PAPER 3: DUE MONDAY NOVEMBER 14:

Write a 5-page paper in which you consider to what degree it would be appropriate or useful to diagnose a character from *Sarrasine* or *The Pagoda* with a gender disorder. Start with a framing question that will help you to focus your answer. This framing question can address an aspect of diagnosis, an aspect of gender disorder, or an aspect of the character.

In your essay, be sure to consider the question of diagnosis as it relates to a fictional character. In literary analysis, a character is not a case study. Indeed, in literary analysis it is important to think of a character as a creation, a representation. If you are diagnosing a character with a psychological disorder, your job then is as much to understand what the character represents or says or lets us see about the disorder as it is to determine whether or not the character "has" the disorder. This should lead you to consider issues of genre and form.

Also be sure to consider how the context in the story and the context of the story affects the diagnosis, the understanding of the disorder, and/or the character. In other words, you need to think through not whether a diagnosis would be appropriate or useful if the character were taken out of the book, but how the diagnosis would be appropriate or useful given the context in which the character operates. If the context in the book and the context of the book are the same, as in the case of *Sarrasine*, you might need to think about issues of your applying contemporary ideas about gender to that particular place and time. If the context of the book and the context in the book are different, as in *The Pagoda*, you might need to think also about whether or how the author might be exploring contemporary understandings of gender in or through another time. In the case of *The Pagoda*, you need to be attentive to issues of cultural as well as of temporal context.

Guidelines for Paper Due In Class Friday 11/18/11 or Monday, 11/21/11

Paper is Worth 20% of Your Final Grade

The goal of this paper assignment is for you to apply your knowledge of diagnosing (or not diagnosing) psychological disorders to one of the following characters from the literature portion of the Learning Community: Cal from *Middlesex*, Lowe from *The Pagoda*, La Zambinella from *Sarrasine*, or Herculine Barbin.

The paper requires you to consult the entry for Gender Identity Disorder in the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and the proposed revised category of Gender Dysphoria in the draft version of DSM 5.

Choose your character wisely. Some characters may be easier to write about than others. You may diagnose or not diagnose – that is your choice. What matters is that you back up your diagnosis decision with material presented in your chosen text.

The following areas of content are required. Present them in any order that makes sense to you.

1. Describe your character in terms of important characteristics such as age(s) described in the text, gender identity, race/ethnicity, socioeconomic status, employment, family situation, living arrangements, sexual orientation (if appropriate), historical time in which she/he lives, etc.

2. Describe Gender Identity Disorder in your own words, primarily using the information in the DSM-IV-TR. A complete list of symptoms and features is not required for this section, just a general description of the disorder. (The DSM is available in the reference section of the library, and I have one that I can let you use for making copies. It is also widely available in public libraries' reference departments. While I have shared with you the DSM criteria for Gender Identity Disorder, there is other relevant (and potentially helpful) information in the DSM that I have not given you. The DSM-IV-TR is the most current version of the manual. Although you may come across an older version (e.g., DSM-IV, DSM-III), you are **required** to use the IV-TR for this part of the paper.)

3. Describe Gender Dysphoria in your own words, using the information in the proposed section of the draft version of the DSM 5. (Link provided at end of handout.) A complete

list of symptoms and features is not required for this section, just a general description of the proposed diagnostic category.

4. Compare and contrast the actual diagnostic criteria for Gender Identity Disorder and Gender Dysphoria. Do not simply repeat what is written in the DSM-IV-TR and DSM 5.

5. Is it possible to diagnose your character with Gender Identity Disorder? Gender Dysphoria? Both? Neither? Explain. Using these two sets of criteria, show how the symptoms and features of the disorder do or do not play out in your character's life. What is required here is that you understand what the symptoms and features mean and that you can describe, in your own words, how the symptoms present themselves or do not present themselves.

   As an example, imagine that I am writing about someone diagnosed with another DSM disorder, Dementia of the Alzheimer's Type, and I come across the following diagnostic criterion/symptom: "Disturbance in executive function (i.e., planning, organizing, sequencing)." To describe this, I might write something like this: Ed has been having trouble with what the DSM refers to as "executive functioning." He cannot plan out how he will spend his time in the morning, and he needs assistance organizing his medications. He also has trouble performing tasks that require multiple steps. For example, last week he complained that he had three errands to run while out for his daily walk, and he could only remember one of them."

   For this section, notice that not all criteria listed may need to be present for the diagnosis to be made. For example, there may be a list of seven symptoms, but only three of those symptoms have to be present. Also pay attention here to how long symptoms have to be experienced. When dealing with DSM-IV-TR, pay attention to age codes and specifiers for sexual attraction. For DSM 5, attend to specifiers and subtypes.

   IMPORTANT: You may find it easier to write about the presence of, rather than the absence of, evidence of disorder. If you are writing about a character who does not meet any of the diagnostic criteria, it will not be enough to say that a given criterion doesn't exist. Rather, you will need to show contrary evidence. In the Alzheimer's example above, it would not be enough to say that Ed seems to have no difficulty in executive function. Rather, I would need to provide evidence for his ability to plan activities and to multitask.

Also keep in mind that the character you choose may have lived in a time before DSM diagnosis, and even before the disciplines of psychology and psychiatry existed as coherent disciplines. You *may* find it necessary or desirable to address this historical discrepancy.

Style

The order in which you present the content areas is completely up to you. However, the content areas should not be dealt with as separate paragraphs that have little to do with one another. The paper must be a coherent document, with different paragraphs covering each of the areas above, transitions between paragraphs, and one idea leading logically to the next.

Length

The finished paper should be between 5 and 7 pages. The paper must be double-spaced, with one-inch margins (left, right, top, bottom) and a reasonable type style and size (e.g., 12-point Times). I am not requiring a reference page for this paper, since it is our shared understanding that the paper is based upon present and future DSM versions and some of the texts you are reading in ENL 160. If you choose to cite some other source (and this is not required), you must cite that source according to the publication guidelines of the American Psychological Association.

Grading

As indicated in the course syllabus, 20% of your grade in this class will come from this writing assignment. Papers will be evaluated on four criteria (completeness and adherence to directions, accuracy and quality of DSM coverage, quality of evidence from chosen text, and writing and presentation of ideas). Papers considered "excellent" on all of these criteria will earn a grade in the A range (A or A-). Papers considered "good" will earn a B+, B, or B-. Papers considered

"fair" will earn a C+, C, or C-. Papers considered "poor" or "very poor" will earn grades in the D or F range. **Late papers will have points deducted!**

DSM 5

http://www.dsm5.org/Pages/Default.aspx

From the home page, hover over the Proposed Revisions bar, then select gender dysphoria. You may also notice that it is possible to tab between DSM IV-TR and DSM 5 criteria. Just know that much of the background and descriptive info in the DSM-IV-TR is not provided here. Also note that the justification presented here for the proposed revision may be useful to you.

Academic Integrity

We will spend some class time discussing ways to avoid plagiarism. Make sure you are familiar with SSU's guidelines on plagiarism and other forms of academic dishonesty. As I mentioned to you early in September, I take this issue very seriously. Don't test me on this.

http://catalog.salemstate.edu/content.php?catoid=13&navoid=1295#Academic_Integrity