

## **MEDICALIZATION OF DEVIANCE (SOC 412H1S)**

University of Toronto  
Department of Sociology  
Summer 2020

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Instructor: Amy Spendik  
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Email: [amy.klassen@utoronto.ca](mailto:amy.klassen@utoronto.ca)  
Class Time/Room: Live Online Seminars every Tuesday and Thursday 6-8 pm -- Online through zoom (See details below)  
Office Hours: Tuesday and Thursday 2-3:30 pm or by appointment Over Zoom  
Course Website: Quercus

Sociology Department Website: [sociology.utoronto.ca](http://sociology.utoronto.ca)  
Faculty of Arts and Science Website: [www.artsci.utoronto.ca](http://www.artsci.utoronto.ca)

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### **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.

### **NOTE ON COURSE DELIVERY:**

This course will consist of live online seminars that require students to be logged into Zoom (see details below) each Tuesday and Thursday during the scheduled class times. It is my desire to run this course as true to how it would have been if we were permitted to meet in person. Students are required to be active participants in the seminar, and thus, this course cannot be completed without being present on Zoom during the regular scheduled class meeting times. I will also be offering online office hours for anyone who wishes to discuss course materials or assignments in more detail. Details for how to access ZOOM for both seminar and office hours are listed below.

**PRE-REQUISITES:** 1.0 SOC FCE at the 300+ level

## **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 critically evaluate scholarly work, formulate research questions and develop clear arguments 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 logging onto ZOOM for 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 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.

## **Accessing ZOOM for Class Seminars**

Topic: SOC 412 Class Meeting

Time: Jul 7, 2020 06:00 PM Eastern Time (US and Canada)

Every week on Tue, Thu, until Aug 13 2020, 13 occurrence(s)

Jul 7, 2020 06:00 PM

Jul 9, 2020 06:00 PM

Jul 14, 2020 06:00 PM

Jul 16, 2020 06:00 PM

Jul 21, 2020 06:00 PM

Jul 23, 2020 06:00 PM

Jul 28, 2020 06:00 PM

Jul 30, 2020 06:00 PM

Aug 4, 2020 06:00 PM

Aug 6, 2020 06:00 PM  
 Aug 11, 2020 06:00 PM  
 Aug 13, 2020 06:00PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

[https://zoom.us/meeting/tJctceygrjwuGNwy9i7Gz6NmK0npWFkysovO/ics?icsToken=98tyKuCrrj0vEtSStBuPRowqAo\\_oZ\\_zziGZbjY1KhUbsVAdJNC37HbJMIoVZG8HD](https://zoom.us/meeting/tJctceygrjwuGNwy9i7Gz6NmK0npWFkysovO/ics?icsToken=98tyKuCrrj0vEtSStBuPRowqAo_oZ_zziGZbjY1KhUbsVAdJNC37HbJMIoVZG8HD)

### **Join Zoom Meeting**

<https://zoom.us/j/93065807428?pwd=SkdCY3IBTE55N1ZCR082dHUwWkJIQT09>

**Meeting ID:** 930 6580 7428

**Password:** 3NPMtt

### **Zoom Meeting for Office Hours**

Topic: SOC 412 Office Hours

Time: Jul 7, 2020 02:00 PM Eastern Time (US and Canada)

Every week on Tue, Thu, until Aug 13, 2020, 12 occurrence(s)

Jul 9, 2020 02:00 PM

Jul 14, 2020 02:00 PM

Jul 16, 2020 02:00 PM

Jul 21, 2020 02:00 PM

Jul 23, 2020 02:00 PM

Jul 28, 2020 02:00 PM

Jul 30, 2020 02:00 PM

Aug 4, 2020 02:00 PM

Aug 6, 2020 02:00 PM

Aug 11, 2020 02:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

[https://zoom.us/meeting/tJludOmhrT0jEtyfiDokmfSePMQQfGHX4bVW/ics?icsToken=98tyKuCu rTggE9eTuRGPRowAA4jCc\\_PztiFEj7dEmhbBDCteZDDzBs9zA7RYOOCE](https://zoom.us/meeting/tJludOmhrT0jEtyfiDokmfSePMQQfGHX4bVW/ics?icsToken=98tyKuCu rTggE9eTuRGPRowAA4jCc_PztiFEj7dEmhbBDCteZDDzBs9zA7RYOOCE)

### **Join Zoom Meeting**

<https://zoom.us/j/96330936988?pwd=SVRKLzJMNI9FNIZiRII6UWtPQ0VDUT09>

**Meeting ID:** 963 3093 6988

**Password:** 8bfz0F

### **TURNITIN. COM Information**

**Class ID:** 25192205

**Enrolment Key:** medicine

**REQUIRED TEXTS:**

Readings will be available on Quercus 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:**

<b>Assignment/Test</b>	<b>Date Due</b>	<b>Weight</b>
Participation	Daily	20%
Reading Presentations	Variable	30% (15% x 2)
Mid Term Test	July 21	20%
Final Paper	August 13	30%

The **penalty for late assignments** is **10%** per day (including weekends). No Assignments will be accepted after 5 days (including weekends without a valid reason).

**DESCRIPTION OF ASSIGNMENTS:****Participation (20%, daily)**

**STEP 1:** Each class you will be required to submit a written reflection that examines the major themes and findings of the required reading onto the discussion board on Quercus. Each reflection must be uploaded no later than 4pm on each class date. Reflections must also identify one specific issue from the reading that you would like to discuss during the seminar. All students are required to be active participants in the seminar. This will require not only contributing to the discussion, but also through active listening. The written reflection should not be a summary of the articles, but a deeper engagement with the main arguments across the readings. This will require you to think about the central themes of the week's readings and to discuss what the take-away lesson the readings are trying to teach us. This critical reflection should be a about 500-700 words long.

**STEP 2:** Upon the completion of the seminar you will be required to post one insight that you took away from the class discussion. This could be a point that you did not think of before the seminar or a point of contention that you had with an argument made in class. 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 daily 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. The lowest grade will be dropped.

Students who do not attend a class and do not complete both parts of the task will forfeit that week's participation mark. You are **NOT** required to submit a reflection or to make a posting onto Quercus for the day you present; however, should you choose to do these activities this will be taken into consideration in the final grade calculation. 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.

Participation discussion assignments begin **July 9**. There is no post required for July 7, July 21 and for the days you are presenting.

### **Reading Presentations (30, 15% x 2)**

Throughout the course you will be required to lead the class discussion for **2** of the assigned classes throughout the term. Your reading presentations must address all of the required readings for that class. There will likely be at least one other student assigned to the same class so it will be your responsibility to work together to prepare the discussion, decide on the distribution of work, and to prepare the discussion questions with responses for the class. 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 must submit 3 main discussion questions with your responses to each onto the Quercus discussion board by 9pm the night before your presentation. Your discussion questions should facilitate a critical engagement with the readings and not simply be yes/no or agree/disagree types of questions. The questions should be open ended and focused on a critical point you wish to discuss in your presentation.

Students will be asked to send the instructor a list of their **TOP 5** choices of weeks by **July 8 at noon** if they have not chosen their desired classes during the first seminar. Students will be notified by email which classes 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 tests.

### **Mid-Term Test (20%, July 21, 8pm)**

The mid-term test will consist of short and long answer 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 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 online on **July 21**. The test is open book, which means that there will be an expectation for proper referencing and argumentation. You will get access to the test questions on **July 19**. You will have until **8 pm on July 21** to submit your responses to the Quercus drop box and onto turnitin. Students who miss the test should not presume that they would be able to write a make-up test. Given that the test is online and open book, no make-up options or extensions will be granted. The decision to grant a make-up test is at the sole discretion of the instructor in extraordinary circumstances and for circumstances that are out of the student's control. Lack of internet access, workload, employment, and childcare responsibilities are not a justifiable reasons for missing the test

submission. Students who miss a test must email the instructor outlining the specific reason why the student was unable to submit the test on the assigned date. In addition, students must declare their absence on ACORN on the day that the test is due. The test will cover all seminar and readings assigned in the syllabus even if they have not been explicitly covered in a class seminar.

Make-up tests will be scheduled at the instructors convenience.

### **Final Paper (30%, August 13, 8 pm)**

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 **August 13** in the **QUERCUS drop box and on turnitin by 8 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 proposal 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 seminar. 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 **8 pm** on August 13 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, copies of assignments must be submitted to the Quercus drop box **8 pm** and must also be submitted by that time to **turnitin.com**. 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 and a electronic copy is submitted onto Quercus. Failure to do either of these will result in a grade of 0.

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 copy of their assignments. In **NO** case will the instructor 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.

## 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

- o doctor's notes.
- o Falsifying institutional documents or grades.

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.

**Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a student instead provides, along with their position paper,** sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

### **Essay Writing**

If you are uncertain about your ability to write a 4<sup>th</sup> year sociology/criminology paper, you should contact the Academic Skills Centre [www.utm.utoronto.ca/asc](http://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](http://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 (5<sup>th</sup> edition). Upper Saddle River, NJ: Prentice-Hall, 2006.

Richlin-Klonsky, J & E. Strenski, A Guide to Writing Sociology Papers (5<sup>th</sup> 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 Quercus. 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 Quercus or your Utormail 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 Quercus 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.vicereprovoststudents.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 log onto the class discussion forum on ZOOM on time and to turn off all electronic communication devices not being used for the online forum (cell phone, etc.). Videotaping and recording seminars is strictly forbidden without written permission from the instructor.

## 6. Adding and dropping this course

- Students who enroll late in this course are expected to do all of the assigned readings and complete all course work (ie. catch-up). No credit will be granted for work assigned prior to enrollment.
- The last day to drop this course without academic penalty is **August 3, 2020**. 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.
- Any questions regarding program/course requirements should be forwarded to Donna in the Sociology Department.

## 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.

### **July 7: Introduction to the Medicalization of Deviance**

Conrad, Peter. 1992. "Medicalization and Social Control." *Annual Review of Sociology* 18 (1): 209-232.

Conrad, Peter. 2005. "Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 46(1): 3-14.

### **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.

### **July 9: 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.

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

### **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.

### **July 14: The Politics of Diagnoses – Social Construction of Illness**

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

Conrad, Peter and Alison Angell. 2004. "Homosexuality and Remedicalization." *Society*, 32-39.

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.

### **Supplemental**

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)

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).

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

Galanek, Joseph. 2013. "The Cultural Construction of Mental Illness in Prison: A Perfect Storm of Pathology." *Culture, Medicine, and Psychiatry* 37 (1): 195-225.

### **July 16: Medicalizing Children and Adolescents: Case of ADHD**

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.

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

Diller, Lawrence. 1996. "The Run on Ritalin: Attention Deficit Disorder and Stimulant Treatment in the 1990s." *The Hastings Center Report* 26(2): 12-18.

### **July 21: Take Home Mid-term Test -- submit by 8pm**

### **July 23: 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.

Barker, Kristin K. 2011. "Listening to Lyrica: Contested Illnesses and Pharmaceutical Determinism." *Social Science & Medicine* 73(6): 833-42.

Hartley, Heather. 2006. "The 'Pinking' of Viagra Culture: Drug Industry Efforts to Create and Repackage Sex Drugs for Women." *Sexualities* 9(3): 363-378.

## 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.

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

## July 28: 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.

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## Supplemental

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## August 4: Indigenous Peoples and Medicalization

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### **Supplemental**

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### **August 6: Medicalization and the Criminal Justice Process**

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### **August 11: Implications of Medicalization in the Criminal Justice System – Managing Mental Illness in Prisons**

Haney, Craig. 2008. "A Culture of Harm: Taming the Dynamics of Cruelty in Supermax Prisons." *Criminal Justice and Behavior* 35(8):956-984.

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### **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.

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### **August 13: Resisting Medicalization (Final Paper Due at 8 pm)**

Burke, Mary C. 2015. "Resisting Pathology: GID and the Contested Terrain of Diagnosis in the Transgender Right Movement." *Sociology of Diagnosis*, 183-210.

Fox, Nick, Katie Ward, and Alan O'Rourke. 2005. "Pro-anorexia, Weight-Loss Drugs and the Internet: An 'Anti-Recovery' Explanatory Model of Anorexia. *Sociology of Health & Illness*, 944-971.

Thoits, Peggy. 2011. "Resisting the Stigma of Mental Illness" *Social Psychology Quarterly*, 74(1): 6-28.

### **Supplemental:**

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

### **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

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