

University of Toronto – Department of Sociology  
**SOC412H1S: Medicalization of Deviance**  
**Winter 2019**  
Mondays 16:00-18:00

Instructor: Brigid Burke

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Classroom: FE 41

Office hours: TBA, Room 335 (Dpt. of Soc. – 725 Spadina Avenue, 3<sup>rd</sup> Floor)

Course website: Quercus ([q.utoronto.ca](http://q.utoronto.ca))

### **Course Description**

This course examines the sociological implications associated with the growing dominance of psychiatry over designating and managing the margins of ‘normality’ and ‘deviance.’ It covers the evolution of the DSM and rise of deinstitutionalization, the importance of stigma and symbolic interactionist understandings of psychiatric diagnoses, and the methods of social control used to mitigate risk and reduce social deviance within the psychiatric and criminal justice systems. Emphasis will be placed on understanding the social implications of mental health labels.

*Prerequisites:* 1.0 SOC FCE at the 300 or higher level; recommended: SOC313H1. Students without the prerequisite will be removed at any time and without notice. Enrolment is limited to 4<sup>th</sup> year Sociology Majors and Specialists.

### **GOALS AND LEARNING OUTCOMES**

In this course, students will learn how to:

1. Critically evaluate the role of the state, medicine and psychiatry in controlling diverse human experiences;
2. Interrogate and de-naturalize concepts such as “normality” and “deviance”, and explore the consequences of their application at the individual and group level;
3. Access and critically evaluate scholarly work and engage in data analysis. This will include instruction on how to develop a research question, code data and formulate a clear argument, supported with scholarly evidence.
4. Give an effective presentation and communicate complex scholarly work and its significance to a broad audience.

## CLASS STRUCTURE & ATTENDANCE

This is a reading and writing intensive seminar class. You should be prepared to complete all the assigned readings before class and come prepared to discuss them, even if you are not the discussion-leader for the week. Given the small class size, there will not be a formal lecture. Rather, each week different students will provide an overview of the weekly topic and help guide the class in discussion. Class attendance is mandatory, and students will be responsible for all information covered in class.

In order to engage with the assigned readings as critical and analytic consumers, 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 move beyond absorbing facts, to develop a critical lens. 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 encourage students to engage in vibrant and open debate and discussion on the course material. Some topics covered may be sensitive in nature. Students are expected to conduct themselves professionally and be respectful of different opinions. If confronted with an opposing idea, my expectation is for students to engage in dialogue with each other to build understanding around these differences. It is important to recognize that each person in the class has valuable insights to contribute and that our learning as a group will be maximized when we each commit to sharing with, and listening to each other as openly as possible.

## ASSIGNMENTS

1. *Reading Questions:* Students will post one 1 discussion question about the readings to the Quercus Discussion a minimum of 24 hours before the class. These questions should demonstrate thoughtful consideration and engagement with the readings, and not be treated as an afterthought. Marking will be based on submission and quality of the questions. In total, 10 questions must be submitted and these will be worth 1 point each. The questions will be used to help guide class discussion and may be integrated into the discussion leaders' presentations. Students can only submit their own questions, and questions will only be graded for weeks they attend lecture and offer in class-participation. No make-up opportunities will be provided for missed questions.
2. *Memos:* Students will select 4 weeks for which they will write a 3-page double-spaced memo on the weekly readings. Memos should summarize significant findings or methodological approaches **and** provide critical commentary on how the assigned readings. At least one memo must be submitted by February 11<sup>th</sup>.

3. *Class Presentation:* Each week there will be students designated as discussion leaders. They will work together to present the weekly class material and help guide the class discussion. More than 1 student may be assigned to each week. In the first class we will divide the reading material students will cover. Discussion leaders should not summarize the weekly material, but rather apply a sociological lens to raise critical connections and critiques across the readings. They can draw on the questions submitted by other students to facilitate the class discussion. Discussion leaders are expected to move beyond simply relaying facts/details from the readings, to think critically and share their own individual insights/perspectives on the readings & their current relevance. I encourage students to think about current significance by, for example, making links to current related news articles, videos, social media posts, etc. They may also choose to organize class activities (debates, close readings of the text, case studies, games, etc.). Students wishing to receive guidance about their strategy and discussion leaders are strongly encouraged to consult with me prior to their assigned weeks.
4. *Workshop:* Students will participate in a workshop to help develop their research methods skills, work with peers to refine their research, brainstorm possible arguments/angles of inquiry and, identify appropriate supporting literature. We will also explore different forms of “public sociology” writing that can serve as inspiration for the final written assignments. Students should leave the workshop with a basic outline of their proposal. For this to occur, students must come to class having done the readings and already having a strong preliminary idea what they want to study.
5. *Instructor Meeting:* After submitting the first part of their written assignment, *Topic and Significance*, students must schedule a meeting with the instructor to review the group work dynamics and progress, receive collective feedback and discuss possible directions for their written assignments. I will be looking to see how you respond to the feedback given in subsequent parts of the written assignment. All students within the group must attend the meeting. Instructor meetings must be scheduled to take place by/on February 15<sup>th</sup>.
6. *Final Written Assignment:* As a class, we will develop an online “publication” where students will work in groups to contribute 1 blog post. These posts should be considered as alternatives to a traditional essay, and as a form of “public sociology” writing. Each group will select a topic relevant to the class that they feel represents a significant social issue today and develop their blog post around this topic. Their writing should draw on academic research, but in addition can also make reference to other sources/material. Blog posts should present a sociological analysis of the topic and discuss strategies for addressing it. The individual components of the written assignment will be developed over the course of the semester, in accordance to the dates set out below. A handout will be provided with further instructions.
7. *Final Presentations:* Students will present their research and online blog posts to the class. Presentations should be approximately 10 minutes each. A handout will be provided with further instructions.

## GRADING SUMMARY

### Class Engagement:

Reading Questions	10 points	Ongoing
Class Presentation	10 points	Variable
Workshop	2.5 points	Feb 4 <sup>th</sup>
Instructor Meeting	2.5 points	By Feb. 15 <sup>th</sup>
4 Memos (5 points each)	20 points	Variable, at least one by Feb 11 <sup>th</sup>

### Final Written Assignment:

Topic & Significance	10 points	Jan 21 <sup>st</sup>
Methods and Analytical Strategy	10 points	Feb 18 <sup>th</sup>
Data Analysis/Conclusion	10 points	Mar 18 <sup>th</sup>
Final Presentation	15 points	April 1 <sup>st</sup>
Group Evaluation	10 points	April 1 <sup>st</sup>

**Total** **100 points**

## PROCEDURES AND RULES

### Course Webpage

The course syllabus, links to all the readings, handouts, and course announcements will be posted on Quercus. In addition, weekly questions and memos should be submitted online to Quercus. You are responsible for updates on all the course materials and for all announcements posted online. Please make sure to check your official utoronto.ca email addresses as well as the Quercus course page regularly.

Students will be given the opportunity to publish their final written assignments online through the *Medium* blog-platform. Further instruction will be given in class on accessing and publishing through this platform.

### Electronic communication and electronic learning technology

You are encouraged to use electronic communication to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. They should be submitted to Quercus or Medium, as specific in the assignment instructions.
- All course communication should be conducted through Quercus.
- All online messages must include the course code (i.e. SOC412) in the subject line.
- All online messages should be signed with the student's full name and student number.
- Online messages from students will generally be answered within 48 hours of receipt (except on weekends or holidays).
- All online messages should be treated as a form of professional communication.

- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth; when is the assignment due; when is the test...”) will not receive a response.
- Emails must identify a specific question or concern. Students asking questions that are very involved or in-depth may be asked to visit office hours to receive a full response.  
**\*Emails that do not follow these guidelines will not receive a response.**

### Grade Appeals

Students who are dissatisfied with their grades have one week to address their concerns, in writing, to the course instructor. Students contesting a grade will submit a 1-2 page typed and printed document, outlining why the grade is believed to be inappropriate. The instructor will then review the claim and respond in writing, either by email or hard copy. Please note: grades may stay the same, be increased or decreased. Students who remain unhappy with the response should make an appointment with me to review the case.

### Missed Deadlines

Late memos and written components of the final paper will receive a **5% late penalty off the assignment grade for each day past the due date.** Late lecture questions, or questions submitted on dates when the student is absent from the class will not be accepted.

In case of illness, you must supply a **Verification of Student Illness or Injury form** (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)) or **doctor’s note – both documents must indicate start and anticipated end date of the illness.** The original form must be given to me in person, within 10 business days, with the opportunity for me to make a Xerox copy. Forms that are scanned or Xeroxed will not be accepted. If a personal or family crisis prevents you from meeting a deadline, you must get a **letter from your college registrar** (it is recommended you always advise your registrar if a crisis is interfering with your studies).

### Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "Code of Behaviour on Academic Matters" 6 (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

### Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please feel free to approach me and visit the Accessibility Services Office (<http://studentlife.utoronto.ca/accessibility>) as soon as possible.

### Writing Support

Students are urged to seek assistance from the University of Toronto writing centre should they anticipate problems in this area. The writing centre can be visited on the web at: <http://www.utoronto.ca/writing/centres.html>

## CLASS SCHEDULE

- Jan. 7<sup>th</sup>      Lecture 1: Introduction  
Recommended: Conrad, P. (1992). "[Medicalization and Social Control](#)." *Annual Review of Sociology*, 18 (1): 209-232.
- Jan. 14<sup>th</sup>      Lecture 2: Medicine, Normality and Deviance
1. Ewald, F. (1990). "[Norms, Discipline, and the Law](#)". *Representations*, (30): 138-161
  2. Armstrong, D. (1995). "[The Rise of Surveillance Medicine](#)." *Sociology of Health and Illness*, 17(3): 393-404
  3. T Grattet, R. (2011). "[Societal reactions to deviance](#)". *Annual Review of Sociology*, 37: 185-204.
- Jan. 21<sup>st</sup>      Lecture 3: Medicalization and Social Control as a Process
1. Zola, I. K. (1975). "[In the name of health and illness: on some socio-political consequences of medical influence](#)". *Social Science & Medicine*. (1967), 9(2), 83-87.
  2. Zola, Irving. (1972). "[Medicine as an Institution of Social Control](#)." *The Sociological Review*, 20 (4): 487-504.
  3. Conrad, Peter. (2005). "[Shifting Engines of Medicalization](#)" *Journal of Health and Social Behavior*, 46(1): 3-14
- \*Blog Topic and Significance Due**
- Jan. 28<sup>th</sup>      Lecture 4: The Social Construction of Medical Diagnoses
1. Brown, Phil. (1995). "[Naming and Framing: The Social Construction of Diagnosis and Illness](#)." *Journal of Health and Social Behavior*, (Extra Issue): 34-52
  2. 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
  3. 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.
- Feb. 4<sup>th</sup>**      **Workshop**
1. Burawoy, Michael. (2005). [For Public Sociology](#). *American Sociological Review*, 70(1): 4-28.
- \*Further workshop materials will be posted to Quercuas*
- Feb. 11<sup>th</sup>      Lecture 5: Criminalization and Mental Health
1. Hoppe, Trevor. (2014). "[From Sickness to Badness: The Criminalization of HIV in Michigan](#)." *Social Science & Medicine*, 101: 139-147

2. Duxbury, S. W., Frizzell, L. C., & L., S. (2018). "[Mental Illness, the Media, and the Moral Politics of Mass Violence: The Role of Race in Mass Shootings Coverage](#)". *Journal of Research in Crime and Delinquency*, 55(6): 766–797.
3. Lamb, R. and Weinberger, L. (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.

**Feb. 18<sup>th</sup>**      **Family Day/Reading Week (No Class)**  
**\*Blog Methods and Analytical Strategy Due**

- Feb. 25<sup>th</sup>      Lecture 6: Chemical Restraint and Social Control
1. 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
  2. Fitzgerald, T. D. (2009). "[Controlling the Black School-Age Male: Psychotropic Medications and the Circumvention of Public Law 94-142 and Section 504](#)". *Urban Education*, 44(2): 225–247.
  3. Freundlich, Naomi. (2011). "[Atypical Antipsychotics Misused As Chemical Restraints For Youthful Offenders](#)". Health Beat (online)
  4. Schweikart, Scott. (2019). "[April 2018 Flores Settlement Suit Challenges Unlawful Administration of Psychotropic Medication to Immigrant Children](#)". *AMA Journal of Ethics*, 21(1): E67-72

- Mar. 4<sup>th</sup>      Lecture 7: Medicalization and Criminalization of Deviant Sexualities
1. Janus, Eric. (2004). "[Sexually Violent Predator Laws: Psychiatry in service to a morally dubious enterprise](#)". *The Lancet*, 364(1): 50-51
  2. Wakefield, J. (2012). "[The DSM-5's proposed new categories of sexual disorder: The problem of false positives in sexual diagnosis](#)". *Clinical Social Work Journal*, 40(2): 213-223
  3. Rickard, D. (2015). "[Masculinity and medicalization: Gender and vocabularies of motive in the narrative of a sex offender](#)". *Feminism & Psychology*, 25(2): 199-218
  4. Tosh, Jemma & Caron, Krista. (2016). "[A Desire to be 'Normal'? A Discursive and Intersectional Analysis of 'Penetration Disorder'](#)" *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 5(3):151-172

- Mar. 11<sup>th</sup>      Lecture 8: Medicalization of Birth and Deviant Motherhood
1. Morris, Theresa. (2013). *Cut it Out: The C-Section Epidemic in America*. New York: NYU Press. pp. 135-174 (On Quercus)
  2. Smith, A. & LaDuke, W. (2015). "[Conquest: Sexual violence and American Indian genocide](#)" (Chapter 4: Better Dead Than Pregnant)
  3. Smirnova, Michelle & Gatewood Owens, Jennifer. (2018). "[The new mothers' little helpers: medicalization, victimization, and criminalization of motherhood via prescription drugs](#)". *Deviant Behavior*, (online)

- Mar. 18<sup>th</sup>      Lecture 9: Medicalization Fatness and Deviant Bodies
1. Goldberg, D. S. (2014). "[Fatness, Medicalization, and Stigma: On the Need to Do Better](#)". *Narrative Inquiry in Bioethics*, 4(2): 117-123.
  2. Monaghan, Lee F. (2005). "[A Critical Take on the Obesity Debate](#)." *Social Theory & Health*, 3: 302–314
  3. Wray, S. & Deery, R. (2008). "[The medicalization of body size and women's healthcare](#)". *Health Care for Women International*, 29(3): 227-243.
- \*Blog Data Analysis and Conclusion Due**
- Mar. 25<sup>th</sup>      Lecture 10: Contesting and Resisting Medicalization
1. Borges, M. T. R. (2018). "[A Violent Birth: Reframing Coerced Procedures During Childbirth as Obstetric Violence](#)". *Duke Law Journal*, 67(4): 827+
  2. Crossley, Nick. (2004). "[Not Being Mentally Ill](#)" *Anthropology & Medicine*, 11(2): 161-180.
  3. Burke, Mary C. (2011). "[Resisting Pathology: GID and the Contested Terrain of Diagnosis in the Transgender Rights Movement](#)". *Sociology of Diagnosis*, 12: 183-210
- Apr. 1<sup>st</sup>      **Final Presentations**