

University of Toronto- St. George Campus
SOCIOLOGY 412H1S LEC0101
Winter 2022
THE MEDICALIZATION OF DEVIANCE
Mondays from 4:10pm-6:00pm

Medicalization of Deviance in Comparative Perspective

Instructor Information

Instructor: Dr. Steven Hayle
Email address: steven.hayle@mail.utoronto.ca
Lecture location: 371 Bloor Street West – FE41

Office hours: Mondays from 3:00pm – 4:00pm
Course Website: Quercus

Course Description

This course examines the sociological implications associated with the growing dominance of psychiatry over designating and managing the margins of ‘normality’ and ‘deviance.’ It covers the evolution of the DSM and rise of deinstitutionalization, the importance of stigma and symbolic interactionist understandings of psychiatric diagnoses, and the methods of social control used to mitigate risk and reduce social deviance within the psychiatric and criminal justice systems. Emphasis will be placed on understanding the social implications of mental health labels. Restricted to 4th-year sociology majors and specialists.

Prerequisites and Exclusions

Prerequisite: 1.0 SOC FCE at the 300+ level

Recommended Preparation: SOC313H1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

Learning Outcomes

1. Expansion of students’ KNOWLEDGE base and UNDERSTANDING of *medicalization* and the *medical model* within the context of studying both DEVIANCE and SOCIAL CONTROL
2. The development of the skill of **critical criminal justice** policy analysis.

3. The development of the skill of **comparative sociological research**, and in particular the study of topics such as deinstitutionalization, stigma, and psychiatric diagnoses around the world.
4. The development of the skill of **international policy transfer**.
5. Honing the skill of advancing clear, analytical, focused, logical, persuasive, and developed written and oral arguments that are supported by strong evidence.
6. The development of effective written, oral, and electronic presentation skills, oral argumentation (in class participation), and academic writing (term paper).

Textbook

Students are not expected to purchase a textbook for this course. All readings will be made available online through the course website on Portal. Assigned readings will include a mixture of the following: excerpts from deviance and social control textbooks; peer reviewed journal articles; and non-academic documents.

Evaluation Components and Grading Policies

Federal Policy Analysis Paper Proposal [20%] – Due on Quercus on Monday, January 31st, 2022, at 11:59pm

Students will provide a brief proposal that outlines in detail the topics that they will choosing to focus on for their drug strategy critical evaluation. They will provide a research plan that describes, in detail, their plan for moving ahead on their research throughout the semester. The proposal should be a maximum of seven pages double spaced, Times New Roman. Please see more detailed instructions on Quercus.

Power Point Presentation [30%] – Due on Quercus on Monday, February 28th, 2022, at 11:59pm

Students will prepare and submit electronically a Microsoft power point outlining their progress on their federal policy analysis. The presentation will outline the students' data collection, their methods used, their research findings, analysis, theoretical framework, policy recommendations, and their preliminary conclusions. Power points will be evaluated for both substantive content and the overall quality of their presentation style. Students will be provided with feedback to help them improve the final draft of their term papers. More information will be available through the course website.

Federal Policy Analysis Paper [40%]- Due on Quercus on Monday, April 4th, 2022, at 11:59pm

Students will provide a critical evaluation of Canada's current drug strategy and drug policy (practices, procedures, etc.) based on material covered in lectures as well as extensive research. Drawing on this critical evaluation, they will provide proposed reforms in the format of a NEW drug strategy for Canada. BOTH the critical evaluation AND the proposed reforms must demonstrate an in depth UNDERSTANDING and well thought out APPLICATION of both *medicalization* and the *medical model* as they have been covered in this course. As part of their analysis and proposed reforms, students must select for the purposes of analysis at least ONE country other than Canada. Their proposed reforms must in some way be informed by what they learn from their selected country or countries. The paper should be

a maximum of 15 pages, double spaced, Times New Roman. Please see more detailed instructions on Quercus.

Participation [10%]

Students will submit journal entries in which they reflect on the assigned readings and relate them to lecture material, as well as, if and when appropriate, current events surrounding drug policy developments in Canada and around the world.

MAKEUP ASSIGNMENTS AND DEADLINE EXTENSION

The late penalty for assignments is a 1% deduction off the final course grade per each day that it is late.

If you are unable to turn in an assignment/or miss the test for medical reasons, you will need to email me the instructor, not the TA, and also declare your absence on ACORN.

For other reasons, such as family or other personal reasons, please contact your college registrar and have them email me directly.

ACADEMIC HONESTY

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:

- working in groups on assignments that are supposed to be individual work;
- having someone rewrite or add material to your work while “editing”.
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers • Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

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

Academic Integrity Checklist

SOC412H1S

Dr. Steven Hayle

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another’s ideas with accurate citations.

- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Student #: _____

Signature: _____ Date: _____

SUBMITTING ASSIGNMENTS TO *Turnitin*

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to ***Ouriginal*** for the detection of plagiarism. All submitted papers will be included as source documents in the ***Ouriginal*** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the ***Ouriginal*** service are described on the ***Ouriginal*** web site.

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

ACCESSIBILITY

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Class Format

This class will be taught using a traditional lecture format. Each class will begin with housekeeping topics, such as discussing assignments, the class schedule, office hours, etc. I will then provide a lecture that **builds** on the week's assigned readings. While I will integrate material from the assigned readings into the lecture, please note that there often will **not** be a considerable amount of overlap between lecture material and reading content. Sometimes, for example, the readings will provide background information for the lecture that I will be giving. Alternatively, a lecture that I give might provide an *alternative*, *updated*, or even *opposing* perspective to what is found in that week's readings. Thus, in order to succeed in the course, it will be **essential** to attend **all** lectures **and** keep up with **all** assigned readings. While the class will be taught using a lecture format, the floor will always be open to questions, discussion, and debate, permitted there is enough time. I will endeavor to adhere to the course schedule below, however, please be advised that we may, at any time, move ahead or fall behind in the schedule. The order of lectures might change, and lecture topics and/or assigned readings might change, be added or eliminated. With that said, however, if there are any ADDITIONS to the assigned REQUIRED readings, you will be provided with at least a week's notice, and the reading (like all others) will be provided on black board.

TENTATIVE Lecture and Reading Schedule

Please note that the lecture topics, assigned readings, and the schedule of lecture topics and readings are **TENTATIVE** and subject to change at any time throughout the semester. Such changes are **HIGHLY PROBABLE** and to be **EXPECTED** given the large class size and the quickly and ever-evolving nature of criminal justice policy in Canada. In order to ensure that ALL in-class questions and comments are adequately addressed, and that course material reflects UNEXPECTED developments in Canadian criminal justice policy, FLEXIBILITY in the lecture and reading schedule is NECESSARY. Whenever possible, advanced notice will be provided- however this cannot always be guaranteed. Changes that do occur will ALWAYS be reflected in assignment and examination expectations. Any additional or changed REQUIRED readings will be provided to students on black board AT LEAST ONE WEEK IN ADVANCE so that students have sufficient time to read them. The above does NOT apply to the DUE DATES of ASSIGNMENTS and TESTS.

Lecture One - Welcome to the Medicalization of Deviance!- Monday, January 10th, 2022

TOPICS: Introduction to the course

ASSIGNED READINGS: None

Lecture Two- Medicalization and the Medical Model- Monday, January 17th, 2022

ASSIGNED READINGS:

“Medicalization and Social Control”. By Peter Conrad (1992). In *Annual Review of Sociology*, 18:209-232.

Lecture Three- Medicalization and the DSM- Monday, January 24th, 2022

ASSIGNED READINGS:

“From Szasz to Foucault: On the Role of Critical Psychiatry”. By Pat Bracken and Philip Thomas *Philosophy, Psychiatry, & Psychology*, Volume 17, Number 3, September 2010, pp. 219-228.

Lecture Four- Deinstitutionalization- Monday, January 31st, 2022

ASSIGNED READING:

“Mass Shootings and Psychiatric Deinstitutionalization, Here and Abroad”. By Isabel M. Perera PhD, MA, and Dominic A. Sisti PhD, MBE. *American Journal of Public Health*, June 26th, 2019.

Lecture Five- HIV/AIDS and Moral Panics- Monday, February 7th, 2022

ASSIGNED READINGS:

“Deviance and Moral Panics”. In *Folk Devils and Moral Panics*. By Stanley Cohen.1972. Routledge, London.

Lecture Six- The Criminalization of HIV/AIDS- Monday, February 14th, 2022

ASSIGNED READINGS:

THE CRIMINALIZATION OF HIV NON-DISCLOSURE IN CANADA. Report of the Standing Committee on Justice and Human Rights Anthony Housefather, Chair. House of Commons, Canada. 2019. 42nd Parliament, 1st Session.

READING WEEK: February 22nd – February 25th

Lecture Seven- The Medicalization of HIV/AIDS- Monday, February 28th, 2022

ASSIGNED READINGS:

“Medicalization of HIV and the African Response”. By Serah Gitome, Stella Njuguna, Zachary Kwena, Everlyne Ombati, Betty Njoroge and Elizabeth A. Bukus. In *African Journal of Reproductive Health*, Vol. 18, No. 3s, 2014, pp. 25-33.

Lecture Eight- Medicalization and COVID 19 – Monday, March 7th, 2022

ASSIGNED READINGS: TBD

Lecture Nine- Medicalization and Drug Policy I- Monday, March, 14th, 2022

ASSIGNED READINGS:

“Comparing Drug Policy Windows Internationally: Drug Consumption Room Policy Making in Canada and England and Wales”. By Steven Hayle. In *Contemporary Drug Problems*, 42(1): 2015.

Lecture Ten- Medicalization and Drug Policy II- Monday, March 21st, 2022

ASSIGNED READINGS:

“Harm Reduction in Europe”. Found in *Drug War Heresies*. By Robert J. MacCoun and Peter Reuter. 2001. Cambridge University Press. Pp. 265-299.

Lecture Eleven- Medicalization and Drug Policy III- Monday, March 28th, 2022

ASSIGNED READINGS:

Drug Policies in other Countries and the United States Influence. Found in *Drugs and Drug Policy: The Control of Consciousness Alteration*. By Clayton Mosher and Scott Akins. 2007. Thousand Oaks: Sage Publication. p.273.

Lecture Twelve- Medicalization and Drug Policy IV- Monday, April 4th, 2022

ASSIGNED READINGS:

“The devil (and drugs) in the details: Portugal's focus on public health as a model for decriminalization of drugs in Mexico” by Russoniello, Kellen . *Yale journal of health policy, law, and ethics* , 2012 , Volume 12 , Issue 2 , pp. 371 - 431