

Abnormal Psychology
CLP 3144: Section: 4446
Class Period: Wednesdays (W), 5:10 PM – 8:10 PM
Class Location: Psychology Building 0130
Fall 2022

Instructor: Jeannette Mejia, M.S. (Pronouns: She, Her)

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Office hours: Wednesday 9:00-11:00am and by appointment

For Questions:

1. Check the syllabus, first.
2. Post your question to the Canvas Discussion board.
3. Email the instructor through Canvas email after 1-2 has not resolved your question and write the course number (CLP3144) and your name.

Email communication:

With respect to email communication, I will respond regularly to email between 9:00am and 5:00pm on Tuesday-Friday. If I have not responded to your email after two (2) business days, please resend the email. I try my best to be as responsive as possible, and will be working to respond to you in a timely manner.

Course Description and Objectives

I want to start by acknowledging and offering my deepest gratitude to my friend and colleague, Garrett Ross whose labor, love, brilliance, and commitment created the blueprint for this course. This course aims to (1) interrogate the ideology of the idea of “ab/normality” (read: pathology), (2) the function of the ideology of pathology within the discipline of Western Psychology (hence, Psychology), the systems undergirded by Psychology (i.e., the mental health system, the medical system, etc.) and the broader World, (3) the grave consequences and impact that this ideology has on our personal and collective experiences and how this actualizes within individuals and collectives’ lives (e.g., how does the framing of someone’s mode of expression as “ab/normal” facilitate isolation?), as well as (4) how this ideology ultimately serves to reinforce eugenic ideologies (e.g., alleged racial inferiority) and oppressive structures that both enforce and require anti-Black racism at their root.

As such, this course will facilitate the learning and understanding of the historical foundation, theories, research, assessment, and treatment of psychopathology in addition to how these aspects are undergirded by and operate to perpetuate the structure of anti-Blackness and ableism. In order to facilitate this, we will learn to analyze and critically evaluate ideas, perspectives, “logic”, and the preferred taxonomy in the field of Psychology (i.e., the Diagnostic and Statistical Manual of Mental Disorders- (DSM)) that is used to classify a wide range of psychopathology, current research, and treatment approaches. Thus, students will be expected to understand the cultural and societal contexts of the construct, ideology, and practice of pathology and develop a critical lens in exploring the impact of such an ideology (e.g., the ways in which psychology protects systems of racism, cisgenderism, heterosexism, classism, nationalism,

ethnocentrism, etc.). Finally, students are expected to critically and rigorously apply their learning to their understanding of pathology and the world.

It is important to note that this course will be exploring the impacts of psychology's commitment to the indoctrination into the ideologies of pathology and “ab/normality” that are informed by and sustain many oppressive violences, and especially ableism and anti-Blackness, which can be distressing to folks most impacted by these systems everyday (i.e., Black ppl, Black disabled people and/or non-Black disabled folks). Therefore, there will be attention and care given to allow for these students, together with any other students who find the content disturbing, to choose the extent to which they engage with material as well as how they care for themselves as they engage with the course (e.g., choosing that they need to not be present for certain topics, or leave during a certain topic). In this way, we can work together to discuss a plan that supports you and your participation in the course.

Teaching Philosophy: Towards Collective Knowledge

This course is based on a social justice pedagogy (Chapman and Hobbel, 2010)¹, where a Black Feminist and Liberation Psychology lens is integrated, assumptions and traditional dominant narratives are challenged, the course content and process is grounded in understanding power, and the instructor’s positionality is made explicit. I model from Dr. Della V Mosley’s notion of critical consciousness of anti-Black racism (CCABR; Mosley et al., 2021)² and do not consider myself the “keeper” of knowledge but rather offer my experience in critical psychological practice to support and co-develop a learning environment that encourages students to become givers and receivers of their education. To that extent, this course draws heavily from consciousness raising and anti-oppressive pedagogical approaches modeled by Drs. Della V Mosley and Roberto Abreu, and psychologist in training Garrett Ross. In this way, the course will introduce and centralize collective learning and knowledge through what students offer to the course and class community.

In order to accommodate diverse learning styles, I will seek a balance of methods of instruction that will include: (a) large and small group discussions facilitated by students, (b) student critical self reflection, and (c) student presentations and films, in addition to my lecture. I strive to balance a supportive and engaging atmosphere with appropriate challenges in order to support students’ sense of safety as they stretch themselves to take risks and, thus, grow. Furthermore, a critical aspect of developing an understanding of how to engage with ab/normal psychology and its linkages to the ideology of pathology is a **critical awareness** of the biases, assumptions, and values that emanate from systemic oppression. Thus, this class will require more than intellectual learning but also affective (emotional) learning, both of which are in alignment with the American Psychological Association (APA) guidelines for the undergraduate Psychology major (see here: <http://www.apa.org/ed/precollege/about/psymajor-guidelines.aspx>).

Course Structure

The class will be structured in two overarching components: (1) Foundational work: build the core framework and (2) Application: apply the core framework knowledge to Student Derived Topics.

The foundational work, or building the core framework, will encompass the first 7 classes of the course. Here, students will join the professor to co-construct a framework that will not

¹ Chapman, T. K., & Hobbel, N. (2010). *Social justice pedagogy across the curriculum*. Mahwah, NJ.

² Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology*, 68(1), 1.

only build a brave space in the classroom that allows students to self reflect and push each other to critically evaluate, but also use this framework as a metatheory that interrogates theories of ab/normal psychology at a higher level of abstraction than the theories that psychology utilizes. Also in the Foundations component, students will submit three topics/learning objectives they desire to get out of the course to inform the topics that will be covered in the Application to Student Derived Topics component of the course. In the Application to Student Derived Topics component of the course, students will use the foundations that we co-developed in the first part of the course in order to apply it to the selected topics (1-2 topics per week). In such a manner, students will have the opportunity to engage in the practice of active learning and expand their learning and understanding of the course content.

Evaluation Criteria

The course is graded A to E. Assignments will be accepted via Canvas by the start of class on the due date, not as attachments through email or as hard copies in class. Course grades will be based on the following:

- 1. Encouraged (optional) anonymous questions.** After each class, students will have the opportunity to ask questions regarding the material and their journey that can be discussed at the beginning of next class (e.g., points of unclarity/confusion, what people are processing/feeling stuck with). These will not be graded and will be anonymous. The purpose of these questions is to support students' learning journey.
- 2. Discussion/participation (100 points).** This course will be taught in a seminar-discussion format. Thus, you will be responsible for the completion of the assigned readings and/or other media prior to class and be ready to actively participate in class discussions. All of your reading assignments will be provided by the professor. See the Course Schedule and Required and Optional Texts sections below for a list of all readings.

Discussion/participation will be graded as follows: engaging in large and/or small group discussions, participating in in-class activities and/or self journaling prompts in ways that deepen, further or continue course discussion (**100 pts total, 10 pts possible each week, 10 sessions counting toward final grade; each student will be excused from 3 discussions/participations during the semester, i.e., 10 sessions where you engage in discussion/participation will count toward your grade**). If you miss more than 3 discussion/participations, please reach out to the professor to co-create a plan to move forward. It is expected that this discussion and participation in said activities or prompts is held in lectures facilitated by the professor and student colleagues/peers. **Thus, given this course set-up all students are expected to attend each class and actively participate in the course. Please see the Attendance section for information about absences.**

- 3. Presentation, facilitation, and resource guide (100 points).** This assignment was developed by Garrett Ross, former course instructor, and modified for our class. In groups, students will sign up for a topic of their choice that is specific to pathology/"ab/normality" to present, facilitate discussion or create a resource guide about. **Altogether, the presentation, discussion facilitation and resource guide should**

be within 1 to 1.5 hrs. Topic suggestions will have been co-created by students throughout weeks 4-6. Beginning on week 9, each week, 10 people will assign themselves a week and there will be a “presentation group”, “facilitation group” and “resource guide group”. In other words, among the 10 people assigned to any given week, these 10 people will decide how they want to distribute/split up into “resource guide,” “presentation,” and “discussion facilitator” groups. These groups are encouraged to discuss their topic with one another and coordinate in ways that feel generative or helpful for them.

Depending on your group (e.g., presentation/ facilitation/ resource guide), you will be evaluated in alignment to the requirements delineated below. A core evaluative component relevant to all groups is how the co-developed framework and core course concepts are integrated into their work (presentation, facilitation questions, resource guide). **The presentation slides, facilitation questions, and resource guide are expected to be submitted 1 day prior to the class start time on the assignment date.**

Presentation. The Presenter group will present a review of content to situate the topic they are presenting on. This can be through multimedia (e.g., voice recordings, video, slides, etc.). They will be evaluated upon (1) their criticality of ab/normality/ pathology and its relatedness to the topic of their choice, (2) their ability to discern critical issues related to how pathology is used as a tool informed by and in service to maintaining systemic oppression and (3) their overall attention to and framing of systemic oppression (e.g., racism). This presentation provides the opportunity for students to engage with material that goes beyond the confines of how the mental health industrial complex traditionally indoctrinates people into conceptualizing pathology by allowing a lens through which students can unearth the indoctrination’s historic and contemporary manifestations. *While topics are expansive, an example of a topic is:* a comprehensive review of the costs of pathology and ab/normality on groups most marginalized (explained through a racial and social justice lens).

Discussion Facilitation. The Facilitator group will be responsible for facilitating critical dialogue on the topic for that week. They will be evaluated upon the depth of their discussion questions, the way they attend to ab/normality and pathology, systemic oppression (e.g., anti-Blackness) in the content as well as in the class dynamics. The facilitation group will also provide 1 reading for the class to read in relation to the topic for the week (and send these out 1 week prior to class). Facilitation provides the opportunity for participants to practice critical and anti-oppressive facilitation skills, learn from and extend their collective knowledge through hearing similar/diverse perspectives, and deepening the knowledge building of the content presented through the presenter’s group.

The resource guide. The resource guide group will be responsible for co-creating a rigorous comprehensive resource guide that will assist their colleagues in gaining a more in-depth understanding of the topic that was presented. For example, if the topic presented is a comprehensive review of the costs of pathology and ab/normality on groups multiply marginalized (explicated through a racial and social justice lens), then

the resource guide will be developed in such a way that can deepen other student's understanding of the costs. As such, this guide can include a combination of personal reflection questions, suggested tips for how to move with new knowledge of consequences, additional literature for people to read, art work and more. The purpose of the resource guide is to help others deepen their personal awareness and understanding of the topic presented and facilitate their journey with each topic. Engagement in this resource guide creation will not only create the opportunity for students to be creative in anti-oppressive methods of collective knowledge building and deepening, but it will also allow the opportunity for students to learn how to archive and develop the tools needed for others to meet their educational needs in a given topic area.

- 4. General reflection papers (140 points).** Each week (with the exception of week #1, 14 and 17), students will submit reflection papers *prior* to the class start time on the assignment due date with a grace period that will allow for submission up to 11:59pm on the date of submission (this is only to be used when a student experiences difficulty submitting an assignment prior to the class time). These reflection papers must be at least 1 page and I ask that you try to keep them to no longer than 2 pages, double-spaced. Given that these reflection papers are deeply personal, there is not a specific format that these should be in, feel free to write using the format that works best for you. These reflection papers will provide the opportunity for students to apply their learning to their personal understanding and the world in an authentic and meaningful way (e.g., students may reflect on how what they've learned in the class impacts how they understand themselves, others, the idea of functionality and how this impacts how people are able to navigate the world).

I want to mention that this assignment is one that asks that students be vulnerable, and I also know that for many people, this course may provide perspectives that might be new and very different from previous psychology courses and/or student's expectations of Abnormal Psychology. I welcome this and emphasize that this makes sense and is OKAY! The intention of this course and thus subsequent assignments are for us givers and receivers of knowledge to be critically aware of what it means to be a psychologist and thus use an "ab/normal"/ pathological lens that has grave implications for marginalized communities (and thus, all peoples). These reflection papers can also be an opportunity for people to express challenges and/or resistances that are emerging for them as they engage with this work and throughout their journey in this course.

- 5. Framework reflection paper (100 points).** You will submit a reflection paper on your understanding of the psyche, social "functionality", and form(s) of expressions (which is that which the concept of "ab/normality"/pathology "attempts" to "explicate" and conceptualize), and how you came to understand this. Your reflection paper should answer, (1) How were you taught to understand the psyche, social "functionality", and unique forms of expressions?, (2) What psyches, forms of social "functioning" and forms of expression were considered "normal" and which were considered "abnormal"?, (3) what contextual and sociocultural factors do you think contributed to the framing of the psyche, social "functionality", and unique forms of expressions that you have come to understand?, and finally, (4) Institutions (like the school-system) have made it a

requirement that people are understood through an ab/normal or pathology lens in order to receive the accommodations they need. How do you think this process sustains the idea of “ab/normality”? And, what does this process of pathologization serve? This assignment will provide students with a deliberate space to process how they’ve come to understand the psyche, social “functionality”, and form of expressions, and therefore, the idea of “ab/normality” and pathologization. This paper is to be written in APA format (see below for a helpful resource on APA format). Please try to keep in mind maintaining a maximum of 4 pages double spaced.

- 6. Final “ab/normality”/ pathology paper (100 points).** This paper will be written from a “disorder” category of your choosing (e.g., depressive “disorder”). Using the framework co-developed in the Foundations section of the course, please (1) identify how the concept of “ab/normality”/pathology has been used as a tool that is informed by *and* sustains systems of oppression in relation to the “disorder” you have chosen, and (2) imagine what a world without the pathologization of that specific “disorder” could look like. Said differently, you will identify how a “disorder” has been both conceptualized as “abnormal” and how this has been used as a tool to pathologize in order to sustain systems of oppression and thus, social control. Additionally, you will dream of what it could look like for us (the world) to accommodate or hold one another outside of the process of pathologization and framing of (the specific) psyches, social “functionality” and unique forms of expression that have been labeled as “abnormal”. This assignment will help students gain a more in-depth understanding of how the concepts of “disorders” or “ab/normality” are used as a tool to pathologize and sustain the idea of “normality” or the status quo (i.e., systemic oppression) and dream of what a future without pathology could look like. This paper is to be written in APA format (see resource below). Please keep in mind maintaining a maximum of 15 pages double-spaced.

Resource for APA format:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Grading Scale

Assignment	Points
Final “ab/normality”/ pathology paper	100 points
Project (Presentation/ Facilitation/ Resource Guide)	100 points
Discussion/participation	100 points
General reflection papers	140 points (10 points each)
Framework reflection paper	100 points
Total Points	540

Grade	Percentage
A	> 92%
A-	90%-91%
B+	88%-89%
B	82%-87%
B-	80%-81%
C+	78%-79%
C	72%-77%
C-	70%-71%
D+	68%-69%
D	62%-67%
D-	60%-61%
E	< 59%

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor before the last day of class. See here for university grading policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance

Students who are habitually late or have more than two unexcused absences will not be able to get an A in this class. Please notify the professor in advance via email in the event of your absence from class, as you are able to. While this will help allow for proper planning of experiential activities, I also understand that in emergency situations we are not always able to email the professor ahead of time. If this is true for you, I encourage you to email me within the week of your missed absence in order for it to be excused. With that said, from extreme acts of anti-Blackness being displayed in the media consistently to xenophobic and transphobic policies being passed locally, statewide, and nationally (to just name a few oppressive acts) in addition to multiple pandemics, I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations and/or need to be absent. See here for the university attendance policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Make-Up Policy

There are **no set times for makeup presentations or discussions**. However, if missed presentations or discussions are accompanied with written verification for why the presentation or discussion was missed (e.g., excuse from doctor, religious holiday, death in the family); **I will**

work with you to give the presentation or complete the discussion points at a different time. Please consult the university guidelines for more information on the makeup policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

We are experiencing multiple pandemics that disproportionately impact Black and Brown, low-income communities. Further, there are continued instances of violence towards historically marginalized groups in the United States and abroad that can be distressing. Therefore, if you have a concern related to the pandemics or social justice issues that impacts your ability to engage with class materials and assignments, please reach out to me during office hours or via Canvas and I will work with you to make sure you are successful in this course while prioritizing your well-being.

Scholarship and Academic Integrity

It is expected that students will produce original work and cite references appropriately (e.g., all papers with the exception of weekly reflection papers, must use APA formatting and style, including references, citations, use of non-biased language, etc. Students must refer to the APA Publication Manual, 7th edition, for all questions related to APA style). UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Academic Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding this course’s accessibility. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. **You can call the DRC at (352) 392-8565 or visit www.dso.ufl.edu/drc/ for more information.** They are dedicated to making sure students with various abilities have success at the university. Usually you’ll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you’ll get a letter that you show to me so that I can make the appropriate accommodations. It’s okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

Evaluation of this Course

I honor, appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of

the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>. Because I believe that student feedback is crucial for the success of a course, I will seek your feedback before the semester ends. That is, I will seek your qualitative feedback halfway through the semester via an anonymous link. We will discuss themes about what is working and not working for and make changes for the rest of the semester accordingly.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services. Urgent services are also available 24/7 at 352-392-1575 and crisis counselors are available to see walk-in clients (no appointment necessary) 9am-4pm at the office in 401 Peabody Hall.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#)

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

Course Schedule

The due dates and the course schedule are provided to give the course structure. Changes may be made at the discretion of the instructor during the semester in the event of extenuating circumstances or by mutual agreement between the instructor and students. You will be advised of any changes via e-mail and/or in class. **Assignments are expected to be posted to Canvas before class on the assignment due date. Thus, if an assignment is due on 8/31, I expect it to be submitted via Canvas before 5:10pm on that day.**

#	Date	Topic	Reading due	Assignment due
1	8/24	Syllabus, expectations, and space building		
2	8/31	The World, oppressive systems, and the discipline(s) of (Western) Psychology	Bailey (2019) Fernando (2017) Ch.2 Prilleltensky (2008) Optional: Mama (2002) Mills (1994)	Reflection 1
3	9/7	The concept of “ab/normal” (read: pathology), “disorders”, and their origination	Fernando (2017) Ch.3 Gambino (2008) Gilman (1985) Optional: Taylor (2018)	Reflection 2
4	9/14	Diagnosis (i.e., the ascription of “ab/normality”), the biomedical model, deviance and social control, and racial capitalism	Greene (2019) Ingleby (1972) Metzl (2010) Ch. 13 Optional: Moncrieff (2010)	Reflection 3 Framework reflection paper due

			Aftab (2020)	
5	9/21	Pathology on the presumption of the idea of “Health”	Harrison (2021) Ch.3 Metzl and Kirkland (2010) Lane (2010)	Reflection 4
6	9/28	Pathology, the mental health industrial complex, carcerality, and death (Part 1)	Saisi (2021)	Reflection 5
7	10/5	Pathology, the mental health industrial complex, carcerality, and death (Part 2), and the possibility of something different	Kaba (2017) King (2007) Tegnerowicz (2018)	Reflection 6
8	10/12	Time dedicated for project development	Project guide	Reflection 7 Mid-course survey
9	10/19	Topic 1	TBD by Facilitation Group	Reflection 8
10	10/26	Topic 2	TBD by Facilitation Group	Reflection 9
11	11/2	Topic 3	TBD by Facilitation Group	Reflection 10
12	11/9	Topic 4	TBD by Facilitation Group	Reflection 11
13	11/16	Topic 5	TBD by Facilitation Group	Reflection 12
14	11/23	THANKSGIVING BREAK	BREAK	BREAK

15	11/30	Topic 6	TBD by Facilitation Group	Reflection 13
16	12/7	Topic 7	TBD by Facilitation Group	Reflection 14
17	12/14	Final Paper Due		Final paper due 12/14

Required and Optional Texts

- Aftab, A., & Rashed, M. A. (2021). Mental disorder and social deviance. *International Review of Psychiatry*, 33(5), 478-485.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed.), Text Revision (DSM-5-TR)*.
<https://doi-org.lp.hscl.ufl.edu/10.1176/appi.books.9780890425787>
- Bailey, M., & Mobley, I. A. (2019). Work in the intersections: A black feminist disability framework. *Gender & Society*, 33(1), 19-40.
- Fernando, S. (2017). *Institutional racism in psychiatry and clinical psychology*. Palgrave Macmillan. [Untitled-7 \(springer.com\)](https://www.springer.com)
- Gambino, M. (2008). These strangers within our gates': race, psychiatry and mental illness among black Americans at St Elizabeths Hospital in Washington, DC, 1900—40. *History of Psychiatry*, 19(4), 387-408.
- Gilman, S (1985). *Difference and Pathology: Stereotypes of Sexuality, Race, and Madness*. Cornell University Press.
- Greene, E. M. (2019). The mental health industrial complex: A study in three cases. *Journal of Humanistic Psychology*, 0022167819830516.
- Harrison, D.L. (2021). *Belly of the Beast: The Politics of Anti-Fatness as Anti-Blackness*. North Atlantic Books.
- Ingleby, D. (1972). Ideology and the human sciences: Some comments on the role of reification in psychology and psychiatry, in T. Pateman (ed.) *Counter Course: A Handbook for Course Criticism*.
- Kaba, M. (2017, October 10). How the school-prison pipeline works and why Black girls are particularly at risk. *Teen Vogue*.
<https://www.teenvogue.com/story/how-the-school-to-prison-pipeline-works>
- King, C. (2007). They diagnosed me a schizophrenic when I was just a Gemini. The other side of madness. In M. C. Chung, K. W. M. (Bill) Fulford, & G. Graham. (Eds.) *Reconceiving schizophrenia*. Oxford: Oxford University Press, 2007.
- Lane, C. (2010). The Strangely Passive-Aggressive History of Passive-Aggressive Personality Disorder. In *Against Health: How health became the new morality* (pp. 105-120). New York University Press.
- Mama, A. (2002). *Beyond the masks: Race, gender and subjectivity*. Routledge.
- Metzl, J. M. (2010). *The protest psychosis: How schizophrenia became a black disease*. Beacon Press
- Metzl, J., & Kirkland, A. R. (Eds.). (2010). *Against health: How health became the*

- new morality*. NYU press.
- Mills, C. W. (1994). *The Racial Contract*. Cornell University Press.
- Moncrieff, J. (2010). Psychiatric diagnosis as a political device. *Social Theory & Health*, 8(4), 370-382.
- Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of community psychology*, 36(2), 116-136.
- Saisi, B. (2021). Barred by the maddening state: Mental health and incarceration in the heterosexist, anti-Black, settler colonial carceral state. In *The Routledge International Handbook of Penal Abolition* (pp. 217-228). Routledge.
- Taylor, S. R. (2018). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.
- Tegnerowicz, J. (2018). "Maybe It Was Something Wrong With Me": On the Psychiatric Pathologization of Black Men. In *Inequality, crime, and health among African American Males*. Emerald Publishing Limited.