

SYLLABUS

STS 325 - ST: MEDICAL SOCIOLOGY: PATHOLOGY AND DEVIANCE

Section 001 (95669) & Section HM1 (95672)

Credits: 3 Mode of Instruction: Face to Face

MEETING: TIME: MW 1:00 PM - 2:20 PM LOCATION: CKB 341

WHO DECIDES WHAT NORMAL IS?

What does Normal even mean?

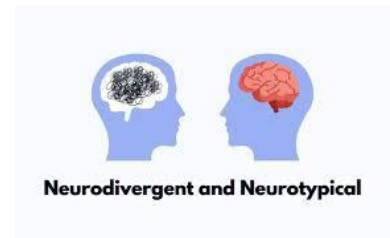
WHO IS HEALTHY?

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?

FACULTY CONTACT INFORMATION

GARETH A. F. EDEL, PhD. University Lecturer, Dept. Of Humanities & Social Sciences

Email: edel@njit.edu

My Office Location: Cullimore Hall Rm 317

Preferred Form of Contact/Communication: Email within Canvas, Class chat in Discord.

Non-urgent messages via Office phone, Campus ext.: 5616 / (973) 596-5616.

Urgent text/call: (646) 479-3236 (Please note, Absence or lateness does not constitute an emergency)

Modes of Communication- Primary mode is **Course canvas Messaging**.

Additional mode is email: edel@njit.edu as well as the Course **Discord** Channel, an invitation will be sent to all registered students on the first day of semester, course invite link will be updated on the Canvas every few weeks for late adopters, while it is recommended to participate it is officially optional.

Office hours, or appointments take place at my office – Cullimore hall Rm 317 (Knock so I can hear you arriving).

Dr. Edel will aim to reply to emails or canvas messages within 48 hours, usually quicker via Canvas than via email which may take longer. If you have an emergency, a real emergency, not a late homework or question about class that can wait, please feel able to Text or call Personal Phone: (646) 479-3236

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 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. Students will benefit from a broad survey and the opportunity to critically examine the similarities and differences between these subjects, while focusing on specific topics in their own research.

NOTE: This is a reading and writing heavy course. Students will read two or more articles each week, providing a theoretical and empirical foundation, we will focus on the readings in lecture and discussion seminar.

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:

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

COURSE DESCRIPTION

Today like never before, complex worldwide patterns shape health and medicine, the travel of people, the interaction of governments, and the forms and actions of international business play significant roles in people's daily lives. This course suggests that in a world of different approaches, different cultures and wide variations of practice in health and medicine, simple facts change meaning when interpreted in a global context.

It “Means” something different to say that Healthcare and Medical costs will soon hit 20% of the United States economy, nearly twice that of the most similar comparable industrialized nations, and has lower patient satisfaction and worse public health indicators than any of those comparable countries. It “means” something different for American healthcare seekers to travel to other countries from what they describe as “the best healthcare in the world” to somewhere “other,” as opposed to patients travelling from developing nations and struggling economies to regional healthcare “centers of excellence,” at great distance overseas.

Conceptualizing and understanding health and medicine, whether as a patient or a practitioner, requires understanding a variety of social processes, ongoing changes to systems and practices, which extend well beyond our personal attentions. Increasingly in the 20th and 21st century, the understanding of health and medicine require understanding the effects and systems of globalization, both of economic and political systems, as well as cultures.

The extension of the internet, communications and information technologies, expansions of corporations and global scientific research across borders, as well as changes in where and how people live between and across borders has drawn attention to globalization. But the attentions to globalization has been limited. While epidemics and refugee crises, migration, and limited changes in healthcare such as “medical tourism,” and “telemedicine,” have been media stories, the basic and ongoing shifts in the material systems of our world are often opaque to us. This class asks students to pay attention to broad structural changes, and develop improved tools to understand the experience and importance of these changes as effecting population health, and the experiences available to everyday people, doctors and patients.

This course seeks to offer an advanced introduction to the sociocultural study of medicine and health as complex social topics, drawing from observations in Medical Anthropology, Medical Sociology, Social Medicine, as well as Medical & Health Geography. Particular focus will be on issues of cultural contact such as the discourse of ‘cultural competency’ for

healthcare practitioners, and the conflicts found in health travel and medical tourism. We will look at some of the mechanisms of cultural effects on health and the social or cultural determinants of health, including how social policy (or governance) issues directly affect health and medicine despite claims of relying on “scientific” evidence based practice. We will use contemporary social scientific theories to develop attentions and see the ‘unseen’ of medicine and health. Theories that describe and build attentions such as *Biomedicalization* (transitions of medical practice and knowledge to rely increasingly on technology, standardization, and formal scientific explanations) and *Transnationalism* (theoretical observation that some phenomena are more visible or more accurately visible if seen as arising between locations rather than as collection of actions in different locations).

This Course draws from and is situated in the Interdisciplinary field of Science and Technology Studies (STS). As a field STS is the interdisciplinary study of how science and technology shape society and the context or environment, and simultaneously how society and the context or environment shape science and technology. STS draws from and is in dialogue with many perspectives in the humanities and social sciences: history, anthropology, sociology, philosophy/ethics, and political science/public policy.

CATALOGUE Description--Prerequisites: HUM 102 and one from among Hum 211, Hum 212, Hist 213 or Hist 214 or their equivalents, all with a grade of C or better; completion of either the Lit/Hist/Phil/STS or the Open Elective in Humanities and Social Science, with a grade of C or better. The capstone seminars allow students the opportunity to work closely with an instructor in a specific area of the instructor's expertise. Students will be required to bring together interests and skills developed in previous courses. Students make in-depth oral and written presentations. A list of capstone seminars is published each semester in the course registration bulletin

LEARNING OUTCOMES

- Students will work to develop literacy within and comfort using social scientific theory, and the approaches of the sociocultural studies of science and medicine across a variety of disciplines.
- In focus on contemporary research in the social sciences, students will develop attention and further skills in evaluation and application of social scientific research methods, useful in critical thinking and critical appraisal of scientific research.
- Specific competencies in the language of “culture and health” used in the ‘health professions’ and by medical professionals, opening up the possibility of participating in expanding that dialogue between the social sciences and medical professions.
- Students will perform regular writing, and be responsible for in class discussion, improving both written and verbal communication skills with complex materials. Particularly, students will gain experience synthesizing and responding to research and class materials to articulate and ‘use’ academic forms of communication and thought. Specific attention will be paid to developing skills in research writing, working from outline, draft and revision of research subject, research questions and argument in response to research materials found.

OFFICE HOURS:

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, 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.

Dr. Edel is available to speak about any course, student, material related issues without an appointment at the following

DROP-IN (In Person and Zoom is open, No Appointment needed, just come say hi)

MONDAY: 2:45- 4:15 PM

TUESDAY: 2:00pm – 3:15/30pm

THURSDAY: 2:00pm – 3:15/30pm

OTHER TIMES BY APPOINTMENT (Sometimes In-Person more often Online, Afternoon/evening. Zoom Digital Appointments Available almost any time Fridays, workday hours preferred, and In person appointments are most easily arranged Mornings from 10-11Am or earlier, and Wednesday from 2:30- 5:30 pm during available free hours. - Zoom Appointments are more flexible, and students may schedule an online Meeting up to the day before the meeting, if I’m available we’ll meet.

Topic: Professor Edel- OFFICE HOURS

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting <https://us02web.zoom.us/j/85793660316?pwd=MGdabjBDSDJ3Njdsak9GQVdhNWVhQT09>

Meeting ID: 857 9366 0316

Passcode: 876742

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

“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:

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

COURSE POLICIES:

Instructional methods

This course is taught as a seminar, students will be expected to do close reading and writing outside of class, and then come to class for a brief lecture and quizzes, following those the course will be discussion based. Some classes will include small group discussions and student presentation to the whole class.

Communication with Instructor & Feedback

It is your responsibility to communicate with the instructor about absences, lateness and assignment expectations, you should ask for assistance and support when needed. Contact the professor about any issues in office hours, at class times, or send any questions about the course or material to the professor’s CANVAS email. You may also email directly at gmail/njit.edu, but for quick replies communication should be via Canvas. Canvas emails will usually be replied to within 48 hours by the professor. 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.

Attendance

Per the University Policy, egregious absences (officially 5th without official excuse via Dean of Students office) is grounds to fail a class. Some flexibility based on circumstances, presence for Lecture and discussion is included in exams. **Class sessions Format & Lateness Policy-** Class sessions will be a mix of lecture, discussion, and in-class group and individual writing activities, on a daily basis in class students will get new material in the class meetings. Attendance and arriving on time are fundamental to successful participation in a seminar class. **Reoccurring tardiness/lateness more than 5 Min after class is scheduled to start will affect participation grades.** Students should be on time for class, the school provides a transitional 10 min between time slots, and if students schedules make arriving on-time “difficult” they have a responsibility to manage their time, and to make arrangements with another student to assist in covering any material missed in class. - Ideally you won’t Miss any classes. Please. **Consistently attending class, missing only 1-2 classes throughout the semester, and making up work you missed is the basic limit before it negatively effects your grade.** Officially, students fail a class after missing 6 class sessions, I am 100% not rigid in applying this, if Students can document Important. explanations for absences and if they rapidly make up for missed class materials in writing via notes, and discussion with student peers. Explanations need to be non-reschedulable, and non-prioritization, for example you may not gain an excused absence if they “needed to focus on an exam for another class” despite the complex pressures students are under, you may not be excused due to prioritizing other predictable obligations.

Course Environment

“This course should be a safe space: in the classroom, in one-on-one discussions with the instructor, and in online spaces for this course. This means no hate speech (slurs or derogatory or demeaning comments) and no bullying. You are expected to treat your classmates respectfully and with kindness, generosity, and empathy.”

Assignment Submission

“All assignments are to be submitted through Canvas unless other arrangements are made with the instructor. Files must be of type .doc, .docx, .pdf, or .txt unless otherwise instructed. Google Docs are NOT acceptable. Should you encounter technical problems, contact the NJIT helpdesk at 973-596-2900 (or simply extension 2900 from campus locations). In the event that it is impossible to submit through Canvas, you must provide a paper version of the assignment that includes an explanation of why online submission was not possible. Emailed work is not an acceptable substitute.”

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.

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.

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.

LATE WORK AND DEADLINES

Officially- No Unexcused Late Work will be accepted. Deadlines for all work are available on the Syllabus, important deadlines are listed on the Canvas folders also. When the folders on Canvas Close, the assignment is over unless you have a specific approved excused lateness. DO NOT ASK FOR FORGIVENESS/SEEK PERMISSION BEFORE DEADLINE- Ask for help. It is always better, and usually easier to plan and predict the need for additional time. Track and be aware of potential time conflicts and scheduling- ask for help and time if needed. Allowing late work is entirely by my whim after the deadline and I usually don't accept late work without prior permission. My usual laissez-faire late work policy does not apply any longer. Students ruined it.

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. Plan Ahead. You can always do work early, you can't do work late.

"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."

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." (Stanislawski 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 be 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!

CLASS ETTIQUETE & COMPORTMENT

As Professionals in training, and as adults, all students are expected to exhibit respectful conduct in the classroom. Students should participate in discussion, with an effort to produce an open conversation for other students, and to focus comments on course materials. Students may choose to be more formal or less formal to the professor, I will be forgiving about interactions with me, but Students must show utmost curtesy for their peers in the classroom, do not interrupt or interrogate others even if you disagree about interpretations, instead transform your concern or disagreement into an open question for the group, and direct it to the professor. Courtesy, civility, and respect at all times are necessary for open learning in a discussion based classroom. Students who act inappropriately will be warned, and further infractions will effect your participation grade or the student will be asked to leave the room.

“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)

Gender Fair & respectful Language

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.

Generative AI:

Per the Provost's policy (Below) Faculty must make clear their course policy for AI USE: Here's Mine: To be clear- YOU MAY NOT USE GENERATIVE AI IN SUBSTANTIVE WAYS FOR THIS CLASS> ANY USE to produce material work for submission is considered plagiarism. Your job in my class is to develop the research, writing, and conceptual or analytic skills to construct your own answers in your own words from your own material sources- To rely on AI may be a valuable skill in another context but is absolutely unacceptable in this

class. The readings should be read, not summarized by AI, students should synthesize from articles in the published academic record without AI support, and you're sense that writing is cleaner or better with AI is absolutely proof you should practice without it. I have sympathy for the time pressure you're under, but your job here is to work on these skills while developing the subject area knowledge and skills appropriate to each class you take. DO NOT SUBMIT ANY WORK FROM AI GENERATED SOURCES- I won't catch it every time, but if you submit substantially AI Generated work you will fail the assignment and in some cases submitted for plagiarism. In many cases I am using in-classroom writing to diminish temptation.

From the University- Sample Language for Prohibition: This course expects students to work without artificial intelligence (AI) assistance in order to better develop their skills in this content area. As such, AI usage is not permitted throughout this course under any circumstance.

Explanation/Possible reasoning for this policy:

Focus on developing foundational skills that are not dependent on AI technologies.

Assess skills based on a student's own efforts and understanding.

Prioritize human interaction within a course, promoting human engagement with peers and/or instructors.

Limit the ethical concerns in AI usage regarding the course content or data.

Encourage creativity through a student's own exploration and thinking.

Increase equity in a course, as not all AI tools will be available to all students.

[Provost's Statement: Generative AI: As we continue to navigate the evolving landscape of AI in education, all instructors are now required to include a statement in their course syllabi regarding the use of generative AI tools by students. It is essential that faculty clearly articulate their individual stance on whether and how these tools may be used within their courses. NJIT maintains the position that instructors have the discretion to set their own preferences, including whether generative AI is permitted at all, under what conditions it may be used, and for which specific assignments it is permissible or not. This measure is intended to ensure transparency and consistency in our academic expectations for students, while also empowering faculty to maintain the integrity of their courses in alignment with their educational objectives.]

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 your 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 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.

PROFESSOR'S NOTE- Some Advice for 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 work builds skills, and improvement in those skills as represented in other future assignments may improve grade even if late or missed work wasn't given direct point value/grade. 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. It is tempting to think about school as about receiving a degree- but the reality is that skills, soft skills like communication and writing are better predictors of high performance in industry after graduation than grades.

Don't do silly little errors, check- put your name on your work, look at your schedule and syllabus for all classes often. Make lists and prioritize 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.

GRADING COMPONENT PERCENTAGE BREAKDOWN

Class Participation	(e.g. Contribute, Question/comment in Discussion)	15%
Student Reading Discussion Leader Presentation	(Twice during semester 5pts each)	10%
Weekly Reading Responses	(8 x 3pts each)	24%
Weekly Reading Quizzes	(9x 1.2 pts each)	10%
Final Exam (Cumulative)		15%
Term Project (Cumulative all below elements in aggregate)		26%
Preliminary Graded Components Total max 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**

WEEKLY EXPECTATIONS-

For the Monday Class- Please have completed all assigned readings for the week

Student Reading Responses should be completed and submitted by class time on Monday

Students should complete some work on semester project each week after week 3 .

For Wednesdays students should come prepared to discuss, ask questions, and lead discussion in assigned weeks.

WEEK 1

Wed, Sep 3

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, Sep 8

Wed, Sep 10

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.

(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

(Wednesday) : DISCUSSION

**Please review Syllabus Prior To Wed Class so you can Sign up for Student Discussion Leadership (1 or two choices)

WEEK 3

Mon, Sep 15

Wed, Sep 17

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;

(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,

(Wednesday) : DISCUSSION

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

WEEK 4

Mon, Sep 22

Wed, Sep 24

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

(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

(Wednesday) : DISCUSSION

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

WEEK 5

Mon, Sep 29

Wed, Oct 1

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.

(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

(Wednesday) : DISCUSSION

WEEK 6

Mon, Oct 6

Wed, Oct 8

STUDENT RESEARCH PROJECT WORKSHOP – IN CLASS ASSIGNMENT WILL BE DISTRIBUTED

WEEK 7

Mon, Oct 13

Wed, Oct 15

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

(Monday) :

Readings due for this Class:

Eckhart (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 Medicalization and Demedicalization 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/> Links to an external site.

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-Community Empowerment Medicalization-1996.pdf

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

(Wednesday) : DISCUSSION

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

WEEK 8

Mon, Oct 20

Wed, Oct 22

TOPIC: Sex, Sexuality, and Gender Part III- TRANS PEOPLE & IDENTITIES, New and non-binary categories, challenges and the roles of medicine and medicalization.

(Monday) :

Readings due for this Class: Giami (2023) Medicalization of Sexuality and Trans Situations

Hendrie (2022) The trap of Trans Medicalization

Optional Readings:

Stryker (2008) Transgender History stryker (2008) transgender-history.pdf

Stryker & Blackston Ed. (2023) Transgender Studies reader (remix)

(Wednesday) : DISCUSSION

Full Annotations and Initial outline with Research questions in consider and notes DUE for semester Project, Last Day for initial outline is October 20th.

WEEK 9

Mon, Oct 27

Wed, Oct 29

TOPICS: Mental illness, neurodiversity, Sanity, normality, biological models vs social models, Mental illness, behavioral health,

lifestyle, and the rise and fall of evolutionary thinking.

(Monday) :

Readings due for this Class:

Martin (2006) Bipolar Expeditions - Selection: Intro p.1-28, Ch 5 Inside the Diagnosis P. 134-147

Optional Readings:

References Entries in the *Stanford Online Encyclopedia of Philosophy: Mental Disorder (illness)* <https://plato.stanford.edu/entries/mental-disorder/> Links to an external site.

OPTIONAL:

Nielsen (2020) Experiences & explanations of ADHD- an ethnography of adults living with a diagnosis SELECTION: CH 1- Intro p0-11 & Chapter 3 P. 38-57)

Experiences and explanations of ADHD_ An Ethnography of -- Nielsen, Mikka -- Cultural dynamics of social representation_, 1, 2020

Milton (2020) Neurodiversity Reader (Apologies it is an EPub Not PDF, am looking for a different copy)

Szasz 2007 Medicalization of Everyday Life (selection Intro, Ch 1 & Ch 15)

Take a Look at Michael Taussig's 'The Nervous System' (1992) The Nervous System -- Michael Taussig -- 1991
(Wednesday) : DISCUSSION

WEEK 10

Mon, Nov 3

Wed, Nov 5

TOPIC- FORMAL STANDARDS- EX: THE DSM The changing standards, roles of rules ,systems and institutions shaped in and shaping medicine. Reliance on systems, Norms and Social Definitions.

(Monday) :

Readings due for this Class:

Starr and Lampland- Reckoning with standards, from Standards and their stories

First (2016) the DSM revision Process- Needing to keep an eye on the empirical.pdf

Ault and Brzuzy (2009) Removing Gender identity Disorder from the DSM - A call for action.pdf

Optional Readings:

BAUM (2018) The invention of Madness, state, society and the insane in Modern China

(Wednesday) : DISCUSSION

WEEK 11

Mon, Nov 10

Wed, Nov 12

TOPIC: RESEARCH AND WRITING WORKSHOPS WEEK – Literature Review, Crafting Questions

Readings due for this Class: TBD (to Be Decided)

Optional Readings:

DEADLINE: Complete initial outline w/ expanded Bibliography. Must include- Clear Research statement and questions
This should also include updated annotations & Notes. Due Nov 6th. Final Day Accepted NOV 10th.

WEEK 12

Mon, Nov 17

Wed, Nov 19

(Monday) : Topic- BEAUTY/Enhancement-vs Treatment/Focused on Plastic Surgery

Readings due for this Class: REQUIRED:

Edmonds-MedicineAestheticDisentangling-2013 (1).pdf

HAIKEN-MakingModernFace-2000.pdf

OPTIONS For Presentation

Morgan-Foucaultuglyducklings-2011.pdf

Adams-BodiesChangeComparative-2009 (1).pdf

Dull-AccountingCosmeticSurgery-1991 (1).pdf

Gagn-DesigningWomenCultural-2002.pdf

DOLEZAL-InvisibleBody-2010 (1).pdf

Leem-anxiousproductionbeauty-2016.pdf

Ricciardelli-MenAppearanceCosmetic-2009.pdf

Liebelt-ManufacturingBeautyGrooming-2016.pdf

Making the body beautiful_ a cultural history of aesthetic -- Gilman, Sander L -- 1999

(Wednesday) :

DISCUSSION

WEEK 13

Mon, Nov 24

Wed, Nov 26- Friday Classes Meet (We Don't) Thursday 27th-Thanksgiving-No Classes

TOPIC- Racism, RACE/ETHNICITY AND BIOMEDICINE

Readings due for this Class:

SHARED/REQUIRED Primary Shared Readings:

BHATT-LITTLEBROWNWOMAN-2013.pdf

Hunt-GenesRaceCulture-2013.pdf

Look at but don't read in detail: Gravlee- How Race became biology.pdf Relethford- Phenotype Variations.pdf

OPTIONS For Presentation

BEATON-RacialScienceNow-2007.pdf

Brown-CriticalRaceTheory-2003.pdf

Small-RacializationDiseasequalitative-2014.pdf

What Is a Racial Health Disparity_.pdf

annurev-genom-090314-024930.pdf

Changing_How_Race_Is_Portrayed_in_Medical.16.pdf

(Wednesday) :

DISCUSSION

WEEK 14

Mon, Dec 1 STUDENT RESEARCH PRESENTATIONS

Wed, Dec 3 STUDENT RESEARCH PRESENTATIONS

WEEK 15- Final Class Week of Semester

Mon, Dec 8 IN CLASS DISCUSSION & SEMESTER REVIEW

Distributes Take-home component of end of semester summary, final exam.

The Take Home Portion should be submitted before Saturday 12/13 11:59 PM

Wed, Dec 10

In Class last meeting- Without special extension, Final Draft of the Semester Project is due completed and on PAPER IN CLASS LAST CLASS. Discuss with the professor if you need flexibility *PRIOR to the last class*.

FINAL EXAM WILL TAKE PLACE IN THE REGISTRAR SCHEDULED EXAM SLOT- DURING FINALS WEEK- DATE TBA***

CALENDER DATES

Sept	1	Labor Day. University Closed	27	Thanksgiving	United States
Sept	2	First Day of Classes			
Sept	8	Last Day to Add/Drop a Class			
Sept	8	Last Day for 100% Refund, Full or Partial			
Withdrawal					
Sept	9	W Grades Posted for Course Withdrawals			
Sept	15	Last Day for 90% Refund, Full or Partial			
		Withdrawal - No Refund for Partial Withdrawal after this date			
Sept	29	Last Day for 50% Refund, Full Withdrawal			
Oct	2	Wellness Day (Classes don't meet)			
Oct	20	Last Day for 25% Refund, Full Withdrawal			
Nov	10	Last Day to Withdraw from Classes			
Nov	25	(Tuesd) Thursday Classes Meet			
Nov	26	(Weds) Friday Classes Meet			
Nov	27	Thanksgiving Recess Begins. No Classes			
Nov	30	Thanksgiving Recess Ends			
Dec	11	Last Day of Classes			
Dec	12	Reading Day			
Dec	13	Saturday Classes Meet			
Dec	14	Final Exams Begin			
Dec	20	Final Exams End			
Dec	22	Final Grades Due			

September 2025

1	Labor Day	United States
5	Mawlid: (Prophet's Birthday)	Muslim
22-24	Rosh hashanah	Jewish
27	Ganesh Chaturthi	Hindu
22	Mabon (autumn equinox)	Pagan
22	Navaratri (begins)	Hindu

October 2025

1	National Day	China
1-2	Yom Kippur	Jewish
2	Navaratri (ends)	Hindu
2	Dussehra	Hindu
6-13	Sukkot	
14-15	Shemini Atzeret / Simchat Torah	Jewish
6	Mid-Autumn Festival	lunar
20-21	Diwali	Hindu
22	Birth of Báb	Bahá'í
26	National Day	Austria
28	Ochi Day	Greece
31	Halloween	United States

November 2025

1	All Saints' Day (Hallowmas, All Hallows')	Christian
1	Samhain	Pagan
2	All Souls' Day	Christian
2	Daylight saving time ends	United States
11	Veterans Day	United States
15	Christmas Fast (begins)	Christian
17	Polytechnio	Greece
26-27	Ascension of Abdu'l-Bahá	Bahá'í

This class is based around the idea that reflexive process, trying to think about better ways to do things, makes better outcomes more likely.

So, you can get the end result you wish more of the time if you've paused and thought about and tried to do things correctly, and what is correct isn't always exactly the same. Sometimes you have to skim, sometimes you can't skim. Skimming is reading parts and not all of a reading, and it can be a useful strategy, but it isn't always appropriate. While we want to balance the amount of effort, with the available time, and the requirement, there may be a basic demand that we do all the reading, and if we don't we're sacrificing something we have an obligation to do. That may be the right choice in a context or circumstance, but if you do it, you accept the consequences.

I'm actually dyslexic. And when I was in graduate school that meant that there were times I needed to spend an excessive amount of time working through a reading. And there were times I chose not to spend the time to do a close reading, but in those cases I accepted I might not do well in the class. The challenge isn't always doing everything correctly, the real issue is accepting the consequences that you produce by not doing everything correctly. Some of my classmates thought it was crazy that I'd work towards a B, not towards an A, but I worked hard to know my limits and do the best I could within the limitations. You don't always have to get an A, and you don't always have to do every piece of work. The nature of decisions is complicated.

So the first thing about reading, is:

Be Reflexive about Process, Develop Tactics: You are still learning different ways to read, and now you when you do it, be conscientious and choose how you want to read. Keep going back over how you're reading, try to find mechanisms that work for you. And sometimes the mechanism will need to change as consequence of circumstances/context.

The second thing about reading is:

You should be working on **Active Learning**: reading isn't listening to a story or passing your eyes over words; it is engaging with the words and ideas.

Not every time you read something is meant to be close reading. Skim something, then go back and close read parts? Fine. Skim and then call that good enough because you understand it. Fine. Did you really understand it? Not actually? Then go back and close read parts now.

Lei Et al. : "Students must learn to adjust their speed and style of reading to their reading objectives and the type of materials to be read... Some reading materials can be scanned, skimmed through, and read lightly, while others must [be] read closely and critically" (pg 40). Lei, S. A., Rhinehart, P. J., Howard, H. A., & Cho, J. K. (2010) Strategies for improving reading comprehension among college students. *Reading Improvement*, 47 (1), 30-42.

Of course the most obvious difference between modes or ways of reading is how much of the depth and detail of the reading you're trying to capture or take-in. We are trying not to have wasted efforts or produce unintended outcomes, but also we are trying to learn as much as we can, and in particular to learn what it is we need to learn. What the purpose of the reading, as an activity is, helps us decide how to read it.

You may not have to read all the articles with equal care, because you are willing to sacrifice some of the information, by your choice. In general, you should try to read all assigned material, but the reality is we all work within a context of limitations and decisions. That means we do have to make careful decisions.

Okay, first the bad news:

The reality is, part of the issue with long readings taking a while to read is that you're not used to long readings. I assigned Long readings, that contain a lot of information. There isn't anything to fix that besides practice. The practice won't make them shorter, but it will help you feel less frustration.

Additionally, everyone's reading speed and comprehension will be greater with more familiar content. The reality is that if you're "spending time" trying to understand the work it should be slower, so you will take longer to read material which is new to you.

You will have to spend time and effort to read and to understand the new material.

Cognitive scientists who study reading have shown that people reading familiar things tend to actually be skimming, they are finding the signals that the material is what they *EXPECT* and that counts as the main part of their reading. Even when pleasure reading, people rely on familiar clues, frames and tropes, so that they don't spend time really reading the details of the text they are running their eyes over.

This unintentional habit of skimming is even more pronounced on screen than on hard-copy/paper tends to mean that long form reading and new material/unfamiliar forms of reading, are an even bigger challenge on screen. Because we're so used to going fast online/on-screen, truly reading everything, or deep/close reading on screen as opposed to reading hard-copy on paper is especially likely to be a challenge, or result in not comprehending/absorbing the material.

Despite the limitations of reading that on-screen reading can increase, we're generally not able to decide to do our school reading all on-paper in hard-copy. The amount of paper, the inconvenience of the printing, the cost of the books, and so many other factors shape the situation to make it more likely, and possibly still desirable to read online, on-screen. Because we all have a limited amount of time to do the readings the convenience of distributing and reading online may balance out for the problems, if we can

take a moment to deal with them. In some cases the skimming may be acceptable. In other cases, we need to force ourselves to slow down, work against habit, and build new reading habits that respond to the limitations of how our brains and screens work.

So we have two big issues here in a class like this, 1) you're reading very unfamiliar material in most cases, and it isn't good to apply your expected ways to read, and your prior experience/knowledge, which would speed it up- because applying those ideas means you won't understand the new thing properly.

Also 2) You're in a situation where speed and convenience make reading on screen necessary, so you're going to have a harder time reading longer things, and you're going to understand and absorb less because we select the form of media that is online.

You cannot avoid these two problems, but you can minimize the harm of these aspects. The best ways to respond to the problems: Do the right kind of reading, and use techniques that work for you to get the most out of your reading. So what I urge you to do is make a careful decision with each assignment - what sort of reading is it, how much time you have, and how to read it.

PRE-READING/FRAMING

Before you start reading, consider how to read it, what the reading/text is, and why you're reading it. For example the syllabus implies, and the first lecture explains that the first two units of the Ethics class are the core 'theory' that you'll be using to read all the rest of the cases and with which you'll consider all the other ideas of the class. So that suggests you want to spend extra time on those to make sure you get the main ideas, and understand what theory they ask you to think about.

Similarly, core definitions and vocabulary, which will both appear in other readings, and is the subject of the class, often cannot be skimmed or skipped without missing something important, so you're asking what kind of reading to do, based on what kind of text/reading is the thing you were assigned? There isn't really one specific set of categories for that. Instead what you'll do is ask a series of questions, including:

- Is the article structured so that it is easy to read, or will it be difficult?
- Is the article something I'm familiar with or totally new to me?
- Is this article providing basic and fundamental information that is new?
 - Or is the text providing example/expansion/clarification of something I've already seen?
- Does the article have a lot of new words/vocabulary to slow me down?
- Does the context demand I know the details or get the general idea?
- Do I have time for a close reading, or is it not possible?

These questions don't tell you what the reading is about, and they don't capture what the reading is going to teach you - they help you decide how to read the text/article/book. And you may want to add or change those questions. You may know that your attention or habit or situation requires you to pay attention to other things. These are part of what is sometimes called "**Pre-Reading**" consideration, or "**Framing**" that is you know how to look at something. Framing is a broad concept, but metaphorically consider that you see different things through different windows, shaped differently, even if they aim at the same part of the world. You're only going to get what your frame allows.

When you're considering Framing, you're not wasting effort because you're able to make better choices about how to read, and you'll be able to get more out of your reading. If you don't know why or what the reading is, you won't know how to read it. So figure that out first:

Frame the reading:

Why are you reading? What are you trying to get from the reading? How should this particular reading be considered? Consider the situation and purpose. Think about the class or context as a whole. Ask why you'll look at it, what it is for. Look stuff up, decide on a reading Process & strategy if and how to Take Notes.

For any class, I recommend: the first Step is to look at the syllabus, listen to the lecture, check the review sheet before you do the reading.

That leverages the most material to allow that you'll a) be a bit more familiar with the contents, knowing what to expect, and b) you'll know why you're reading it to make better choices. This is sometimes called "**Pre Reading**" and it is the part of reading that happens before you begin the main reading.

Note: You could look up other techniques- such as 'SQ3R Method' an active reading strategy, the name is the five steps: Survey, Question, Read, Recall (or Recite), and Review.

After you've worked on framing you'll consider the article/text/reading itself. look at the kind of writing, and read differently depending on what style the author wrote in.

Is the language very difficult, in which case you'll need to take more time? Is the language very quick and easy, casual or colloquial, which will tend to make you go faster, and you'll miss the point but get past it quickly? How do they seem to organize it? Is it organized?

INTENTIONAL SKIMMING

Skimming works best with structured writing- Some authors are structured, they say in the intro what's to come, they introduce the topics in the sections, they use thesis sentences, and other mechanisms to make the order of ideas and the overall topic clear. With structured writers you can get the 'idea' without reading between the structural elements. For example, in some very

structured pieces, you can get the broad ideas and see the connections by reading just the first and last lines of paragraphs that designate the theses and overall form of the information. You'll need to then go back and read between the structural parts to understand the details but you can skim across a lot and then go back and read parts.

This is the core of "Intentional skimming": focus on Intro and conclusion; Titles, subtitles, headings, Chapter/section summaries, First and last sentences of sections and paragraphs, as well as any Bold/italicized words, and get a sense of what's there. Then skim specific sections again to fill in what you missed. Finally, you've gotten your sense of the shape of things, and you can select a few parts to read more closely.

CLOSE/DEEP READING

The close reading pathway is the opposite of skimming in intention, but not entirely different in goal, you want to understand the reading/text/article. But you've *Decided* to understand it you'll go through the whole thing. This is particularly important where a) the ideas are not separated out in a structured way, and therefore to see the whole, or get the idea, you need all the parts, as well as b) it is important where the material is of such importance or so new and confusing that you're going to need to deal with all parts.

Synthetic Reading/Learning vs Passive Reading/Learning,

Okay, when you take a look at the whole piece of reading all the information, you're doing one of two things. either you are seeing it as a series of pieces of information, that is often what you're doing in passive reading, you're seeing, maybe even trying to remember a number of different things, but you maybe don't see the connections between those things. Sometimes that's useful. But research shows, without serious effort to memorize, you're likely to forget a lot of what you're reading in the process of passive learning.

Without the effort to *Work* to memorize something, you're actually much more likely to absorb, understand and remember material by synthesis.

You've often been doing some of the things that help produce synthetic learning without realizing it. Particularly, many of you are in the habit of taking notes, and the reality is, most of the time you never go back and look at those notes, except to (maybe) review for an exam, and they don't help a ton with the exam, except for making it so you don't need to look at the book/articles themselves again.

In reality any note-taking you do is most useful because it forces you to do Synthetic thinking, that is thinking about the reading/text, and what it is saying, and how to make the pieces fit together into something meaningful. To take notes (or to highlight properly), you're thinking about the reading. Building your synthetic understanding, and you're asking questions of the work:

- Deciding which parts are important?
- Thinking about how to organize the ideas, how the ideas are organized in the article/text?
- Wondering what would be on the exam/used later in the class?
- Prioritizing some parts over other? Basic theory or example? Issue one or Issue two?
- How many topics are they? Or do the topics form a part of larger topics?
- Do you need to connect this to other readings?

Are there key words or vocabulary, are there ideas that don't have specific words for them?

When you take those notes, you may do it in different ways, but what you're working through is how to think about, how to make sense of the reading itself. Be intentional and reflexive about that. You're not "Just Taking Notes" you're doing part of the synthetic and active reading process.

Another time we could talk about note taking, and how to link that with research and active reading, but whatever version you choose, taking notes (Schematic list or Outlining, Concept mapping, Summary or Annotation) the main point is to work through the ideas, thus your teachers have so often told you to do it.

OKAY, so that's all for today's explanation, I'll end with a few reminders/tips:

- If you're losing focus and can't understand or remember what you're seeing on the page, stop and come back to the reading later. You're not reading if you look at words, you're reading when you are able to understand those words. Read in small batches, while taking notes, if that works better for you.
- If you're having trouble reading and processing/focusing, please consider reading aloud, not in public where you'll bug someone, but out loud, and sometimes it helps make your brain process the words.
- There are ways to get pdfs to read to you, there are ways to translate languages (never great) but if you're having trouble, it is better to experiment with ways to read differently. Don't "Bang your head against the wall." Try something different, take a break, come back to it. Readings aren't a punishment.
- Take notes as you go, as a way to process what you're reading, not as a way to memorize, write what's important, don't write everything.
- Distinguish structured and unstructured writing by authors, and make a note that examples and explanations often follow or precede the thing they are meant to clarify- but they aren't the goal.
- Look for the topic/article/book on google if you need material for your framing/pre-reading.
- Consider what you're trying to get out of the reading, when you get that, when you have enough, you're probably done. If you're not getting that you may need to try a different tactic/technique.

THE ANNOTATION TEMPLATE I USE

Located here, so you can think about how to ask these questions and consider the way it suggests you look at readings. (Based on the version originally from Dr. Kim Fortune, PhD)

Annotation

Introduction:

When you are doing research you need to keep the information you gather organized, you'll read multiple sources and when you find one that seems useful you should take notes and keep track of the content so that you can refer back to it. Annotations are a formal set of notes on a text (book or article) that you use to keep track of the key details. You don't write an annotation for all the things you read – just for ones that you think will be useful. Part of the decision in writing the annotation is about putting work in ahead of time to make writing easier later, you need to decide how many quotes to type in, and how many key quotes to only write the citation for. I find it useful to type more quotes out as I read so that writing the outline and early drafts is easier later. Typing out the complete quote is particularly important if you won't continue to have access to the book. Annotations start by asking yourself a series of questions, then writing down notes to answer those questions. The questions are useful to think about when you read regardless of whether you end up writing an annotation.

Format of the Annotation:

1) Complete Citation (Author, Date, Title, publisher, web-URL, etc. as needed so that you or someone could go back and find the text again.

2) Who wrote the article/book? Why is the source credible? What makes them trustworthy, where is the text (book or article) published, for what purpose? How was the information in it checked, such as peer-review for scientific and academic work?

3) Main Notes on key Arguments/Content:

A) What is the main argument of the text?

-Summarize in your words what the main idea of the book or article is. Don't just describe a - general subject, but what it is trying to say. If the author wrote a summary consider copying in the quotation or at least noting the page.

B) What research methods are behind this text and how is this text organized? Ways that the main argument is supported.

-How is the main argument supported? What methods and evidence are used? Where does the author get their information?

C) What quotes capture the arguments and ideas in the text?

-Note page number and write something about what makes the quote useful, or copy the quote.

D) Describe the main literatures that the text draws on and contributes to, and the particular contribution made by the text? All texts are part of conversations that are ongoing, such as newspaper articles, academic journal articles, and books. They don't stand alone. Be aware of how this text connects to – agree with- contrast other texts.

E) Explain why this book is of particular interest to you, and relevant to your research.

F)How does this text relate to other course materials in this class/ or related readings you've done?

G) Additional/Secondary Notes: Other quotations, notes, vocabulary and definitions that might be useful.

EXTRA- Notes on other sources-

Texts often mention other books or authors, at the end of the annotation keep track of other citations, and references that you should look for as part of your research.

ADDITIONAL READING LINKS:

Taken From: https://ctl.wustl.edu/learningcenter/wp-content/uploads/sites/2/2021/07/Reading-Strategies_TLC_2020.pdf

Further Reading:

<https://learningcenter.unc.edu/tips-and-tools/>

<http://gsi.berkeley.edu/gsi-guide-contents/critical-reading-intro/social-science/>

<http://lsc.cornell.edu/notes.html>.

<http://uaap.mit.edu/tutoring-support/study-tips/tooling-and-studying/tooling-and-studying-effectivereading-and-note-taking>.

<https://www.cornellcollege.edu/academic-support-and-advising/study-tips/reading-textbooks.shtml>

<https://student.unsw.edu.au/notemaking-written-text>

http://success.oregonstate.edu/sites/success.oregonstate.edu/files/LearningCorner/Tools/preview_read_rec_all.pdf

http://willamette.edu/offices/lcenter/resources/study_strategies/reading2remember.html

https://www.ucc.vt.edu/academic_support/online_study_skills_workshops/SQ3R_improving_reading_comprehension.html

<https://ctl.wustl.edu/learningcenter/resources/note-taking-strategies/>

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 reimagined as a way to politicize other types of stigmatization.