

MEDICALIZATION OF DEVIANCE (SOC 412)

University of Toronto
Department of Sociology
Winter 2015

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Office Hours: Wednesday 3-5pm, or by appointment
Class Time/Room: Wednesday 6-8 pm, Sidney Smith 1078
Course Website: Access through PORTAL

Sociology Department Website: sociology.utoronto.ca
Faculty of Arts and Science Website: www.artsci.utoronto.ca

COURSE DESCRIPTION

Since the implementation of DSM V, it has become clear that there has been an increased medicalization of various forms of human experience. From the use of Ritalin to manage children's inattention in schools to the direct consumer marketing of psychotropic medication to manage difficulties in everyday life, this course helps students critically examine the role of psychiatry and medicine in expanding what blurring the boundary between 'normality' and 'deviance'. By focusing on the implications of medical and psychiatric diagnoses, students will gain a greater appreciation for the social implications (positive and negative), both at the individual and family levels, of being diagnosed with an illness. Students will also be able to critically examine the modes of social control that are used across the institutional boundaries between the medical and criminal justice systems. This course will touch on the evolution of the DSM and rise of deinstitutionalization, the important impact of social stigma, the rise of medicalization and pharmaceutical dominance, and the methods of social control that used to mitigate risk and reduce social deviance within the psychiatric and criminal justice systems.

PRE-REQUISITES: One of SOC212H1 (Crime and Deviance) or SOC 243H1 (Sociology of Health), and at least 0.5 at the SOC 300+ (level). Students without the prerequisite will be removed at any time and without notice.

COURSE GOALS AND LEARNING OBJECTIVES

- 1) Students will critically evaluate the role of medicine and psychiatry in controlling greater forms of human experiences
- 2) Students will learn how to access and critically evaluate scholarly work. This will include instruction on how to create a research question and how to formulate a clear argument supported with scholarly evidence.
- 3) Students will learn how to give an effective presentation and to communicate scholarly work to their peers.

Some Comments About My Teaching Pedagogy and Methods (and some practical tips)

This course has a considerable amount of reading and writing. You will be expected to do the required readings before coming to the seminar so that you can be an active participant in the class. This class will be run as a seminar; therefore, it is essential for you to come prepared to discuss the articles, even if you are not assigned the discussion leader role. Even though it is important to master the core material of the course, it is also very important for students to be critical and analytic consumers of what they read. You should ask yourself a few questions as you read: what are the main points that the author is trying to make? How do each of the articles relate to each other or contradict each other? What are the common themes across the readings? What implications do these readings have for how we understand punishment? What are the strengths and weaknesses of the readings? Being able to answer these questions will help you prepare for your test as well as to engage with the material on a more analytical basis. Simply regurgitating reading material will not serve you well in this course. If you are unsure about how to approach a specific reading or you are confused about what you should be getting out of the reading, please come speak to me during office hours. I cannot help you if you do not seek my help.

I will encourage a vibrant, open, and respectful class discussion on the course material. Since some of the topics we will be covering may be sensitive in nature, students are expected to conduct themselves in a professional manner. I want to foster an environment where divergent ideas are welcome and I encourage you to participate in class discussions. We are all responsible for making this course thrive and I am really looking forward to learning from each of you.

REQUIRED TEXTS:

Readings will be available on blackboard unless otherwise noted. See class schedule for weekly reading list.

Suggested Reading:

Conrad, Peter. 2007. *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Baltimore: John Hopkins University Press. (Available on Amazon.ca)

ASSIGNMENTS AND GRADING POLICIES:

<u>Assignment/Test</u>	<u>Date Due</u>	<u>Weight</u>
Participation	Weekly	10%
Reading Presentation	Variable	10%
Paper Proposal	January 28	5%
Test 1	February 25	20%
Test 2	April 1	25%
Final Paper	March 25	30%

The **penalty for late assignments** is **10%** per day (including weekends). No Assignments will be accepted after 5 days (including weekends).

DESCRIPTION OF ASSIGNMENTS:

In Class Participation (10%, 1% each, weekly)

Each week you will be required to do 10 mini in-class assignments based on the readings and weekly discussion topics. You could be asked to summarize the main arguments of a specific reading, compare and contrast readings, provide a critical evaluation of a reading, or to comment on the nature of the in class discussion. The purpose of these tasks is to keep you focused on the readings and to demonstrate your engagement with the course material. Since this is a seminar course, your participation in the weekly discussions is crucial. It is essential that students keep up with the readings and come prepared to discuss them. There are **no** make-up options for these tasks. Students who do not attend a class will forfeit that week's participation mark. Even though these assignments may not seem to be worth a lot, failure to participate in class will have an impact on your final grade.

Reading Presentations (10%, 1 class reading)

Throughout the course you will be required to lead the class discussion on one of the assigned readings. Since you can assume that everyone has done the reading, your task is to briefly discuss the main points of the article and to actively engage the class in meaningful discussion of the article. You should be able to articulate the elements of the argument that you found particularly salient and why. This should include a critical discussion of the arguments beyond just summary. You should be prepared with class discussion questions and a 2 page (MAX) handout to go along with your presentation. You must also post one critical insight from the reading that you would like the class to discuss in the seminar. These posts must be on blackboard each Monday by 4pm. Students will be required to submit their handout to the instructor by the Tuesday before class so that adequate copies can be made. Your presentation should facilitate a critical engagement with the reading. Students will be asked to send the instructor a list of their top 3 choices by **January 9**. Students will be notified by email which articles they will be responsible for. Students will be graded on the following dimensions: comprehensiveness of the article overview; the insightfulness of the discussion; the ability to foster class discussion; and the overall quality of the handout. The purpose of this task is to keep you focused on the readings and to demonstrate your engagement with the course material. They will also serve as preparation for the course test.

Test 1 (20%, February 25)

The mid-term test will consist of short answer and essay questions. The questions are designed to capture the main concepts, themes, and debates within the course. These questions will be based on our class discussions and the required readings. The in-class test includes all the material up to and including the class before the test. It is the student's responsibility to ensure that they have read all material. The term test will take place in class on **February 25**. The test is closed book, which means that no outside material or aids will be permitted. Students who miss the test should not presume that they would be able to write a make-up test. The decision to grant a make-up test is at the sole discretion of the instructor. Students who miss a test must submit officially acceptable University of Toronto documentation outlining the specific reason why the student was unable to write the test on the assigned date. The reason for missing test must be beyond a student's control (personal illness, religious

observances, court subpoena, funeral), may be granted. Requests for make-up tests based on other course workload, employment, childcare, transportation, etc. will not be granted.

If your Request is **APPROVED**, you will write the make-up test on **March 2** between **12** and **2** pm in room 225 in the Sociology Department.

Paper Proposal and Annotated Bibliography (5%, January 28)

In order to help get the paper writing process started, students are required to submit a 2 page (MAX) written description the topic they would like to research for their paper. This proposal needs to outline the nature of the topic, why you want to research it and why it is relevant to the course. In addition to outlining your topic, you are required to identify and summarize **5** academic **peer-reviewed** articles (non-course related) that they intend on using in your paper. Your annotations must include the key findings/arguments of the article, a discussion of why it is relevant, how it may be used as evidence in the paper, and 1 major critique of the main argument of the article (not the methodology of the paper). A detailed outline of the assignment will be handed out in the first class. You are also required to submit this assignment to turnitin.com.

Test 2 (25%, April 1)

The final term test will consist of short answer and essay questions. The questions are designed to capture the main concepts, themes, and debates within the course. These questions will be based on our class discussions and the required readings. The in-class test includes all the material up to and including the class before the test. It is the student's responsibility to ensure that they have read all material. The term test will take place in class on **April 1**. The test is closed book, which means that no outside material or aids will be permitted. Students who miss the test should not presume that they would be able to write a make-up test. The decision to grant a make-up test is at the sole discretion of the instructor. Students who miss a test must submit officially acceptable University of Toronto documentation outlining the specific reason why the student was unable to write the test on the assigned date. The reason for missing test must be beyond a student's control (personal illness, religious observances, court subpoena, funeral), may be granted. Requests for make-up tests based on other course workload, employment, childcare, transportation, etc. will not be granted.

If your Request is **APPROVED**, you will write the make-up test on **April 6** between **12** and **2** pm in room 225 in the Sociology Department.

Final Paper (30%, March 25 at the beginning of class)

This assignment is designed to help students learn how to use academic literature to make a logical and well-supported argument. The final paper is a **10-12** pages MAX (double spaced, 12 point, Times New Roman, 1 inch margins on all sides, ASA referencing) position paper on a topic of the student's choice. The paper is due on **March 25th in class and on turnitin by 6 p.m.** This assignment requires students to have a clearly stated thesis statement/argument that is supported with academic research evidence. The paper should include the articles identified in the annotated bibliography as well as 4 additional sources. This means that students must use at **LEAST 10** academic scholarly sources in their final paper. Students who are unable to find 10 high quality academic sources should consider changing their topic. Please note that this assignment is not a personal opinion piece. An academic argument is not merely a statement of opinion, but rather it synthesizes a specific literature to make a series of constructive points.

Students are welcome to write in the first person, but statements such as “I believe, I think, In my opinion” are not acceptable ways to formulate an argument. Your essay should engage with some of the conceptual and critical ideas that were discussed in the readings or during lecture. A detailed worksheet explaining the expectations of the paper will be distributed during the first class. In order to get a passing grade on this assignment, students **must construct an argument that critically engages with the research readings they have done and elaborates on some of the key themes of the course**. Please note that simply demonstrating that you have done some additional reading is not sufficient to pass this assignment. You will be graded on the following components: Introduction (setting up the problem and outlining your key arguments) (10 points); quality and persuasiveness of the argumentation (30 points); and organization and writing (10 points).

Papers not handed in on the due date will be subject to a **10%** late penalty immediately. This means that papers handed in after 6 pm on March 25th will be subjected to a 10% penalty, those handed in the following day will get a 20% penalty, and so on. Papers over 5 days late will not be accepted and will receive a mark of **ZERO**. In order not to be considered late, hard copies of assignments must be submitted by **6 pm** and must also be submitted by that time to **turnitin.com**. Late assignments must be submitted to the 400 level drop box in room 225. The assignment needs a date and time stamp (located in Room 225, 725 Spadina Avenue – Open Mon. – Fri. 9-5) to be considered submitted. Assignments should **never** be pushed under an office door or handed to department staff. Any assignments found on the floor will be immediately discarded. The electronic copy must be identical to any hard copy submitted. Papers are not considered handed in until they have been uploaded onto turnitin.com.

If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the instructor at least **7 days in advance**, explain the situation, and request accommodation. A student may be required to submit supporting documentation at the discretion of the instructor. Please note that accommodation will be provided only for those students with compelling reasons. Reasons such as “too much work”, losing a computer file, traffic congestion, sporting commitments, and technology failure are **not** compelling reasons. You are expected to plan ahead and leave some extra time in case of problems. Requests for extensions will **NOT** be granted after the paper is due. Faxed and email copies of the assignments will **not** be accepted. If you experience computer problems you must hand in notes and e-mail the assignment to turnitin.com on the due date and provide a hard copy to the instructor within **24** hours. All students are required to keep a photocopy of their assignments. In **NO** case will the instructor or teaching assistant be held accountable for the loss or misplacement of any assignment. If requested, a student must provide a copy of the assignment. Keep all assignments until after you have received your final course grade.

You will be required to complete the Academic Integrity Checklist for this assignment. This will be available on Blackboard and should be completed and submitted with final paper assignment. There will be a 10% penalty for students who do not complete the checklist. You are also required to submit this assignment to turnitin.com

USE OF WRITING CENTRES

All students are encouraged to use their available writing centres. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres' services.

Academic Integrity and Academic Offences

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including working in groups on assignments that are supposed to be individual work, having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.
- Misrepresentation:
 - Falsifying or altering any documentation required by the University, including doctor's notes.
 - Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to complete the Academic Integrity Checklist for each assignment you submit. These will be available on Blackboard and should be completed and submitted with final paper assignment. There will be a 10% penalty for students who do not complete the checklist.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. I take plagiarism very seriously and will forward suspected cases to the proper authorities. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. You will be given instruction when the Turnitin.com site is ready for your submission. You will have access to your similarity report and I strongly encourage students to submit their paper early to avoid possible issues with plagiarism.

Students wishing to opt out of using Turnitin.com will have to provide the instructor with a detailed report of all of their notes, summaries, and the hard copies of the papers used to prove that they have not plagiarized their work. Students wishing to opt out of turnitin.com must make arrangements with the instructor for further details on the type and extent of the documentation needed

Essay Writing

If you are uncertain about your ability to write a 4th year sociology/criminology paper, you should contact the Academic Skills Centre www.utm.utoronto.ca/asc as soon as possible. Below is a list of writing manuals and websites that can be consulted in addition to speaking directly with the instructor.

Websites:

General advice on academic writing: www.utoronto.ca/advice

How to organize an essay: <http://www.utoronto.ca/ucwriting/organizing.html>

Writing Manuals:

Johnson, W., R. Rettig, G. Scott, & S. Garrison, The Sociology Student Writer's Manual (5th edition). Upper Saddle River, NJ: Prentice-Hall, 2006.

Richlin-Klonsky, J & E. Strenski, A Guide to Writing Sociology Papers (5th edition). New York: St. Martin's Press, 2001.

COURSE PROCEDURES AND RULES

1. Electronic communication and electronic learning technology: Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Please post all course content and reading content questions directly onto the discussion board on Blackboard. Given the size of the class, email should only be used for issues not related to specific course material. Students are encouraged to speak with the instructor about questions and concerns during office hours. The instructor will not answer private email questions about course content.
- All course communication should be conducted through Blackboard or your Utoemail account. Emails from non-University of Toronto email accounts will automatically be deleted and will receive no response.
- All emails must include the course code (e.g., SOC412 in the subject line).

- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within **48 hours** of receipt. Please do not send a repeat email (e.g., "did you get my email?").
- Please treat emails as you would any other professional communication. It is good practice to open with a professional greeting (e.g, "Dear Professor X"), use full sentences, stay focused and to the point, and strive for a coherent and sensible email.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.
- All general questions about the course that are **NOT** addressed on the syllabus and course website will either be answered in class or posted to the 'general inquiries' section of the Blackboard discussion board, when questions may be applicable to the class in general. If you can't figure something out, chances are your inquiry will be useful for the entire class. Answers to specific questions pertaining to course material or individual issues related to course assignments will be answered either by e-mail or during office hours.

Emails that do not follow these guidelines will not receive a response.

2. Religious observance

Information about the university's policy on scheduling of classes and examinations and other accommodations for religious observances is available at:

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

3. **Grade appeals.** The instructor takes the marking of assignments very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply alert the instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least **48 hours** after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader's comments, and so forth.
 3. Please note that academic scholarship is **merit-based, not need-based**. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact *earned* a higher grade than you were awarded. **All appeals must be received within 7 days of receiving your mark.** If you wish to appeal:
 - A. You may submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
 - B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours.
 - C. You will receive a response via email or in person about your re-grade. Please note all decisions are final. The decision to re-grade is at the sole discretion of the instructor.

5. Classroom rules

Students are expected to arrive at class on time, to turn off all electronic communication devices, and to use laptops **only** for note taking. Other uses (e.g., emailing, web surfing, Facebook) will result in the student being required to turn off the laptop and not to bring it to future sessions of the course. Videotaping and recording seminars is strictly forbidden without written permission from the instructor.

6. Adding and dropping this course

- Students who wish to add this course should whenever possible attend all lectures, do the assigned reading, and complete all assignments (which will be graded if and when the student is successful in adding the course). It is the student's responsibility to speak with peers in the course to catch-up on missed material, etc. Please see Donna Ragbir in the Sociology Department for further assistance with course registration. The instructor does not have the ability to add students to the course.
- Students wishing to add the course must do so through ROSI and/or the Registrar's office. You should not contact the instructor about adding the course.
- The last day to drop this course without academic penalty is **March 8, 2015**. In keeping with university policy assignment(s)/test(s) worth **10%** percent of your final mark will be graded and returned prior to that date.

7. Student Resources

Accessibility & Diversity

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the instructor and/or the **AccessAbility Centre** as soon as possible. The sooner you contact them and let me know your needs, the quicker we can assist you in achieving your learning goals for this course. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. To schedule a registration appointment with a disability advisor, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can be dynamic (i.e., change over time) and will do our best to accommodate you.

COURSE SCHEDULE

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

January 7: Introduction to the Medicalization of Deviance

Conrad, Peter. 1992. "Medicalization and Social Control." *Annual Review of Sociology* 18 (1): 209-232. Stable URL:
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/03600572/v18i0001/209_masc

Conrad, Peter. 2005. "Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 46(1): 3-14. Stable URL: <http://www.jstor.org/stable/4147650>

Supplemental

Conrad, Peter. 2013. "Medicalization: Changing Contours, Characteristics and Contexts" in William Cockerham (Ed) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer.

January 14: Theoretical Understandings of Medicine and Psychiatry as Agents of Social Control

Armstrong, David. 1995. "The Rise of Surveillance Medicine." *Sociology of Health and Illness* 17(3): 393-404.(Blackboard)

Foucault, Michel. 2003. *Psychiatric Power*. New York: Picador. (Chapter 8:173-200) (Blackboard).

Supplemental

Foucault, Michel. 1998. *Madness and Civilization: A History of Insanity in the Age of Reason*. New York: Vintage Books. (Chapter 6 – p. 159-198)

Zola, Irving. 1972. "Medicine as an Institution of Social Control." *The Sociological Review* 20 (4): 487-504.

January 21: The Politics of Diagnoses – The Evolution of the DSM and the Social Construction of Mental Disorder

Conrad, Peter. and Kristin Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior* 51(S): S67-S79. Stable URL: <http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com.myaccess.library.utoronto.ca/docview/840752110?accountid=14771>

Richman, Judith. and Leonard Jason. 2001. "Gender Biases Underlying the Social Construction of Illness States: The Case of Chronic Fatigue Syndrome." *Current Sociology* 49(3): 15-29. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00113921/v49i0003/15_qbutsctcofcs

Kutchins, Herb., and Stuart Kirk. 1997. *Making us Crazy*. New York: The Free Press (Chapter 3- "The rise and fall of homosexuality" p. 55-100) (Blackboard)

Supplemental

Brown, Phil. 1995. "Naming and Framing: The Social Construction of Diagnosis and Illness." *Journal of Health and Social Behavior* (Extra Issue): 34-52.

Kirk, Stuart. and Herb Kutchins. 2008. *Selling the DSM: The Rhetoric of Science in Psychiatry*. New Jersey: Transaction Publishers. (Introduction and Chapter 4 – p. 77-120)

Paris, Joel., and James Philips (eds). 2013. *Making the DSM-5*. New York: Springer

Galaneck, Joseph. 2013. "The Cultural Construction of Mental Illness in Prison: A Perfect Storm of Pathology." *Culture, Medicine, and Psychiatry* 37 (1): 195-225. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0165005x/v37i0001/195_tccomipapsop

January 28: Medicalizing Children and Adolescents: Case of ADHD (Proposal DUE)

Conrad, Peter. and Joseph Schneider. 1992. "Children and medicalization: delinquency, hyperactivity, and child abuse." Pp. 145- 170 in *Deviance and Medicalization: From Badness to Sickness*. Philadelphia: Temple University Press. (Blackboard)

Conrad, Peter. And Deborah Potter. 2000. "From Hyperactive Children to ADHD Adults: Observations on the Expansion of Medical Categories." *Social Problems* 47(4): 559-582. Stable URL: <http://www.jstor.org.myaccess.library.utoronto.ca/stable/3097135>

Loe, Meika. and Leigh Cuttino. 2008. "Grappling with the Medicated Self: The Case of ADHD College Students." *Symbolic Interaction* 31(3): 303-323. (On Blackboard)

Supplemental

Bosk, Emily. 2013. "Between Badness and Sickness: Reconsidering Medicalization for High Risk Children and Youth." *Children and Youth Services Review* 35 (8): 1212-1218

Diller, Lawrence. 1996. "The Run on Ritalin: Attention Deficit Disorder and Stimulant Treatment in the 1990s." *The Hastings Center Report* 26(2): 12-18. Stable URL: <http://www.jstor.org/stable/3528571>

February 4: Medicalizing Daily Hassles and Struggles – Big Pharma and the Discovery of Disorder

Fox, Nick., and Katie Ward. 2008. "Pharma in the bedroom and the kitchen: The pharmaceuticalisation of daily life" *Sociology of Health & Illness* 30(6): 856-868. Stable link: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01419889/v30i0006/856_pitbtktpodl

Barker, Kristin K. 2011. "Listening to Lyrica: Contested Illnesses and pharmaceutical determinism." *Social Science & Medicine* 73(6): 833-42. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02779536/v73i0006/833_ltlciapd

Hartley, Heather. 2006. "The 'Pinking' of Viagra Culture: Drug Industry Efforts to Create and Repackage Sex Drugs for Women." *Sexualities* 9(3): 363-378. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13634607/v09i0003/63_tovcdiarsdfw

Supplemental

Moynihan, Ray., and Allan Cassels. 2005. *Selling Sickness*. Vancouver: Graystone Books.

Whitaker, Robert. 2010. *Anatomy of An Epidemic*. New York: Broadway Books.

Frances, Allen. 2013. *Saving Normal*. New York: Harper Collins.

Greenberg, Gary. 2010. *Manufacturing Depression*. New York: Simon & Schuster

Tiefer, Leonore. 2006. "The Viagra Phenomenon" *Sexualities* 9(3): 273-294. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13634607/v09i0003/273_tvp

Dyck, Erika. 2008. *Psychedelic Psychiatry: LSD From Clinic to Campus*. Baltimore: John Hopkins University Press.

February 11: Implications of Medicalization – Stigma of Mental Illness

Corrigan, Patrick., Amy Watson., and Frederick Miler. 2006. "Blame, Shame, and Contamination: The Impact of Mental Illness and Drug Dependence Stigma on Family Members" *Journal of Family Psychology* 20 (2): 239–246. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/08933200/v20i0002/239_bsactiddsofm

Martin, Jack., Bernice Pescosolido., and Susan Tuch. 2000. "Of Fear and Loathing: The Role of "Disturbing Behavior," Labels, and Causal Attributions in Shaping Public Attitudes Toward People with Mental Illness." *Journal of Health and Social Behavior* 41: 208–223. Stable URL: <http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com.myaccess.library.utoronto.ca/docview/201672478?accountid=14771>

Supplemental

Pescosolido, Bernice, John Monahan, Bruce Link, Ann Stueve., and S. Kikuzawa. 1999. "The public's view of the competence, dangerousness, and need for legal coercion of persons with mental health problems." *American Journal of Public Health* 89: 1339–1345.

Goffman, Erving. 1963. *Stigma: Notes on the Management of Spoiled Identity*. New York: Touchstone Books.

Link, Bruce., Jo Phelan., Michelle Bresnahan., Ann Stueve., and Bernice Pescosolido. 1999. "Public Conceptions of Mental Illness: Labels, Causes, Dangerousness, and Social Distance." *American Journal of Public Health* 89: 1328–1333. (Blackboard)

Wahl, Otto. 1999. *Telling is Risky Business*. New Jersey: Rutgers University Press.

Wahl, Otto. 1995. *Media Madness: Public Images of Mental Illness*. New Jersey: Rutgers University Press.

February 17-21: Reading Week

February 25: In Class Test

March 4: Implications of Medicalization in the Criminal Justice System

Cunliffe, Emma. 2013. "Independence, reliability and expert testimony in criminal trials." *Australian Journal of Forensic Science*, 45(3): 284-295. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00450618/v45i0003/284_iraetict.xml

Hoppe, Trevor. 2014. "From Sickness to Badness: The Criminalization of HIV in Michigan." *Social Science & Medicine*, 101: 139-147. (Blackboard)

March 11: Implications of Medicalization in the Criminal Justice System – Managing Mental Illness in Prisons

Haney, Craig. 2003. "Mental Health Issues in Long-term Solitary and Supermax Confinement." *Crime & Delinquency* 49(1): 124-156. Stable URL: <http://journals1.scholarsportal.info.myaccess.library.utoronto.ca/tmp/288968995293592211.pdf>.

Lamb, Richard., and Linda Weinberger. 2005. "The Shift of Psychiatric Inpatient Care From Hospitals to Jails and Prisons." *Journal of the American Academy of Psychiatry and Law* 33: 529-34. Stable URL: <http://www.jaapl.org/content/33/4/529.full.pdf+html>

Chaimowitz, Gary. 2012. "The Criminalization of People With Mental Illness." *Canadian Journal of Psychiatry* 57(2): 1-6. (Blackboard)

Dvoskin, Joel., Erin Spiers. 2004. "On the Role of Correctional Officers in Prison Mental Health." *Psychiatric Quarterly*, 75(1): 41-59. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00332720/v75i0001/41_otrocoipmh.xml

Supplemental

Arrigo, Bruce., and Bullock, Jennifer. 2008. 'The psychological effects of solitary confinement on prisoners in Supermax units: Reviewing what we know and recommending what should change'. *International Journal of Offender Therapy and Comparative Criminology*, 52, 622–640.

Goffman, Erving. 1961. *Asylums: Essays on the social situation of mental patients and other inmates*. New York: Anchor Books.

Gostin, Lawrence. 2008. "'Old' and 'New' Institutions for Persons With Mental Illness: Treatment, Punishment, or Preventive Confinement?" *Public Health* 122: 906-913.

Kupers, Terry. 2006. How to create madness in prison. In David Jones (Ed.) *Humane Prisons*. Oxford: Radcliffe Publishing.

Lavoie, Jennifer., Deborah Connolly, and Ronald Roesch. 2006. "Correctional Officers' Perceptions of Inmates With Mental Illness: The Role of Training and Burnout Syndrome." *International Journal of Forensic Mental Health* 5(2): 151-166.

Lazzaretto-Green, Danielle., Wendy Austin., Erika Goble., Lisa Buys., Tom Gorman., and Marlene Rankel. 2011. Walking a fine line: Forensic mental health practitioners' experience of working with correctional officers. *Journal of Forensic Nursing*, 7, 3, 109-119.

Rhodes, Lorna. 2004. *Total Confinement: Madness and Reason in the Maximum Security Prison*. Berkley: University of California Press.

Sapers, Howard. 2008. "A Preventable Death." Ottawa: Office of the Correctional Investigator.

Service, Jane. 2010. "Under Warrant: A Review of the Implementation of the Correctional Service of Canada's 'Mental Health Strategy'." Prepared for the Office of the Correctional Investigator of Canada: Ottawa.

March 18: Implication of Medicalization: Role of Medical Control Post-Release

Hayes, Robert., Barnett, Michael., Sullivan, Danny H., Niessen, Olav., Large, Matthew. and Clarence Brown. 2009. "Justifications and Rationalizations for the Civil Commitment of Sex Offenders." *Psychiatry, Psychology & Law*, 16(1):141-149. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13218719/v16i0001/141_jarftccoso.xml

Kilty, Jennifer. 2012. "It's Like They Don't Want to Get Better: Psy Control of Women in Carceral Contexts." *Feminism & Psychology*, 22(2): 162-182. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/09593535/v22i0002/162_ltdwytowitcc.xml

March 25: Resisting Medicalization – Psychiatric Survivor Movement, Self-Help, and De-medicalization – FINAL PAPER DUE

Thoits, Peggy. 2011. "Resisting the Stigma of Mental Illness" *Social Psychology Quarterly*, 74(1): 6-28. Stable URL: <http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com.myaccess.library.utoronto.ca/docview/917532664?accountid=14771>

Crossley, Nick. 2004. "Not Being Mentally Ill" *Anthropology & Medicine*, 11(2): 161-180. (Blackboard)

Supplemental:

Antipsychiatry site: <http://coalitionagainstpsychiatricassault.com>

April 1: Test 2

List of High Quality Scholarly Peer-Reviewed Journals for the Final Paper:

Journal of Health and Social Behavior
Social Science & Medicine

Journal of Marriage and Family
Journal of Aging Studies
Culture, Medicine, and Psychiatry
International Journal of Law and Psychiatry
Feminism & Psychology
Punishment and Society
Theoretical Criminology
Crime and Delinquency
Social Problems
British Journal of Criminology
Criminology
Crime and Public Policy
American Journal of Sociology
American Sociological Review
Canadian Journal of Criminology
Canadian Journal of Sociology
Canadian Journal of Criminology and Criminal Justice
Feminist Criminology
Critical Criminology
Gender and Society
Law & Society Review

ASA Referencing Help:
<http://www.calstatela.edu/library/guides/3asa.pdf>