



Course Syllabus

HONR-300TV Voices of Addiction

Course Information

Course: HONR-300TV

Number of Credits: 4 credits

Delivery Mode: Face to face

Course Schedule: Discussions on Tuesdays and Thursdays 9:40-11:10 am, Blair 108

Faculty

Dr. Gwynne Davis Office: Blair Hall 110

davisg3@wittenberg.edu (please include "HONR-300" in the subject line)

Student Hours: M/W 3:30-5pm, by appointment, or drop-in if door is open

Course Description

This course explores the psychology behind addiction. Using a combination of memoirs, essays, and academic literature, students will delve into understanding different perspectives of addiction. These voices will come from different ethnic, cultural, and geographical backgrounds. As a result of this course students will develop an understanding of the complex web of social, cultural, and biological influences in becoming an addict. Additionally, we will dive into historical and modern perspectives on how addiction is viewed by non-addicts and the impact those perspectives have on resources and treatment development for individuals dealing with addiction. The course is **reading intensive** and will culminate in a major paper/project related to course content.

Course Outcomes

Upon completion of this course, students will be able to:

1. *Define addiction.*
2. *Summarize the behavioral changes that occur when developing addiction.*
3. *Identify psychological, biological, and sociocultural factors that impact addiction formation and recovery.*
4. *Analyze different viewpoints and perspectives of addiction.*
5. *Compare effectively in writing and verbally the impact of viewing addiction as a disease, a moral failing, or a non-problem on treatment option and social support networks for addicts.*
6. *Assess and disseminate information from primary addiction literature*

Learning Outcomes

This course supports students' mastery of the following connections curriculum learning outcomes.

1. *LO3 Students will effectively communicate their ideas orally, considering audience and purpose.*
2. *LO9 Students will analyze social systems or human behaviors using knowledge, theories, and/or methods appropriate to the social sciences.*

Required Materials

Drug Use for Grown-Ups (Dr. Carl L. Hart), Beautiful Boy (David Sheff) **or** Tweak (Nic Sheff), High Achiever (Tiffany Jenkins)



Course Assessments

Attendance and Participation (10%)

Attendance and active participation are a necessary part of an honors class. Not showing or not participating will negatively impact your final grade.

Book Summaries (15%; CO2-4, CO6)

Throughout the semester we will be reading personal memoirs from individuals of different backgrounds sharing their personal experience with drug use. As we read the stories, we will assess them for evidence of different factors that have contributed to their drug uses. The book summaries will be used to provide an overview of the individual's experience and connect it to what we learn about the psychology of addiction, and the sociocultural influences that could be impacting the author.

Argument Papers (10%; LO9, CO3-6)

Throughout the semester you will be exposed to different views on addiction, primary literature resources, different factors that can influence addiction, and first-person narratives. As we explore these topics you will be asked to craft 2 argumentative essays throughout the semester to further explore, question, and dive deeper into these concepts. More details will be provided on Moodle.

Voices Portfolio (15%, LO9, CO1-6)

- Summary document that introduces the concept of addiction, providing a definition and the behavioral changes that occur with addiction
- Compare and contrast at least four different first narrative experiences from online and media sources of individuals impacted by addiction (one can be a book club book)
- One revised book summary
- One revised argument paper

Reflection Papers, Activities, Quizzes, and Other Assignments (15%, CO1-6)

You will complete a variety of other activities throughout the semester in which you will explore the topics covered in the course. These activities may take place during class or may be completed outside of class. Potential activities could include but are not limited to writing a reflection paper, assigned readings, Perusall readings, **movie viewing**, or active participating in class discussions and activities.

Oral Communication Center Visit (5%; LO3, CO1, CO2, CO5, CO6)

Prior to the Connections Symposium, you must visit the OCC for presentation preparation and feedback.

Connections Symposium (10%; LO3, LO9, CO1, CO2, CO5, CO6)

Participation in the Connections Symposium is to prepare you for your capstone debate assignment. You will take content learned from class to develop an oral presentation to share at the symposium. You will get feedback from myself and your peers on your presentation. The feedback will be used to revise and practice for your final presentation. More details will be provided on Moodle.

Final Debate (20%; LO3, LO9, CO1, CO2, CO5, CO6)

The Final Debate is the capstone project for this course. It will be a refined form of your connection's symposium presentation. For this debate you will need to take a stance on one of the topics discussed in class, clearly present your thesis, background information, data to support your thesis, consider alternative data, summarize and conclude your topic.



Grading Scale

Your final percentage grade in the course will be rounded to the nearest whole number if you are in the in-between zone for a letter grade. If the decimal is greater than or equal to 0.5 it will be rounded up, otherwise it is rounded down. For instance, if your final percentage is 89.4%, you have earned a B+ in the class. Letter grades are determined according to the scale below.

Percent	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
< 60	F

Significance of Grades and Marks

An important note about grades, they are not given out by instructors but **earned** by you, the student, through your hard work in the course. Below is the definition of what each letter grade means according to the Wittenberg Academic Catalog

(<https://www.wittenberg.edu/sites/default/files/media/registrar/CATALOG2021-22.pdf>).

- Grades in the A range indicate outstanding performance characterized by distinguished achievement in all aspects of the course.
- Grades in the B range indicate good performance characterized by a high level of achievement in major aspects of the course.
- Grades in the C range indicate adequate performance demonstrating a basic understanding of the subject.
- Grades in the D range indicate marginal performance characterized by recognizable deficiencies but still deserving credit.
- A grade of F indicates failure to meet the minimum standards of the course. No academic credit is given for course work so graded, even though the grade is calculated into the grade-point average.
- A grade of **XF** is assigned as a sanction for **academic dishonesty**. It is recorded on the student's transcript with the notation "failure due to academic dishonesty."

Course Outline, Schedule, and Due Dates

Topics and dates may vary at instructor's discretion. Changes in dates will be conveyed via Moodle.

Week	T/Th Date	Topic/Plan	Major Assignments Due
1	01/14/25	Defining Addiction	<i>Getting to Know You slide</i>
	01/16/25		<i>Reflection: Addiction, disease moral issue, or societal failing?</i>
2	01/21/25	Defining Addiction (substance abuse versus behavioral)	
	01/23/25		
3	01/28/25	Psychology of Addiction	
	01/30/25		
4	02/04/25	Psychology of Addiction	
	02/06/25	Book Club: High Achiever (BYOB)	
5	02/11/25	Social and Cultural Influences on Addiction	<i>Book Club Reflection</i>
	02/13/25		
6	02/18/25	Social and Cultural Influences on Addiction	
	02/20/25		
7	02/25/25	Lessons and Limitations of Rat Park	<i>Argument Essay 1</i>
	02/27/25	Social and Cultural Influences on Perception of Drug Use and Addiction	
8		FIRE Week, No Class	
9		Spring Break, No Class	
10	03/18/25	Book Club: Tweak or Beautiful Boy (BYOB)	
	03/20/25	Movie Viewing: Beautiful Boy	
11	03/25/25	Effect of Government Policy and the War on Drugs	<i>Book Club Reflection</i>
	03/27/25		
12	04/01/25	Effect of Government Policy and the War on Drugs	
	04/03/25		
13	04/08/25	Does drug use always result in addiction? Genetic influences	
	04/10/25		
	4/11/25	Mandatory Participation in Connections Symposium	
14	04/15/2	Does drug use always result in addiction? Genetic influences	
	04/17/25	Book Club: Drug use for grown-ups (BYOB)	<i>Argument Essay 2</i>
15	04/22/25	Is addiction a disease? Treatment options	<i>Book Club Reflection</i>
	04/24/25		
16	04/29/25	Is addiction a disease? Treatment options	<i>Voices Portfolio Due</i>
	05/01/25		
17		Final Debates	



Guidelines for Success

Moodle

All class announcements and assignments will be posted on Moodle. You should get in the habit of checking our Moodle site at least once daily.

Technical Assistance

If you experience any technical issues related to this course, please let the instructor know as soon as possible. The Solution Center can also help you if you are having trouble with Moodle or printing an assignment.

Communication (E-mail & Course Messages)

The best way to get in touch with me is by email (davisg3@wittenberg.edu). Please include "PSYC311" in the subject line of your emails to help me get back to you as soon as possible. I will do my best to respond to all emails within 48 hours from Monday through Friday. If it has been more than 48 hours during those times and you have not received a response, please feel free to send a follow-up email. Sometimes messages just get lost or buried in my inbox and I may miss them.

I will post announcements on our course Moodle page in the Announcements forum. You should also receive a copy of any announcements via email. Please get in the habit of checking both your Witt email and our course Moodle page at least once a day so that you are aware of any changes, assignments, and upcoming deadlines.

Student Counseling Services

If you are struggling with stress, anxiety, depression, or any other personal crisis, the student counseling services offered by Wittenberg are a valuable resource. The Counseling Services website (<https://www.wittenberg.edu/administration/healthwellness/tiger-counseling-services>) has more information about the services they offer. You can also call them at (937) 327-7946 or stop by the Counseling Center in 210 Shouplin Center.

Accessibility and ADA Accommodation

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you must register with the Accessibility Services office by emailing accessibilityservices@wittenberg.edu. You can also find information on the Accessibility Services webpage found at www.wittenberg.edu/success. Please note that services are confidential, may take time to put into place, and are not retroactive. The Accessibility Services Office is located in the COMPASS: Sweet Success Center, Thomas Library, on the first floor.

Diversity

From the President's Council on Diversity, Equity, and Inclusion

Wittenberg University believes in fostering an inclusive, equitable campus climate and culture where all members of our diverse residential community can thrive. We aspire to attract and retain a diverse faculty, staff, and student body. A diverse and inclusive campus enhances the living, learning, and working



environment for every member of our community. Wittenberg commits to embracing a culture of respect and civil discourse and preparing the members of our community to engage and succeed in an increasingly diverse environment.

The students, faculty, and staff at Wittenberg come from many backgrounds. Our community reflects diversity in socioeconomic status, race/ethnicities, ages, gender identities and expressions, sexual orientations, physical and cognitive qualities, nationalities, religious and nonreligious backgrounds, political beliefs, and work experiences. At Wittenberg, we abide by core values that speak to affirming the dignity of every person, and to educating the mind to know and the heart to care. As a campus, we value access to diverse opinions and the ability to learn from those with different perspectives as an asset and essential to our core values.

As we encourage free speech and inquiry, we also are committed to assuring responsibility and accountability for our words and actions. We believe there is a balance between unrestricted inquiry, personal responsibility, and accountability. Maintaining this balance is essential in order to create an inclusive, equitable, and safe living and learning community for all. As an institution, we are committed to working with groups to ensure they have representation, voice, and dignity.

We acknowledge that Wittenberg exists in a historical and cultural moment shaped by institutionalized forms of oppressions that have limited the opportunities for marginalized groups to have equitable access and opportunities to education. Our values then call us to remove the barriers that cause inequity in order to foster a diverse and inclusive community and work toward ending hate, bigotry, violence, and injustice in order to build an equitable community. Consistent with the ELCA's Social Statement on Race, Ethnicity, and Culture, we must "model an honest engagement with issues of race, ethnicity and culture, by being a community of mutual conversation, mutual correction, and mutual consolation."

As members of the Wittenberg University community, we pledge to:

1. Affirm the dignity of every person and foster a spirit of respect.
2. Acknowledge, respect, honor, and celebrate diversity.
3. Work together to create an environment that is both diverse and inclusive.
4. Recognize and challenge the dynamics of power and privilege that create barriers to participation and equity at Wittenberg and in society.
5. Confront and condemn bigotry, harassment, and discrimination.

We are committed to embracing the challenges ahead, learning from the past, and listening to our community about the best ways to build equity and support each other in a transforming society.

Ethics and Integrity

All academic work submitted at Wittenberg will carry the honor statement:

"I affirm that my work upholds the highest standards of honesty and academic integrity at

Wittenberg, and that I have neither given nor received any unauthorized assistance."

You can find additional information about Wittenberg's University's Code of Academic Integrity on the Honor Council website (<https://www.wittenberg.edu/academics/academicintegrity>). For this course you may discuss ideas and concepts with your fellow students outside the class, in fact this is encouraged! However, all writing must be done independently and submitted work must 100% be your own. **Ideas and information that you gather from other sources must be given credit with a citation.** Additionally, Direct word-for-word reiteration of a text from source material must be given in quotes.

Submitting any text written by another person or generated by an artificial intelligence (AI) chatbot (like ChatGPT) is not prohibited in this class, as such, doing so violates the honor code, including AI-generated text that you have edited or reworded.

Time Commitment

For each credit hour of classroom or direct faculty instruction, students are expected to engage in two hours of out of class course related work each week for approximately fifteen weeks. A five-credit hour course requires ten hours per week of out of class work. In addition to out of class work and in-class direct instruction, students will participate on average an additional hour of direct instruction each week through a variety of mechanisms throughout the semester, including detailed feedback on student writing, Perusall annotations, review sessions, office hours, and **mandatory** participation in the Connections Symposium.

Make-up and Extension Policy

You need to contact me by email as soon as possible if you miss one of our class meetings or if you know that you will be unable to complete an assignment by a deadline. Extended deadlines may be possible under some circumstances, but for some assignments extensions may not be possible. If an extension is possible, the assignment grade may be reduced by a specified amount (e.g., one-third of a full letter grade) for each day it is late (e.g., a B would become a B-). If you are having difficulty keeping up with the class assignments and submitting your work before deadlines, please contact me immediately and I will do my best to work with you to overcome these difficulties.

Course Policies

1. Writing assignments must be done following APA format.
2. You are expected to read all assigned readings and come to class prepared to discuss the literature. It is possible that you may be asked to lead a class discussion.
3. Any form of plagiarism, cheating, or academic dishonesty will not be tolerated. It will be reported and will result in the letter grade XF (F from academic dishonesty)
4. Attendance for this course is mandatory. Not attending will negatively impact your letter grade by 1/3 of a grade for every **unexcused** absence. If you need to miss class for illness or emergency, please contact me as soon as you are able.
5. **Late work** is accepted at the instructor's discretion and may be subject to a grade reduction.

Syllabus Change Statement

Course instructors reserve the right to adjust this syllabus and content to meet the needs of students and to address course outcomes. In the event of substantive changes, students will be notified via an announcement in class or in Moodle.