

STS 325: H01 (CRN 95472)-Topics in STS:
Medical Sociology: Pathology and Deviance

FALL-2024

Class Mode: Face To Face, (HONORS)

Credits: 3

MEETING TIMES: MW 1:00 PM - 2:20 PM

LOCATION: FMH 413

WHO DECIDES WHAT NORMAL IS?

What does Normal even mean?

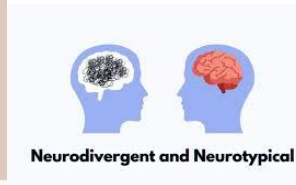
WHO IS HEALTHY?

What does Healthy mean?

Does Healthy sometimes mean Normal?

WHO IS PATHOLOGICAL and

WHO IS DEVIANT?



This class works around those questions....

How does Medicine get involved in answering these questions?

How are medical diagnoses, ideas, and labels used in making sense of "us" ?

Who *should* decide what "normal" is?

COURSE DESCRIPTION:

The course is grounded in Medical Sociology and looks at how medical categories and identities are produced in research. How do these medical categories respond to and influence broader politics and discourse? Through reading, writing, and class discussion, we will aim to connect medical issues to broader social movements and identities in global culture.

This course offers an addition to the Medical Humanities program and the general Humanities Course offerings, aimed at supplementing available courses to satisfy the needs for global events, critical thinking, social science and qualitative research skill building.

That means- we ask how does the world outside of medicine get shaped and interact with the questions and answers inside of medicine?

Topics include sexual and gender identity, medicalization of disability and difference, behavioral health and illness, as well as the construction and use of theory in evaluation and practice of medicine and daily life.

The class will examine a series of cases or topics related to how people live and how Identity forms in relation to medicine and social institutions. Ideas of labels/structures/category - Particularly Medical Diagnostic Categories - shape who people get to be and how other institutions structure them We will focus on the ways that these categories are changing and negotiated as Deviant/Pathological/Normalized. We first look at at sickness and wellness, and pathological and normal, and differentiating mental illness or insanity from other forms of wellness/normality. We then look at specific battlegrounds in which identity and medicine are historically and today part of social construction- and how and why are these areas of debate.

As an instructor, I struggle with how many topics we can realistically explore in a semester. I am debating and still selecting materials for each of the following but they may not all be included. I'd originally considered doing the whole class on one topic, but have decided that students will benefit from a broader survey and the opportunity to critically examine the similarities and differences between these subjects.

a) "Sexuality and Gender", focusing on Historical construction and issues around Medical constructions of Homosexuality, Transgender, as well as "biologically essentialized", and viewing sex as binary versus nonbinary.

b) "Disability" - neurotypical/Non-Neurotypical and cognitive diversity vs disability, and Physical Disability (e.g. Deaf Community or deaf persons as having an illness),

Examination of disability will be centered around three theories/Theorists, Peter Conrad (Who wrote the book, literally) on the idea of "Medicalization" -the growth and linking of medicine with more and more ideas and ways of living in society; and we'll link that to Adele Clark and others such as Foucault and Phil Brown.

c) "Race and Biological Determinism", which may take the form of a focused discussion of Eugenics, and or the hundred-year history of "Intelligence Testing" and assessment.

d) "Data Identities" This topic encompasses Genetic Testing and Haplogroups, Ancestral DNA, Population Statistics in Human Geography, and Educational access.

They all link Scientific and Medical participation in Legitimizing Categories used to define people. The Use of Data, and Classification- we create 'groups' within larger society by using research to create different kinds of people from the larger group.

e) "Being Obese/Fat" With the increased attention on the current round of "Anti-Fatness" or "weight-Loss" drugs, we're in a good moment to talk about the history and failures of medicine around issues of weight and fatness, for which much of medicine (as Science) says isn't nearly as big a deal, as what we'd see if we look instead at the practice of medicine.

f) "Freaks, Mutants, Strange Outliers" there are loads of variations and diversities of the human condition which are subject to and part of how medicine works, historically and today, and we'll discuss how and in what ways presumptions of "normal" versus "Pathological" is a social process.

NOTE: This is a reading and writing heavy course. Students will read two articles each week (in my usual format for the higher division courses) Initially one reading Foundational Theory (e.g. Conrad on medicalization, Canguilhem on Pathology, Judith Butler on performativity) as well as one topical. By week four, after students are provided with a theoretical foundation, we will focus on the above reading topics, with the intent to spend two weeks on each category of identity.

OFFICE HOURS

My job is to help you learn and understand and I want to help, so please come- Direct communication is often the best way to help. Students from any section should come to office hours. There is no reason to feel awkward or uncomfortable about asking for support and assistance from professors in understanding and engaging with course materials and assignments. Office hours are your best mechanism of determining course standing and having questions answered in direct and one-on-one format to guarantee your progress. Students often feel 'shy' about taking up faculty time and embarrassed about not getting everything and needing help. It is a good thing to practice working past this. Pre-write questions or prepare if it is more comfortable, or simply visit and say "I am confused." The meeting time is to be of use to you. It is informal to the extent that that allows open dialogue, but please maintain the standards of contact and communication you'd use when talking to anyone you aren't friends with.

Regarding Office Hours- I strongly recommend speaking to me in office hours about any trouble as soon as possible; you can ask for assistance or clarification of course material or course concepts and workload. Students are often given too little advising and explanation or orientation in starting their college experience, and faculty are willing to help, so please ask if you have any questions or issues. If I or another faculty member you speak to does not know the answers, we will usually be able to direct you to someone who can help. I want to assist you in doing well and getting the most out of your education and your time on campus.

Dr. Edel will generally be available in Drop-In Hours both in his office for in person and digitally via a Zoom meeting.

as well as in person at **Cullimore 317**, during drop in office hours you do not need an appointment to see the professor either in person or online. The Zoom will be paused/muted when students do come to 'in person' meetings if privacy is needed. FOR IN PERSON MEETINGS I REQUEST THAT YOU BE MASKED IN THE OFFICE, I do have masks you can put on.

Dr. Edel is available to speak about any course, student, material related issues without an appointment at the following "Drop-In" Times. **DROP IN OPEN OFFICE (Times when I will be available on zoom/in office unless announced cancellation)**

Monday 2:40-3:40pm

Tuesday 1:30- 3:40

Thursday 1:30- 3:40

Additional Appointments: Monday- Thursday in person/zoom, or on Friday zoom only(Friday zooms often available 10am- 7pm)

Most weeks I will be available in office Wednesday afternoons 3-5pm for appointments, and I am available and usually in my office for appointments before my classes from 10:30 or 11am until 11:45.

OFFICE HOURS ZOOM:

Professor Edel- OFFICE HOURS ZOOM INVITE (recurring meeting)

<https://us02web.zoom.us/j/85793660316?pwd=MGdabjBDSzJ3Njdsak9GQVdhNWxhQT09>

Meeting ID: 857 9366 0316 Passcode: 876742

One tap mobile +16469313860,,85793660316#,,, *876742# US

Dial by your location +1 646 931 3860 US

Meeting ID: 857 9366 0316 Passcode: 876742

"Please Ask the Instructor"

I'm available to discuss and explain concepts, help strategize time Management or Reading/work strategies,

Assist Research and Writing Development for the Class, answer about or Explain regarding Issues with course work, engage in ethical debate, I'm offering multiple communications Channels:

Drop-In and Appointment Zoom Office Hours

Email & Canvas Messaging Feedback- grades and comments on Submitted Work

Class DISCORD Channel

Emergency Only text Messages?

THERE ARE NO BAD QUESTIONS- YOU ARE STUDENTS- ASK THE QUESTIONS, I WILL HELP!

FEEDBACK

The Professor will provide feedback with as much detail as possible Via Canvas on all work submitted, in the case of some assignments only a numerical or letter grade will be provided unless students request more information. You are encouraged to make appointments, send email inquiry, or participate in discussion on Canvas/Discord/Zoom.

TEXTS/READINGS

All readings are provided by the professor in pdf/digital format Via the CANVAS page for the class.

PLEASE NOTE: All readings listed are required except where marked specifically as recommended and will be referenced and required for exams

CANVAS LMS

Students have responsibility to find readings, assignments and all course materials via Canvas in the scheduled timing. All homework is due on canvas in the folders provided. Please speak to me about permission to submit late work in office hours , please speak to me about specific circumstances.

If you are aware of a student who does not have access to adequate computing equipment, or high speed internet access, please direct them to the Office of the Dean of Student links to an external site.

DISCORD 'channel'

Strictly 'optional' this is an alternative, and extremely useful platform to both add to your discussion and participation in class, as well as to receive aid and have question answered. A link is provided on the canvas, and invitations will be sent to all students. If you don't use, or can't use Discord, please discuss an alternative if you wish to have an option for communication among students, or to ask questions outside of open discussion in class.

Student Learning Outcomes-- By the end of the course, students will be able to

I Know You Don't Read These Usually, But, for once, pause, if you want an A in the class, you don't just have to do the assignments- you have to demonstrate ability and improvement in these areas.

GOALS AND LEARNING OUTCOMES

In this course, students will learn how to:

1. Critically evaluate the role of the, medicine and related ideas in shaping/controlling diverse human experiences;
2. "Interrogate and de-naturalize" concepts such as "normality" "pathology" and "deviance", and explore the consequences of their application at the individual and group level
3. Improve skill at reading, understanding and critically evaluating scholarly work and engage in analysis. Including recognition and forming argument, supported with scholarly evidence.
4. Improve general research, reading, presentation and communicate skills within the use and study of complex scholarly works in the social sciences and more broadly.
5. Improve understanding of the role and application of sociological theory, and improved understanding of the social sciences as tools of observation and research.
6. Improved understanding of the concepts of difference and the shaping of diversity in medicine and medical institutions.

READING LOAD

Readings: There will be approximately 40+ pages of reading some weeks. Students should have completed the readings *prior* to the first meeting of the week and must be prepared to discuss them. **Completion of readings prior to class meeting is fundamental to understanding lecture material, and being able to participate in discussion.** All selections and readings will be made available on the course Canvas as PDF documents, some will also be ordered at the bookstore for students who prefer to buy hard copy.

GRADING

Percentage Based Grading and Self-Assessment-

It is a skill to be able to keep track of how you are doing, you are all supposed to be doing that. Practice and keep track of work, deadlines and the effect of your actions on your grade. You NEED TO KNOW, where to put your work and what is due as outlined on the canvas/syllabus.

This course uses a simple point based grading system to encourage and allow accurate self-assessment. All work is graded in fractional points out of 100% in the final semester grade. Each piece of work you turn in, and each component of the class has a set value, those values are predictable if you understand the syllabus. The biggest difficulty in self-assessment is not the professor's subjective judgment, but your own management of time and effort.

You are strongly recommended to participate more if you are uncertain if you are participating enough in the various group/collaborative elements of the class. Use the quizzes and other elements to revise your expectation of time commitment and effort, if you did a reading and didn't get a decent grade on the quiz, spend more time on readings, go back and review before the exam. Other than the reading quizzes, all semester activities are cumulative. Each offer an opportunity to show you gained the expertise you didn't show on previous work, therefore if you're grades and 'showing learning' improve it is possible (not certain) that your final grade can improve beyond the percentage value of components. The main thing is to demonstrate skill growth, and learning- aimed at mastery of the course content. No one knows everything, do your best to work through the materials. The grades posted on the Canvas gradebook are one tool to maintain your self-evaluation, but the "semester grade" it presents will never be complete without participation and other elements not scored in that grade.

The goal of this is that you can "decide" or choose what grade to get, work towards that, correct path or respond to changes, if one activity presents a barrier to desired-grade consider extra emphasis on other parts or changing your aim at desired grade. Think you need a high grade? You would need to choose to do extra credit or seek assistance in improving your scores from the professor. The syllabus offers key information on this process. This process is ongoing and you should be reconsidering and reevaluating your performance as the semester progresses.

Regarding "subjective" grading: the content of any argument in is based on three things: the factual/textual material used in support, the logic of the connections, and the substance of the connection between the answer and the question it refers to. In grading you are dependent on my ability to see and understand these three elements, and you should remember in considering your answers and the grade they receive that this is not arbitrary but responsive to the content of the answers you provide.

Note: These days policy at NJIT- students cannot Have Incompletes unless the Dean of Student's office has provided explanation. We are being pressured not to do change of grades for students after the semester ends, this means all work has to be in on time before the end of Exam week.

GRADING COMPONENT PERCENTAGE BREAKDOWN

Class Participation (e.g. Contribute, Question/comment in Discussion)	15%
Final Exam (Cumulative)	15%
Student Reading Discussion Leader Presentation (Twice during semester 5pts each)	10%
Weekly Notes/Reading Responses (8 x 3pts each)	24%
Weekly Reading Quizzes (9x 1.2 pts each)	10%
Term Project (Cumulative all below elements in aggregate)	26%
Preliminary Graded Components Total 12	
Proposal of Topic ~ 3; Weekly Draft/Outline Updates ~ 2 x 2; 10+ Annotations ~ 5	
Final Paper – Description/Focused Argumentation & Use of theory) ~14 Points of the total grade	
-Literature review- Topic/Case Study based in research properly Developed (the final produce can	
- Clear Writing/Communication (proper citation) fix some of missed)	
Extra Credit (e.g. additional responses, optional work, etc..)	+ Variable

COURSE PERCENTAGE/LETTER GRADE DISTRIBUTIONS:

A= 100%-90% B+ 89-86 B= 85%-80% C+ 79- 76 C=75% -70% D+/D=69%-55% F=54% - 0%

A: Superior B+: Excellent B: Very good C+: Good C: Acceptable D: Minimum Required F: Inadequate

Note: pluses and minuses will be given for assignments, Final grades do not contain Minuses and will be rounded to nearest letter grade or Plus per NJIT's bizarre policies. This course does not use a curve, nor does it do student-student comparison. Student learning and progress to the learning outcomes is to be measured using the following mechanisms:

DESCRIPTIONS OF GRADED ASSIGNMENTS:

- Class Participation (e.g. Contribute, Question/comment in Discussion) 15%**
Students are **Required to Participate**, though some students are uncomfortable talking in class, the need to be a part of the student/peer body of the class, and to ask questions, offer interpretations or suggestions, is vital to a seminar class like this. You are welcome to seek alternatives if in class discussion is difficult for you, e.g. digital communications on Discord, or additional written work to make up points. Students are expected to speak in class at least once, often more than once per week, an approximate evaluation of student participation will be difficult to gauge but students may ask in office hours how they are doing. If you're having trouble in this area, seek assistance, it is possible to improve, and to prepare or form alternatives. Participation may be informal and as long as you are respectful of the other students and subject matter, any questions or discussion related to class qualifies for this grade element.
- Student Reading Discussion Leader Presentation (Twice during semester 5pts each) 10%**
Students in the class will have to sign up to present on readings, this is to a) summarize key arguments, and b) explain linkage to weekly topic and semester topics, in order to provide enrichment to course topics. In the syllabus, the optional readings, or even additional chapters in books with required selections are available to present. Further details will be provided in class on selection criteria. Students will present the arguments/summary in a 10-15 minute period at the start of the Wed. class. They will then moderate 5-10 min of questioning, they may turn over any questions or topics in that general discussion to the Professor, but they will be moderating and leading the conversation. Students may provide a written notes handout, or use a power point but no materials are required.
- Weekly Notes/Reading Responses (8 x 3pts each) 24%**
Each week that there are readings, currently expected to be 11 weeks of the semester, each student has an opportunity to turn in notes and response writing. Students must turn in 8 of those weeks for full credit to receive full points. There is some flexibility if a week is missed, and individual late assignments – as long as they aren't part of a pattern of lateness will be accepted. The goal/deadline of the reading response and notes is to be completed before the Monday lecture- that is to document thinking and completion of reading prior to the lecture in class. Notes should both cover the key items from the readings (all assigned readings, and optional if chosen), and have a substantial response- the interpretation and consideration of the student- in their own words. What did you think? How do you see this as connected to the world? Which parts do you agree with, be confused by, disagree with, or see connected to other elements of the course or readings? Do the assigned readings agree or disagree? Etc. You are graded on a three point rubric 1) do you demonstrate you read a substantive part of all assigned readings (often accomplished with notes). 2) did you show some attempt to understand and engage some substantive portion of the contents of the reading? This is often done by showing synthetic or analytical response. And 3) Effort and Functional Engagement with course concepts, if you put in a lot of work and or if you connect it well to the course ideas you get the third point.
- Weekly Reading Quizzes (10x 2 pts each) 10%**
Each week at the start of the Monday class a 3-5 question quiz will be presented, and students will complete it prior to the lecture to a) encourage you to do the readings on time, and b) allow both student and professor to get a sense of evaluation in the extent you actually absorbed/remember the concepts and materials. The quizzes will mix simple informational questions "what was in the reading" with conceptual ones "did you understand the readings key ideas."
- Final Exam (Cumulative) 15%**
You know what exams are, the final exam is taking place on the last day of the class , in class, in the usual class meeting, and will be on paper, involving summary questions, that allow you to show what you learned in the class. The questions will require your understanding of key concepts, and are less focused on informational retention.
- Term Project (Cumulative all below elements in aggregate) 26%**
Students will determine a topic related to the course material and do an independent research project, a literature review and analysis, related to their interest. The goal would be to develop a proposal of interest, then research, documenting useful literature in the annotations (notes about their contents), narrowing down a topic, and form an outline of key ideas, resources and your argument. This then becomes a paper submitted at the end of the term. Some dates are flexible. Students must complete the preliminary components to be graded full credit on the paper. And there needs to be documentation in those elements to show independent research and thinking. Topics must be related to the course concepts and topics but are widely variable. Grading is split- Preliminary Graded Components Total 12 points: Proposal of Topic ~ 3; Weekly Draft/Outline Updates ~ 2 x 2; 10+ Annotations ~ 5. In contrast the final paper submitted Final Paper – Description/Focused Argumentation & Use of theory) is worth a maximum of 15 points, usually 14 Points of the total grade would represent an A in the paper. The paper will contain Literature review- Topic/Case Study based in research properly

Developed (the final produce can - Clear Writing/Communication (proper citation) fix some of missed). The final paper is expected to be between 15 and 30 pages depending on writing style and form. You're not expected to do independent scientific research, just synthetic analysis of published research (which is sometimes called Meta-analysis.) Students concerned about writing should talk to the professor and make use of the Writing center on the ground floor of the CKB.

EXTRA CREDIT:

Students should consider doing extra credit to balance out for areas of weakness, or particularly for known problems, such as anxiety or difficulty in doing presentations or in class participation, doing additional reading responses (that is more than 8) will count for full credit (Providing up to +9 points) as extra credit. Similarly, Students are expected to complete 9 quizzes of the eleven weeks in which a quiz will be available, doing additional quizzes can fill in for missing points.

Students who are comfortable with presentations and seek extra credit may ask to do a third, and additional, reading presentation for in class discussion leading. OR- Additional Optional Readings, if not used in a week you are doing a discussion leading activity, can be written up *separated from the weekly notes/response*, and submitted for 1-2 points each, if they are substantial, this encourages students to work on optional readings. You may or may not select optional readings related to course research, and use these for this extra credit.

Please note, optional and extra credit readings are available to 'jump start' some research topics, works listed on the syllabus as optional readings are NOT appropriate for annotations as components of the research project grade, but they should be used for additional notes extra credit as mentioned here.

WEEKLY SCHEDULE & DETAILS OF ASSIGNED READINGS & WORK

WEEK 1 September (Monday No Classes) Tues 3rd to Thurs 5th

TOPICS: Introduction, Theoretical Introduction to class questions and Review of class format and Syllabus
Standardization "Instagram face" negotiation of social reality and shared meaning, the social world and sociology. Moral panics and popular conceptions. Difference and the assumptions we live in.
September 4 (Wednesday):

WEEK 2 Mon 9/9 to Thurs 9/12

TOPICS: Defining medicalization, authority/social authority, legitimation, social control and social reality, and the shaping of "common sense", Social Norms and how we understand something as something rather than something else.

September 9 (Monday) : Lecture Scheduled: What is Medicalization

Readings due for this Class:

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

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

OPTIONAL -

Optional References Entries in the Stanford Online Encyclopedia of Philosophy, "Concepts of Disease and Health",

<https://plato.stanford.edu/entries/health-disease/>Links to an external site. , "Social Institutions

<https://plato.stanford.edu/entries/social-institutions/>Links to an external site. & "SOCIAL NORMS"

<https://plato.stanford.edu/entries/social-norms/>Links to an external site. ;

CONRAD, Peter- The Medicalization of Society : Peter-Conrad-The-Medicalization-of-Society (1).pdf [SELECTION- Introductory chapter "Concepts" P 3- 24; and Concluding Chapter- "Medicalization and its Discontents" P. 146- 164]

Reiheld (2010) How Medicalization mediates power and Justice

Hofman (2016) Medicalization and Overdiagnosis different but alike

September 11 (Wednesday) : DISCUSSION

Sign up for In class- Student Discussion Leadership (1 or two choices) Due.

WEEK 3 Mon 9/16 to Thurs 9/19

TOPIC: Norms Difference, Deviance , Stigma & DISABILITY Our changing world -neoliberalism, individualization, And biomedicalization, scientization. The role of doctors and scientists in institutions and structures of our lives;

September 16 (Monday) :

Readings due for this Class: Davis, Lennar: 2017 - Disability Studies Reader (5th ed)

Selection : Introduction p1-16, Selection from Stigma by Goffman P. 133 -144

Optional References Entries in the Stanford Online Encyclopedia of Philosophy: Disability: Definitions and Models

<https://plato.stanford.edu/entries/disability/>Links to an external site.

Optional Readings:

Rapp and Ginsberg (2001) Enabling Disability in Public Culture 13(3) p533-556 Duke Press.pdf

Disability Studies Reader The disability reader_ social science perspectives -- Shakespeare, Tom,

September 18 (Wednesday) : DISCUSSION

Preliminary Topic Considered (proposal) for semester Writing/Research paper

WEEK 4 Mon 9/23 to Thurs 9/26

TOPIC: FATNESS & BODY SIZE, Choice, consent, Innateness, Identity, performativity, intersectionality, categories, definitions and the process of selection and role\type

September 23 (Monday) :

Readings due for this Class: Hudson (2017) Critical Perspectives on Body weight

Saguy and Almling (2008)- Fat in the fire: News Media and the Obesity Epidemic

Optional Readings: Rosenblum & Solovay (The Fat Studies reader (2009) SELECTION: Pt 1 - Ch 1 P. 11-15;
The Fat Studies Reader edited -- Rothblum, Esther D.; Solovay, Sondra; Wann, Marilyn -- 2009 –
Whitesel (2014) Fat Gay Men_ Girth, Mirth, and the Politics of Stigma -- Jason Whitesel -- 2014
Goldberg, D. S. (2014). "Fatness, Medicalization, and Stigma: On the Need to Do Better". *Narrative Inquiry in*

Bioethics, 4(2): 117-123.

Wray, S. & Deery, R. (2008). "The medicalization of body size and women's healthcare". *Health Care for Women International*, 29(3): 227-243

September 25 (Wednesday) : DISCUSSION

Semester Research project Initial Topic Proposal Due Between Sept 25th and September 29th.

WEEK 5 Mon 9/30th to Thurs 10/3

TOPIC: SEX, Sexuality and Gender Part 1- Risk & Value, complexity and theory, Ideology and "naturalness" health and illness, innate vs context defined difference, aesthetics of bodies, implicit and entrained bias.

September 30 (Monday) :

Readings due for this Class: Ainsworth: 2018 Sex Redefined the idea of 2 sexes is overly simplistic.

Ferber HOlcom and Wentling Eds. 2013- Sex, Gender And Sexuality the new basics, an anthology 2nd ed (reader)

Selection: Prologue Intro & Key terms P. XV- 5; ch 1- Anne Fausto Sterling, "Dueling Dualisms" p. 6- 22; CH 20 Emily martin " Egg and Sperm How Science has constructed a romance based on male- female roles). p 191-199

Optional Readings: Oudshoorn (1996) Beyond the natural Body- an Archaeology of the sex hormones.pdf

October 2 (Wednesday) : DISCUSSION

WEEK 6 Mon 10/7 to Thurs 10/10

TOPIC: SEXUALITY & GENDER PART 2 Defining "sex and gender" women, Trans and nonbinary, and men as taken for granted medical bodies. Pro-natalism and heteronormativity

October 7 (Monday) :

Readings due for this Class:

Eckhert (2016) A case for the demedicalization of queer Bodies

Graham Hart, Kaye Wellings (2002) Sexual behaviour and its medicalization: in sickness and in health; BMJ, #324, April 2002 P.896-899

TAKE A LOOK AT: Jack Drescher (_)"Anonymous no More- John Fryer, Psychiatry and the fight for LGBT Equality: The Medialization and Demediclization of Homosexuality" Pew center & Historical Society of Pennsylvania. Project Website: <https://hsp.org/history-online/digital-history-projects/anonymous-no-more-john-fryer-psychiatry-and-fight-lgbt> Links to an external site. And/or the specific article as PDF: Drescher- Anonymous no more.pdf

Optional Readings:

References Entries in the Stanford Online Encyclopedia of Philosophy: Mental Disorder (illness)

<https://plato.stanford.edu/entries/mental-disorder>

Beachy (2010) The German Invention of Homosexuality Beachy (2010) The German Invention of Homosexuality.pdf

Minton (1996) Community development and the medicalization of Homosexuality Minton-

CommunityEmpowermentMedicalization-1996.pdf

Graham Hart, Kaye Wellings (2002) *Sexual behaviour and its medicalization: in sickness and in health*; BMJ, #324, April 2002 P.896-899

October 9 (Wednesday) : DISCUSSION

Initial Annotations (3-5 Sources) and research notes for Semester Project due, Last Day for Proposal to be submitted.

WEEK 11 Mon 11/11th to Thurs 11/14

November 11 (Monday) : Topic- TBD (To be Decided) depending on Student interests.

Readings due for this Class: STUDENT RESEARCH WORKSHOPPING

Optional Readings:

November 13 (Wednesday) :

WEEK 12 Mon 11/18 to Thurs 11/21

November 18 (Monday) : Topic- TBD (To be Decided) depending on Student interests.

Readings due for this Class:

Optional Readings:

November 20 (Wednesday) :

WEEK 13 Mon 11/25 to Thurs 11/28 No THURSDAY/FRIDAY CLASSES- THANKSGIVING BREAK

November 25 (Monday) : TBD (to Be Decided)

Readings due for this Class:

Optional Readings:

WEEK 14 Mon 12/2 to Thurs 12/5

December 2 (Monday) : STUDENT PRESENTATIONS OF RESEARCH

December 4 (Wednesday) : STUDENT PRESENTATIONS OF RESEARCH

WEEK 15 Mon 12/9 to Thurs 12/12

December 9 (Monday) **SEMESTER REVIEW**

December 11 (Wednesday) **FINAL EXAM**

**** We will have the In-class EXAM Sessions in our usual class time on WED****

Students will not be taking the exam during Exam Week!

NOTE- Without special extension, Final Draft of the Semester Project is due completed December 12th

FINAL EXAM- IN CLASS @ FINAL MEETING WED DEC 11th (FINAL CLASS SESSION DAY OF SEMESTER)

FINAL WEEK OF CLASSES & READING WEEK AND EXAM WEEK

Mon 12/16 to Thurs 12/19 FINAL EXAM WEEK

ADDITIONAL COURSE POLICIES & APPENDICES

1. Accommodations, Disabilities & Diverse Student Needs.
2. Late Work Policy & Exam Make-Up Policy
3. Important Dates
4. Academic Integrity, Plagiarism & Class Trust
& Note -re Citation and Attribution (IMPORTANT)
5. Classroom Etiquette Statement
6. Gender Fair and Respectful Language
7. In class Reading for First week. (Myth of the Wrong Body)
8. Change of Grade & Incomplete Policy
9. Professors Note
10. Additional Reading Options

1. ACCOMODATIONS, Disabilities & Diverse Student Needs:

Different students need different things, more time? Extension? Different format of work? Talk to me, come before the problem becomes unmanageable, I do not require but strongly recommend seeking Student support from the campus- they have resources to meet your needs, either Technological or accommodation Please talk to the professor and or contact OAR

“The Office of Accessibility Resources and Services works in partnership with administrators, faculty, and staff to provide reasonable accommodations and support services for students with disabilities who have provided their office with medical documentation to receive services. If you are in need of accommodations due to a disability, please contact the Office of Accessibility Resources and Services to discuss your specific needs. Office of Accessibility Resources and Services | Office of Accessibility Resources and Services (njit.edu)

I don't strictly require students to conform to official policy, any student who requests extra time on exams, or a reasonable accommodation of their needs to perform or be comfortable in class, I will attempt to assist or meet your needs. To be accommodated seek to express your needs to the professor as early in the process as possible and be open about any limits or preferences that may need to be considered in your performance in class. Officially and Additionally.

- **Any student requiring accommodations due to one or more disabilities should also make sure to contact the Office of Accessibility Resources and Services** (Kupfrian Hall 201, Email at DSS@NJIT) both for themselves and to support the maintenance of good policies for other students who need support. Students who are ESL or Learning Disabled should inform the professor and will be allowed to negotiate appropriate modification to course expectations.

2. LATE WORK AND DEADLINES

No Unexcused Late Work will be accepted. Deadlines for all work are available on the Canvas, important deadlines are listed on the syllabus also. When the folders on Canvas Close, the assignment is over unless you have a specific approved excused lateness. Because of the accelerated speed of the shorter summer sessions, my usual laissez-faire late work policy does not apply. DEADLINES LISTED FOR ALL WORK APPLY. AS SOON AS THE FOLDER CLOSES THE DEADLINE HAS PASSED. Acceptance of late work will be considered based on explanation and student explanation, if you are sick, have a religious or non-work major life event that causes a delay, please inquire about acceptance. But late work based on effort and planning conflicts will not be accepted.

Unlike the regular semester, this short term's speed, and the inherent flexibility of the asynchronous & self-scheduled format requires that this class be your priority during the duration, and that you manage your time. Plan Ahead. You can always do work early, you can't do work late.

EXAM MAKE UP POLICY:

With the move to the online exams and the flexibility of self-scheduling I consider there to be no reason for students to be unable to take them during the allowed time may have that even if they don't have OAR certification. Students who have conflicts should see the professor but will have to document a high degree of effort to meet the original dates in order to be considered. The exception is those students with Dean of student's office approved excuses.

“When a student invokes extenuating circumstances for any reason (late withdrawal from a course, request for a make-up exam, request for an Incomplete grade) the student should be sent to the Dean of Students Office. The Dean of Students will be making the determination of whether extenuating circumstances exist or not and will be notifying the instructor accordingly. Instructors should

never request or accept medical or other documents from students; such documents need to be submitted by the student to the Dean of Students. Except for cases determined by law, an instructor **is not required** to accommodate student requests even when extenuating circumstances are certified by the Dean of Students; however, all efforts should be made to ensure a student-friendly environment.”

“Late Policy and Extensions- In an emergency situation or unplanned special circumstances that disrupt your capacity for school work, please attend to the emergency situation as a top priority! When you are ready for school work again, contact the Dean of Students through the links above to schedule an appointment where you can explain your situation. You don’t need to share doctors notes or other personal information with me; my policy is the same regardless of the details of your situation. When you contact me, I’ll work with you to plan out a way to make up missing assignments and recover your grade. When I hear from the Dean of Students, I will waive any late penalties that might have accrued.”

“For any non-emergency events, such as athletic events, academic conferences, job fairs, military service, or busy schedules around midterms and finals, I ask that you contact me at least 2 days in advance of the event to reschedule your assignments. In other words, extensions will not be granted on the day an assignment is due. If you contact me at least 2 days ahead of an event, we can arrange some rescheduling of assignments to accommodate your event.”

“Assignments approved by the Dean of Students or arranged in advance of a due date will not receive late penalties. Certain assignments cannot be made up directly, such as the group discussion. In these cases, alternative assignments might be arranged to meet certain assignment requirements. Other assignments have concrete due dates listed on Canvas. Unless otherwise stated, assignments are due at midnight according to the assignment schedule on Canvas. There is a 30 minute grace period for late assignments. Assignments submitted after a deadline will be penalized by 10%. Replies and Lesson Presentations can be submitted with a late penalty until the end of the unit. If you missed a deadline but the unit hasn't ended, you don't need to apologize or ask permission. After the Unit has concluded, no assignments from that unit will be accepted without permission. The research project will be accepted with a late penalty until the final day of class. See the schedule on Canvas for details.”

3. IMPORTANT DATES

FALL 2024 CALENDER DATES

I generally include detailed calendar days in my syllabus for two reasons. First, because it is important that you’re provided with the dates and able to predict and consider the effect these dates will have on workload and attendance. You are entitled to miss classes due to holidays, but you have to predict effect and make-up for missed work and class materials you miss. Being able to consider working ahead of an absence, plan for when there will be an issue- that is a basic and vital part of self-management. Second, students may benefit from a reminder about the complexity and diversity of the class and the world, whether you or I understand the full significance of each and every holiday, they are part of our world and part of the forces shaping the class.

Sept	2	Labor Day. University Closed
Sept	3	First Day of Classes
	Sep 6	Friday Ganesh Chaturthi Hindu Holiday
Sept	9	Last Day to Add/Drop a Class
Sept	9	Last Day for 100% Refund, Full or Partial Withdrawal
Sept	10	W Grades Posted for Course Withdrawals
Sept	16	Last Day for 90% Refund, Full or Partial Withdrawal - No Refund for Partial Withdrawal after this date
	Sep 16	Monday The Prophet's Birthday (Tentative Date) Milad un Nabi - September 16, 2024
	Sep 16	Vishwakarma Puja
	Sep 17	Onam
	Sep 22	Sunday Emancipation Day
	Sep 22	Sunday September Equinox
	Sep 27	Friday Native American Day/American Indian Heritage Day/Indian Day
Sept	30	Last Day for 50% Refund, Full Withdrawal
	Oct 02	Mahalaya Amavasya
	Oct 3	Thursday Navratri -Oct 11 Navaratri ends / Maha Navami
	Oct 3	Thursday Rosh Hashana
	Oct 4	Friday Feast of St Francis of Assisi
	Oct 12	Saturday Dussehra Hindu Holiday
	Oct 12	Saturday Yom Kippur Jewish holiday
	Oct 12	Dussehra

		Oct 14	Monday	Columbus Day/Native American Day/Indigenous People's Day/American Indian Heritage	
		Oct 16		Sharad Purnima	
		Oct 17	Thursday	First Day of Sukkot	Jewish holiday
		Oct 18	Friday	Alaska Day	State Holiday Alaska
Oct	21	Last Day for 25% Refund, Full Withdrawal			
		Oct 23	Wednesday	Last Day of Sukkot	
		Oct 24	Thursday	Shmini Atzeret	
		Oct 25	Friday	Simchat Torah	
		Oct 31	Thursday – Nov 1 st	Friday	Diwali/Deepavali
		Oct 31	Thursday	Halloween	
		Nov 1	Friday	All Saints' Day	
		Nov 2	Saturday	All Souls' Day	
		Nov 3	Sunday	New York City Marathon	Sporting event Causes traffic delays
		Nov 3	Sunday	Daylight Saving Time ends	Clock change/Daylight Saving Time
		Nov 5	Tuesday	Election Day (General Election)	
		Nov 11	Monday	Veterans Day	
		Nov 15		Kartik Poornima	
Nov	11	Last Day to Withdraw from Classes			
		PROF- AAA CONFERENCE NOV 22-29			
Nov	26	Thursday Classes Meet			
Nov	27	Friday Classes Meet			
Nov	28	Thanksgiving Recess Begins. No Classes			
		Nov 28	Thursday	Thanksgiving Day	
Dec	1	Thanksgiving Recess Ends			
		Dec 08, Sunday		Bodhi Day	
Dec	11	Last Day of Classes			
Dec	12	Reading Day 1			
		Dec 12	Thursday	Feast of Our Lady of Guadalupe	
Dec	13	Reading Day 2			
Dec	14	Saturday Classes Meet			
Dec	15	Final Exams Begin			
		Dec 15		Dhanu Sankranti	
Dec	21	Final Exams End			
		Dec 21	Saturday	Winter Solstice	
Dec	23	Final Grades Due			
		Dec 25	Wednesday	Christmas Day	Federal Holiday
		Dec 26	Thursday	Chanukah/Hanukkah (first day)	Jewish holiday
		Dec 26	Thursday	Kwanzaa (first day)	Observance

4. ACADEMIC INTEGRITY, Honesty, and Plagiarism:

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf> links to an external site.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office.

Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”

In the words of Professor David Hess: “Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own.” Additionally, students are trusted to do readings, and to work to the fullness of their ability, in turn the teacher assumes the effort to explain and work with students to develop their understanding and skills. I take seriously my responsibility in this trust and require students to do so also. Along with Institute Policy, I do not tolerate any form of plagiarism: the copying of work not written by you (including cutting and pasting of e-texts). Any use of outside material must be cited in full.

Any student caught plagiarizing will **fail this course and be reported to the Dean of Students**. Note that the requirement for citation of material applies equally to paraphrasing and sourcing ideas as well as to readings assigned in the class and outside readings. You should already be aware that the relationships between students and professors--as well as those between students and their classmates are built on trust. You, as students, trust that teachers have made appropriate decisions about the structure and content of the courses, and teachers must trust that the students do their own work and make efforts to complete assigned materials.

“Acts, which violate this trust, undermine the educational process.” (Stanislawsky 2013). Suspected cheating or plagiarism will result in the incidents reporting to the Dean of Student Affairs and a temporary or permanent failing grade for this course. For example, quotation of information or inclusion of quotations of text, must be recognizably connected to a citation to the original source, even unintentional errors are plagiarism. All direct or paraphrased quotations, citations of data or content from any source must be cited. Even close paraphrases require direct citation of the original source.

All forms of academic dishonesty are violations of the trust we share with one another and the respect we should give our professors, colleagues, and ourselves. Students should be actively working to develop clear and proper citation and attribution habits as parts of all coursework, it is a basic professional and ethical skill in our information centered world today. **Students who are unfamiliar with citation and attribution practices may seek help from the professor in office hours or from the writing center and should do so as early as possible in the process. No specific citation style is required, simply that you attempt to use any one style properly (APA, MLA, Chicago, etc... any are acceptable).**

Note: Plagiarism by error should be extremely unlikely because none of the essay assignments will be research papers requiring a plethora of outside sources. You are capable of keeping track of material for the main paper that requires a total of 7 sources over three stages outside of assigned course readings and students are expected to be able to keep track of material and information from the course readings and these outside sources.

PLEASE NOTE- RE CITATION AND ATTIBUTION

Attribution is two things, it is ethically giving credit for other people's past contribution, and it is rhetorical/persuasive, making yourself authoritative/credible by using their work. This helps you, you need to attribute things.

Most of you will move into Technical fields, so all three elements of citation and attribution matter. This matters-like really matters, what were really minor student errors made them fire the President of Harvard the better part of twenty years later when someone noticed, see... it matters. Failure to cite sources, or even questions about source of information can cost you a patent, or a contract. Citations Matter.

What are citation- Citation is a formal system of attribution, that is- it is saying "this information" came from "this specific place." The act of giving credit in a specific way. For most people in technical fields you'll use a version of the APA (American Psychological Association) Citation Style. Why the APA, don't ask, the history isn't interesting, but it is the basis by which the journal Nature, The NPSE, and even the IEEE (who pretend theirs is different) will do citation, so using a version of it is good practice in most technical fields.

The citation "style" is a specific set of rules about what and how to do citations, including specific formats of the actual information to include to give credit. If you mess up that format you're cheating/plagiarizing= not citing properly. Citing = you are trustworthy, citing in one of the versions of APA says you are trustworthy as a scientist to many people. **I DO NOT CARE WHAT CITATION STYLE YOU USE... But you must use one, and use it correctly...** you had a teacher who taught you MLA? Great, use it. Use it right. You know Chicago Style? Use it. Use it right. You think you should use IEEE's special Electrical engineering version because that's your major, Great! Use it. Use it Right!

You can find versions of most of the style guides on The OWL website, that is the writing center of PURDUE Univ. they keep it as a wonderful resource for students. They have pages for almost all the styles you could want. If you don't know how to cite- ASK ME or ASK THE WRITING CENTER, or YOUTUBE... And look at the style guide here: The APA: APA Formatting and Style Guide (7th Edition) - Purdue OWL® - Purdue University

The reason you do citation is because you are required to use citation. But in ethics you should also Me saying the style of writing matters and citing (Edel 2012), my own research, is needed because you can plagiarize yourself, you can never be careful enough. Believe it or not the rule is- Any information that isn't "COMMON" knowledge to the whole audience, should be attributed/cited, so that it can be evaluated for reliability. When in doubt CITE IT!

5. CLASS ETTIQUETE & COMPORMENT

"Students are expected to follow NJIT's Code of Student Conduct. Students should be polite, active participants and respect their instructor, classmates, as well as ideas or opinions that differ from their own. While scholarly debates are encouraged, they should not become personal attacks."

Campus policy- Community Standards & Student Conduct | Dean of Students and Campus Life (njit.edu)

6. Gender Fair & respectful Language:

Students in this course are expected to use gender fair and respectful language in their writing, and in the classroom. While we all make mistakes and need to take time to learn respectful and appropriate habits of dialogue, students must make an effort, and in particular must be careful when writing when revision and review of the material allows one to be held to a higher standard. Please remember, every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women don't count.*

Please note that if the professor or a student makes you uncomfortable with their language you can speak to the professor or if more comfortable for you ask the Chairperson of the Department of Humanities to speak to the professor for you. Concern should be towards respectful language in general, not only regarding gender, and students should try to avoid unintentionally ethnocentric,

racist or biased language of other types. Intentional use of biased language, and or forms of communication that breach community norms may effect grades, both of classroom participation and of written work.

Note- **Students who have Pronoun or Name preferences should inform the professor** and should expect that their identity and preference will be respected and used.

7. IN CLASS READING –FOR FIRST WEEK

EXCERPT FROM Misse, Miquel. 2022. *The Myth of the Wrong Body*. English Edition, Polity Press, Cambridge, Medford Mass.

Spanish Title: *A la conquista del cuerpo equivocado*, 2018 Editorial Egales, SL Spain.

Page IX – Prologue: I have the strangest feeling that my body has been stolen from me. In fact, I have the sensation that trans people in general have been robbed. It's an impression I have; I don't claim that it is the truth. But it is an intense and violent sensation, which has motivated me to write this book. I'm referring to the fact that we've been stripped of any possibility of experiencing our bodies another way. One single interpretation of some parts of our bodies has been imposed on us. As a way to explain our suffering, we've been told that we were born in the wrong bodies, but that we can make them more appropriate through hormonal treatments and certain surgical interventions. I've often felt that my body has been ravaged and for some time now I've also felt that I wanted to recover what I could of it, if there was still time. That body I hated so much, I'd now like to *reconquer*. I'd like to embrace it and apologize for abandoning it. The verb "to conquer," according to the Macmillan English dictionary, means: "to take control of land or people using soldiers." But there are more nuanced meanings that the dictionary includes if, as is always the case, you read to the end."

P.X- Prologue " I recognize that describing what I feel as having had my body stolen could be considered a problematic metaphor for many reasons, *mainly* because it can be argued that trans people voluntarily choose to modify our bodies. No one forces us to do it (quite the opposite; we've fought for many decades for the right to do so). This is true, but from my point of view it is also true that the conditions under which we make this decision have been and continue to be very complex. Without refuting trans people's agency and autonomy, I think it is worth careful reflection on the lack of viable alternatives to choose from when making decisions with respect to our bodies. When I started my transition I was not aware of any options besides medical treatment to modify my body, which I was told was wrong. This is why I feel like something was taken from me I like I was robbed of the possibility of experiencing my body any other way started my transition I was not aware of any options besides medical treatment to modify my body, which I was told was wrong."

Introduction P.3 "This books tells the story of how the myth of the wrong body that the trans person was supposedly born into has taken root in our collective consciousness, how some tried to refute it until, suddenly, a tide of "trans visibility" flooded the scene and left us stranded. Before we could speak up, articulate an opinion, we had to pull out maps and compasses to get our bearings. This story is born from the paradoxical sensation that it seems like something revolutionary is occurring in terms of trans visibility and yet there is the unshakeable sensation that this supposed revolution is tinged with profoundly conservative undertones when it comes to notions surrounding the body, gender, and identity being promoted. This book aims to dig deeper into that paradox through arguments elaborated in three parts."

Conclusion " Toward a Critical Trans Corporal Ethics" P. 132 "... that for her entire life she's been fat and that only recently was she able to stick to a diet and lose 130 pounds and that she's now much happier.So Soy una pringada makes a video criticizing her for talking about her life as a fat person like it was some hell because it is profoundly disempowering for people who are fat, who are trying to lose weight and can't or who experience frustration and suffering over their weight. That's why she calls her a "fat traitor" and insists that this betrayal lies not in having lost weight but in being ashamed of having been fat, denying her past And I think: isn't it a little like the debate over passing but in the context of fatness? This video brought me back to the idea that the trans experience can't be thought of as vastly different to other forms of suffering related to the body. In the end, the concept of passing, which has emerged as the goal of gender transitions, can be reimaged as a way to politicize other types of stigmatization.

8. Change Of Grade & Incomplete Policy

I am no longer "supposed" to give an incomplete unless you have received approval of an official interruption or absence (significant) approved from the Dean's office or if there are specific and emergency issues. You can ask, but it is hard to get approved.

I am also discouraged from changing grades, so all work must be in before the end of the semester deadlines to be graded, and no revision or modification of coursework, or extension, will be available unless a medical emergency or other institutionally recognized “exceptional circumstance” is recognized and documented for the department and/or the dean’s office.

9. PROFESSOR’S NOTE- How To Do well in this Class:

The purpose of assignments is to aide in learning and evaluation, even if work deadlines is past you may wish to do it- your writing and reading is an integral part of learning.

The course is not arbitrary, the pedagogy (structure and way of teaching and supporting learning) of university courses, is based on how people learn.

Please do the work. When you submit work, not just for my class, but in general. You MUST always include key identifying information on email subject and document titles. So ideally- your name, the class, the assignment title and or date, as well as any other detail information such as type (extra credit, late response paper, etc.).

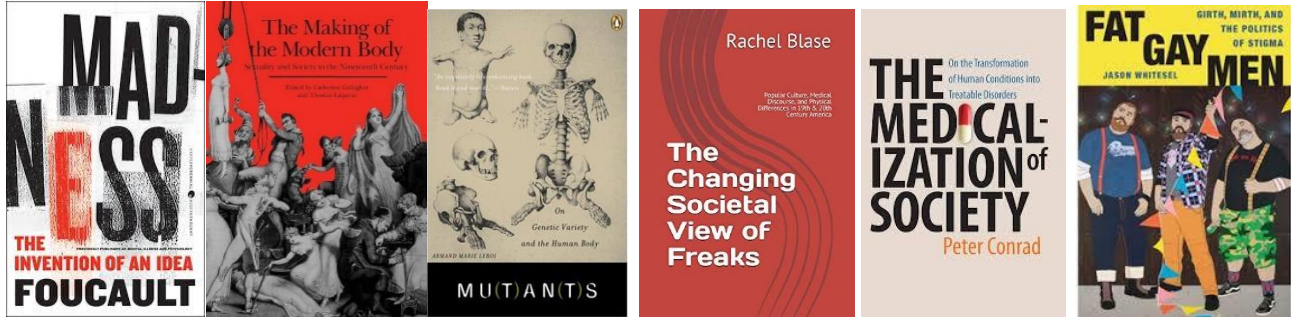
When a professor hasn’t requested otherwise, submissions should be in Word or PDF Document format, they should not be submitted or sent as a link to an editable Google doc or drive document, which may prevent the work from being read. The exception is when a cooperative document for multiple people is used on google docs or another platform in which case you should also provide draft/stage versions in stable formats like PDF.

If you intend to submit/send Important work by email- the student or whoever is sending work, is responsible for ‘follow up’, that is you should ask in person or by email if a document was received/credited. The more important work, email, or other correspondence is to *YOU* the more you should accept responsibility for checking and confirming receipt and action based on the message.

Students who want to know standing in class, who need support, who need clarification, assistance with understanding, have access to three things, first is other students in the class, secondly the syllabus, you should know and understand the syllabi in each of your classes, and third, you should come to office hours, talk to your professors, and seek answers to your questions.

Students in college are learning many things, but I want you to understand something, nothing you learn in a math/technical class will be as important to your professional/career/life after college as working on good study & reading skills, communication skills and habits, planning & time management, scheduling and work organizing for projects.

APPENDIX 10: OPTIONAL STUDENT READING SUGGESTIONS:



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.

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

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.

Janus, Eric. (2004). "Sexually Violent Predator Laws: Psychiatry in service to a morally dubious enterprise". *The Lancet*, 364(1): 50-51

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

Rickard, D. (2015). "Masculinity and medicalization: Gender and vocabularies of motive in the narrative of a sex offender". *Feminism & Psychology*, 25(2): 199-218

Tosh, Jemma & Caron, Krista. (2016). "A Desire to be 'Normal'? A Discursive and Intersectional Analysis of 'Penetration Disorder'" *Intersectionalities: A Global*

Monaghan, Lee F. (2005). "A Critical Take on the Obesity Debate." *Social Theory & Health*, 3: 302-314

Borges, M. T. R. (2018). "A Violent Birth: Reframing Coerced Procedures During Childbirth as Obstetric Violence". *Duke Law Journal*, 67(4): 827+

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

Burke, Mary C. (2011). "Resisting Pathology: GID and the Contested Terrain of Diagnosis in the Transgender Rights Movement". *Sociology of Diagnosis*, 12: 183-210