

Guía docente de la asignatura

**Medicalisation and Suffering.
Women Who Use Legal and Illegal
Drugs (M15/56/4/24)**Fecha de aprobación por la Comisión
Académica: 29/06/2022**Máster**

Máster Universitario Erasmus Mundus en Estudios de las Mujeres y de Género

MÓDULO

Universidad de Granada - Módulo Optativo

RAMA

Ciencias Sociales y Jurídicas

**CENTRO RESPONSABLE
DEL TÍTULO**

Escuela Internacional de Posgrado

Semestre

Primero

Créditos

5

Tipo

Optativa

**Tipo de
enseñanza**

Presencial

PRERREQUISITOS Y/O RECOMENDACIONES

The course starts from a basic knowledge about feminist research theory and methodology.

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

To analyse the current process of redefining the gender perspective in the field of public health, using studies on drug use in women as case studies with a new look in the field of drug dependence. Our final aim will be to develop skills and knowledge for the inclusion of a gender perspective in the field of public health.

COMPETENCIAS**COMPETENCIAS BÁSICAS**

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser



originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.

- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

RESULTADOS DE APRENDIZAJE (Objetivos)

GENERAL AIMS

To study public health from a feminist perspective.

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.

SPECIFIC AIMS

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.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

Theory:

Gender and health.

Feminist epistemologies and lines of research in the field of biomedical and social sciences.
Ethnography and health.



Process of medicalisation in contemporary societies.

Women as risk group: non-specific diseases. Medicalisation and suffering.

International context of drug use by women. Research and studies, what do we know of women who use psychoactive substances?

Always women: tranquilisers

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.

Health and work in the community. Preventive and harm reduction strategies. Analysis of preventive interventions among drug users from a gender perspective.

PRÁCTICO

Activities:

Critical analysis of a scientific articles where gender issues and drug abuse are analysed.

Video about relations between gender and health. "Mujeres de Hoy". Instituto de la Mujer, 2007.

Analysis of the bibliography in the web side of Red de Antropología Médica
<http://web.me.com/josepmcomelles/REDAM/>)

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

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 (2020). [Not without my mobile phone: alcohol binge drinking, gender violence and technology in the Spanish culture of intoxication](#) [con María Angeles García Carpintero y Laura Pavón Benítez]. *Drugs: Education, Prevention and Policy* DOI: 10.1080/09687637.2019.1585759

Romo Avilés, Nuria (2021) (con Laura Pavón-Benítez & Pilar Tarancón Gómez. "In my village everything is known": sexting and revenge porn in young people from rural Spain, *Feminist Media Studies*, DOI: [10.1080/14680777.2021.1935290](https://doi.org/10.1080/14680777.2021.1935290)



BIBLIOGRAFÍA COMPLEMENTARIA

Esteban, Mari Luz. 2006. "El estudio de la salud y el género: las ventajas de un enfoque antropológico y feminista". Salud colectiva, Buenos Aires, 2 (1), 9-20.

Ortiz Gómez, Teresa. 2002. "El papel del género en la construcción histórica de conocimiento científico sobre la mujer". En: Elvira Ramos ed. La salud de las mujeres: hacia la igualdad de género en salud. Madrid, Ministerio de Trabajo y Asuntos Sociales-Instituto de la Mujer, pp.29-42.

Kandall S. R. 1998. "The history of drug abuse and women in the United States". Wetherington CL, Roman AB, ed. Drug Addiction research and the health of women. U.S. Department of Health and Human Services. National Institute on Drug Abuse.

ENLACES RECOMENDADOS

Gender equality and health

<http://www.sophie-project.eu/videos.htm>

Wola Project

<https://womenanddrugs.wola.org/>

Redes - La mirada de Elsa - Drogas, el alcohol. 2013.

<http://www.rtve.es/alcarta/videos/redes/redes-mirada-elsa-drogas-alcohol/1698835/>

Nuria Romo. Gender and Drugs

<https://www.youtube.com/watch?v=ezwUwwOCZRY>

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

FIRST CALL

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%).

EVALUACIÓN EXTRAORDINARIA

SECOND CALL

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 publicsession (10%).

EVALUACIÓN ÚNICA FINAL

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. 100% of the final mark. Description: 15-20 pp essay on any issue dealing with the relations between gender, healthanddrugs.Evaluation criteria: Innovation, creativity, clarity of exposition, ability to argue, critical ability, agile use of pertinent bibliography.

INFORMACIÓN ADICIONAL

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.

