive programs and addiction among women.

OBJECTIVES

- To understand the relationship between gender and drug dependency conducting an epidemiological analysis of trends in Spain or in other countries.
- To analyse cases of medicalisation and drug consumption that affect women.
- To study from a critical perspective drugs abuse preventive interventions with a feminist perspective.

BRIEF DESCRIPTION OF THE COURSE

Our aim is to analyse the current process of redefining the gender perspective in the field of public health, using studies on drug use and abuse in women as case studies with a new look in the field of drug studies.

CONTENTS

- 1. Gender and health.
- 2. Feminist epistemologies and lines of research in the field of biomedical and social sciences. Ethnography and health.
- 3. Process of medicalisation in contemporary societies.
- 4. Women as risk group: non-specific diseases. Medicalisation and suffering.
- 5. International context of drug use by women. Research and studies, what do we know of women who use psychoactive substances?
- 6. Always women: tranquilisers
- 7. Women, illegality and risk. New drugs use crises: from heroin to ecstasy. Dance culture and risk: the influence of gender on new uses of synthetic drugs.
- 8. Health and work in the community. Preventive and harm reduction strategies. Analysis of preventive



interventions among drug users from a gender perspective.

SUGGESTED READINGS

ATKINSON, A. & Summall, H. (2016). 'If I don't look good, it just doesn't go up': A qualitative study of young women's drinking cultures and practices on social network sites. *International Journal of drug policy* 38, 50-62. Retrieved from: <http://dx.doi.org/10.1016/j.drugpo.2016.10.019>

BAILEY, L., Griffin, C., & Shankar, A. (2015). "Not a good look": Impossible dilemmas for young women negotiating the culture of intoxication in the United Kingdom. *Substance use & Misuse*, 50 (6), 747-758. 10.3109/10826084.2015.978643 Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/26086307>

BECCARIA, F., Petrilli, E. & Rolando, S. (2015). Binge Drinking vs. Drunkenness: The Questionable Threshold of Excess for Young Italians. *Journal of Youth Studies*, 18 (7), 823–838. DOI: 10.1080/13676261.2014.992321.

HUNT, G., & Antin, T. (2017). Gender and Intoxication: from Masculinity to Intersectionality. *Drugs: Education, prevention and policy*. DOI: 10.1080/09687637.2017.1349733

BALLARD, Karen & Elston, Mary Ann (2005). Medicalisation: A Multi-dimensional Concept. *Social Theory & Health*, 3(3): 228–241. DOI: <https://doi.org/10.1057/palgrave.sth.8700053>

BELL, Ann (2016). 'I don't consider a cup performance; I consider it a test': masculinity and the medicalisation of infertility. *Sociology of Health and Illness*, 38(5) <https://doi.org/10.1111/1467-9566.12395>

CONNELL, Raewyn (2012). Gender, health and theory: Conceptualizing the issue, in local and world perspective. *Social Science & Medicine*, 74(11): 1675-1683. Disponible en: <https://www.sciencedirect.com/science/article/pii/S0277953611003509?via%3Dihub>

INHORN, M.C. & Whittle, K.L.. "Feminism meets the "new" epidemiologies: toward an appraisal of antifeminist biases in epidemiological research on women's health". *Social Science and Medicine*; 53:553-67.

NORSTRÖM, T., Rossow, I., & Pape, H. (2017). Social inequality in youth violence: The role of heavy episodic drinking. *Drug and Alcohol Review*, 37 (2), 162-169. 10.1111/dar.12582 Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/dar.12582/abstract>

ROMO AVILÉS, Nuria; Jorge Marcos Marcos; Alicia Tarragona Camacho; Eugenia Gil García; Alfonso Marquina Márquez (2016). I like to be different from how I normally am: Heavy alcohol consumption among female Spanish adolescents and the unsettling of traditional gender norms. *Drugs, Education, Prevention and Policy*, 25-3, pp 262-272. Taylor and Francis.

ROMO AVILÉS, Nuria; Jorge Marcos Marcos; Alfonso Marquina Márquez; Eugenia Gil García (2016). Intensive alcohol consumption by adolescents in Southern Spain: the importance of friendship. *International Journal of Drug Policy*. 31, pp. 138 - 146. Elsevier.

TEACHING METHODOLOGY

- Students and teachers play an active role in the teaching-learning process.
- The teacher is responsible for the presentation and development of active debates.
- Students should prepare the readings autonomously. The readings will be analysed and discussed in



class.

- Each student will write a final paper that will be presented and discussed with the group.

ASSESSMENT METHODS

FIRST CALL. CONVOCATORIA ORDINARIA

Continuous assessment throughout the duration of the course and two assessment methods:

Assessment method 1:

- Attendance, active participation in class discussions (15%).
- Preparation, understanding and presentation of readings (20%)

Assessment method 2:

- Students are expected to complete one formative essay (55%)
- Preparation, presentation and quality of the final work (references, style, presentation, content, sources and bibliography).
- Presentation of the student's work in a group session (10%).

SECOND CALL (CONVOCATORIA EXTRAORDINARIA)

Students who have not been evaluated through continuous assessment or who have failed in the first call will be asked to submit the following:

Assessment method:

- Students are expected to complete one formative essay (90%)
- Preparation, presentation and quality of the final work (references, style, presentation, content, sources and bibliography).
- Defense and work presentation on public session (10%).

ASSESSMENT METHODS FOR EVALUACIÓN ÚNICA FINAL (ACCORDING TO *NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA*)

Article 8 of the "Normativa de Evaluación y Calificación de los Estudiantes de la Universidad de Granada" allows students who cannot fulfill the requirements for continuous assessment because of duly justified reasons to be evaluated at the end of the academic year. Students needing this form of evaluation should apply within the first two weeks of the academic year. The application should expose the arguments for such petition and be supported with the relevant supporting documents. All applications will be studied by the GEMMA Master Academic Board.

"Evaluación Única Final" will consist of:

Assessment method: Final Assignment.

Description: 15-20 pp essay on any issue dealing with the relations between gender, health and drugs.

Evaluation criteria: Innovation, creativity, clarity of exposition, ability to argue, critical ability, agile use of pertinent bibliography.



Percentage over final grade: 100%

COVID PROVISIONS. SITUATION A (BLENDED FACE TO FACE & ONLINE)

***** Does not apply to GEMMA since Aula Clara Campoamor allows for the keeping of social distance**

SITUATION B (NO FACE TO FACE TEACHING)

TUTORING

TIMETABLE

TOOLS FOR ONLINE TUTORING

It will be published at GEMMA website

Google Meet, Skype, PRADO or institucional mail address.

MEASURES FOR THE ADAPTATION OF TEACHING

The UGR protocols for the transformation of face to face teaching to online teaching will be followed.

Classes will be developed through Google Meet, ZOOM or explanatory videos that will be available on the PRADO platform. These virtual classes will be complemented with readings and other types of didactic materials that facilitate the development of both theoretical and practical activities for the students.

☑Tutorials via appointments within the teacher's office hours.

MEASURES FOR THE ADAPTATION OF EVALUATION

