

SOCIOLOGY OF MENTAL HEALTH AND MENTAL DISORDERS (SOC363H1S)

University of Toronto
Department of Sociology
Winter 2014

Instructor: Amy Klassen
Office: Room 225 A (Sociology Department)
Phone: (Sociology Department)
Email: amy.klassen@utoronto.ca
Office Hours: Thursday 3:30-5pm, or by appointment
Class Time/Room: Thursday 1-3 pm, Lash Miller Chemical Laboratories – LM 162
Course Website: Access through PORTAL

TA: Katie Stuart-Lahman --- katie.stuart@mail.utoronto.ca
Matt Parbst --- matt.parbst@mail.utoronto.ca

Sociology Department Website: sociology.utoronto.ca
Faculty of Arts and Science Website: www.artsci.utoronto.ca

COURSE DESCRIPTION

This course offers an overview of the link between social inequality and emotional inequality, focusing on differences in mental health across social groups and the role of stress and coping resources in explaining group differences. We will be examining theoretical and empirical models of distress, the implication of the stigma of mental illness, and the modes of mental health treatment. Special attention will be focused on the factors that lead to distress and the implications that mental health diagnoses have on social engagement.

PREREQUISITE: A 200+ level SOC course, or a 200+ level PSY course. Students without the prerequisite will be removed at any time discovered.

COURSE GOALS AND LEARNING OBJECTIVES

- 1) Students will be able to identify and apply the stress process to understanding the production of distress across groups and the life course.
- 2) Students will learning how to access and critically evaluate scholarly work.
- 3) Students will critically evaluate the impact of mental health labels on the production and management of distress.

Some Comments About My Teaching Pedagogy and Methods (and some practical tips)

This course has a considerable amount of reading and writing on the tests. You will be expected to do the required readings before coming to lecture so that you can be an active participant in the class. Even though it is important to master the core material of the course, it is also very important for students to be critical and analytic consumers of what they read. You should ask

yourself a few questions as you read: what are the main points that the author is trying to make? How do each of the articles relate to each other or contradict each other? What are the common themes across the readings? What implications do these readings have for how we understand punishment? What are the strengths and weaknesses of the readings? Being able to answer these questions will help you prepare for your test as well as to engage with the material on a more analytical basis. Simply regurgitating reading material will not serve you well in this course. If you are unsure about how to approach a specific reading or you are confused about what you should be getting out of the reading, please come speak to me during office hours. I cannot help you if you do not seek my help.

I will encourage a vibrant, open, and respectful class discussion on the course material. Since some of the topics we will be covering may be sensitive in nature, students are expected to conduct themselves in a professional manner. I want to foster an environment where divergent ideas are welcome and I encourage you to participate in class discussions. We are all responsible for making this course thrive and I am really looking forward to learning from each of you.

REQUIRED TEXTS:

Readings will be available on blackboard unless otherwise noted. See class schedule for weekly reading list.

ASSIGNMENTS AND GRADING POLICIES:

<u>Assignment/Test</u>	<u>Date Due</u>	<u>Weight</u>
Participation	Daily	10%
Test 1	January 30	30%
Test 2	March 6	30%
Final Exam	TBA	30%

DESCRIPTION OF ASSIGNMENTS:

Participation (10%, each class)

Throughout the course you will be required to do 10 mini in-class assignments based on the readings and weekly topics. You could be asked to summarize the main arguments of a specific reading, compare and contrast readings, provide a critical evaluation of a reading, etc. You may also be asked to contribute comments to the relevant discussion link posted on Blackboard. The purpose of these tasks is to keep you focused on the readings and to demonstrate your engagement with the course material. They will also serve as preparation for the mid-term test and the final exam. It is essential that students keep up with the readings. There are no make-up options for these tasks. The lowest mark will be deleted. Students who do not attend a class will forfeit that week's participation mark. There is no make-up opportunity for these assignments. Even though these assignments may not seem to be worth a lot, failure to participate in class will have an impact on your final grade.

In Class Tests (30% each, January 30, March 6)

The term tests will consist of multiple choice, short answer and essay questions. The questions are designed to capture the main concepts, themes, and debates within the course. These questions will be based on our class discussions and the required readings. The in-class test includes all the material up to and including the class before the test. It is the student's responsibility to ensure that they have read all material. The term test will take place in class on **January 30 and March 6**. The test is closed book, which means that no outside material or aids will be permitted. The tests will cover all lecture and readings assigned in the syllabus even if they have not been explicitly covered in class.

Students who miss the test should not presume that they would be able to write a make-up test. The decision to grade a make-up test is at the sole discretion of the instructor. Students who miss a test must submit officially acceptable University of Toronto documentation outlining the specific reason why the student was unable to write the test on the assigned date. The reason for missing test must be beyond a student's control (personal illness, religious observances, court subpoena, funeral). Requests for make-up tests based on other course workload, employment, childcare, transportation, poor time management, etc. will not be granted.

The date for the make-up tests will be announced after each test.

Final exam (30%, TBA)

The final exam will consist of multiple choice, short answer and essay questions. The questions are designed to capture the main concepts, themes, and debates within the course. These questions will be based on our class discussions and the required readings. The in-class test includes all the material up to and including the class before the test. It is the student's responsibility to ensure that they have read all material. The exam will cover all lecture and readings assigned in the syllabus even if they have not been explicitly covered in class.

Academic Integrity and Academic Offences

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 rulebook 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.

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. I take plagiarism very seriously and will forward suspected cases to the proper authorities. 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.

COURSE PROCEDURES AND RULES

1. Electronic communication and electronic learning technology: Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Please post all course content and reading content questions directly onto the discussion board on Blackboard. Given the size of the class, email should only be used for issues not related to specific course material. Students are encouraged to speak with the instructor about questions and concerns during office hours. The instructor and TA will not answer private email questions about course content.
- All course communication should be conducted through Blackboard or your Utormail account. Emails from non-University of Toronto email accounts will automatically be deleted and will receive no response.
- All emails must include the course code (e.g., SOC363) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within **48 hours** of receipt. Please do not send a repeat email (e.g., “did you get my email?”).
- Please treat emails as you would any other professional communication. It is good practice to open with a professional greeting (e.g, “Dear Professor X”), use full sentences, stay focused and to the point, and strive for a coherent and sensible email.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.

- All general questions about the course that are **NOT** addressed on the syllabus and course website will either be answered in class or posted to the 'general inquiries' section of the Blackboard discussion board, when questions may be applicable to the class in general. If you can't figure something out, chances are your inquiry will be useful for the entire class. Answers to specific questions pertaining to course material or individual issues related to course assignments will be answered either by e-mail or during office hours.

Emails that do not follow these guidelines will not receive a response.

2. Religious observance

Information about the university's policy on scheduling of classes and examinations and other accommodations for religious observances is available at:

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

3. **Grade appeals.** The instructor takes the marking of assignments very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply alert the instructor of the error.
- You will have the opportunity to view each test once they are marked. You will need to take notes at the test viewing about what you feel was unfairly graded. The TAs will **NOT** discuss how things were graded or engage in a discussion about your marks at the test viewing. All grade appeals are to be submitted to the instructor. The instructor will then regard your whole test, so make sure your requests for more marks are worth a grade appeal.
- In the case of more substantive appeals, you must:
 1. Wait at least **48 hours** after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader's comments, and so forth.
 3. Please note that academic scholarship is **merit-based, not need-based**. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact *earned* a higher grade than you were awarded. **All appeals must be received within 7 days of receiving your mark.**

If you wish to appeal:

 - A. You may submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Please also note that upon a re-grade your mark may go down, stay the same, or go up.
 - B. Attach to your written explanation, your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours.
 - C. You will receive a response via email or in person about your re-grade. Please note all decisions are final. The decision to re-grade is at the sole discretion of the instructor.

5. Classroom rules

Students are expected to arrive at class on time, to turn off all electronic communication devices, and to use laptops **only** for note taking. Other uses (e.g., emailing, web surfing, Facebook) will result in the student being required to turn off the laptop and not to bring it to future sessions of the course. Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

6. Adding and dropping this course

- Students who wish to add this course should, whenever possible, attend all lectures, do the assigned reading, and complete all assignments (which will be graded if and when the student is successful in adding the course). It is the student's responsibility to speak with peers in the course to catch-up on missed material, etc. Please see the Faculty of Arts & Science website for further assistance with course registration. The instructor does not have the ability to add students to the course.
- Students wishing to add the course must do so through ROSI and/or the Registrar's office. You should not contact the instructor about adding the course.
- The last day to drop this course without academic penalty is **March 9, 2014**. In keeping with university policy assignment(s)/test(s) worth **10%** percent of your final mark will be graded and returned prior to that date.

7. Student Resources

Accessibility & Diversity

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the instructor and/or the **AccessAbility Centre** as soon as possible. The sooner you contact them and let me know your needs, the quicker we can assist you in achieving your learning goals for this course. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. To schedule a registration appointment with a disability advisor, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can be dynamic (i.e., change over time) and will do our best to accommodate you.

COURSE SCHEDULE

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

PART 1: INTRODUCTION: STRESS PROCESSES AND MENTAL HEALTH

January 9: Introduction: The Sociological Study of Stress Processes and Outcomes

Pearlin, Leonard I. 1999. "The Stress Process Revisited: Reflections on Concepts and Their Interrelationships." Pp. 395-415 in *The Handbook of the Sociology of Mental Health*, edited by C. S. Aneshensel and J. C. Phelan. New York: Kluwer.

January 16: The Stress Process and Measuring Social Stress

Wheaton, Blair and Shirin Montazer. 2009. "Stressors, Stress, and Distress." Pp. 171-199 in *A Handbook for the Study of Mental Health*, edited by Scheid and Brown. 2nd Edition. KluwerAcademic/Plenum.

Mirowsky, John and Catherine Ross: *Social Causes of Psychological Distress*, pp. 159 – 170.

Mirowsky, John and Catherine E. Ross. 1990. "Control or Defense?: Depression and the Sense of Control over Good and Bad Outcomes." *Journal of Health and Social Behavior* 31: 71-86.

January 23: Conceptualizing and Measuring Distress

Horwitz, Allan V. 2007. "Distinguishing Distress from Disorder as Psychological Outcomes of Stressful Social Arrangements." *Health* 11(3):273-289.

Wheaton, Blair. 2007. "The Twain Meet: Distress, Disorder and the Continuing Conundrum of Categories (comment on Horwitz)." *Health* 11(3):303-319.

January 30: Test 1 [covers all text and lecture/discussion materials from January 9, 16, and 23]

PART 2. BASIC SOCIAL PATTERNS AND CONTEXTS

February 6: Basic Social Patterns

Schieman, Scott., Karen van Gundy, and John Taylor. 2001. "Status, Role, and Resource Explanations for Age Patterns in Psychological Distress" *Journal of Health and Social Behavior*, 42(1): 80-96.

John Mirowsky., and Catherine Ross. 1992. "Age and Depression." *Journal of Health and Social Behavior* 33: 187-205

February 13: Stress in the Work-Family Interface

Simon, Robin. 1995. "Gender, Multiple Roles, Role Meaning, and Mental Health." *Journal of Health and Social Behavior* 36:182–194.

Glavin, Paul, Scott Schieman, and Sarah Reid. 2011. "Boundary-Spanning Work Demands and their Consequences for Guilt and Psychological Distress" *Journal of Health and Social Behavior* 52(1):43-57.

Schieman, Scott and Paul Glavin. 2011. "Education and Work-Family Conflict: Explanations, Contingencies, and Mental Health Consequences." *Social Forces* 89(4):1341-1362.

February 17-21 Reading Week

February 27: Neighbourhood Effects

Schieman, Scott., Leonard Pearlin, and Stephen Meersman. 2006.

“Neighborhood Disadvantage and Anger among Older Adults: Social Comparisons as Effect Modifiers.” *Journal of Health and Social Behavior* 47(2): 156- 172.

Aneshensel, Carol. S. 2009. “Neighborhood as a Social Context of the Stress Process.” Pp. 35-52 in *Advances in the Conceptualization of the Stress Process*. Edited by Avison, Aneshensel, Schieman, and Wheaton. New York: Springer.

Ross, Catherine., John Mirowsky., and Shana Pribesh. 2001. “Powerlessness and the Amplification of Threat: Neighborhood Disadvantage, Disorder, and Mistrust.” *American Sociological Review*, 66 (4): 568-591. Stable URL: <http://www.jstor.org/stable/3088923>.

March 6: Test 2 [covers all text and lecture/discussion materials from February 6, 13, and 28]

PART 3. SOCIAL CONSEQUENCES OF MENTAL ILLNESS

March 13: Mental Hospitalization, Deinstitutionalization, and Civil Commitment

Scull, Andrew. 1976. “The Decarceration of the Mentally Ill: A Critical View” *Politics Society* 6: 173-211.

Rosenhan, David. 1974. “On Being Sane in Insane Places.” *Clinical Social Work Journal* 2(4): 237-256.

Dowdall, George. W. 1999. “Mental Hospitals and Deinstitutionalization.” In C. Aneshensel & J.C. Phelan (Eds) *Handbook of the Sociology of Mental Health*. New York: Springer.

March 20: Stigma of Mental Illness

Link, Bruce G., & Phelan, Jo C. 2001. “Conceptualizing Stigma.” *Annual Review of Sociology* 27:363-385.

Phelan, Jo. C., Link, Bruce G., Stueve, Ann., & Pescosolido, Bernice A. 2000. “Public Conceptions of Mental Illness in 1950 and 1996: What is Mental Illness and is it to be Feared?” *Journal of Health and Social Behavior* 41(2):188-207.

Corrigan, Patrick., Amy Watson., and Frederick Miler. 2006. “Blame, Shame, and Contamination: The Impact of Mental Illness and Drug Dependence Stigma on Family Members” *Journal of Family Psychology* 20 (2): 239–246. Stable URL: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/08933200/v20i0002/2_39_bsactiddsofm

March 27: Managing Mental Illness in the Criminal Justice System

Haney, Craig. 2003. “Mental Health Issues in Long-term Solitary and Supermax Confinement.” *Crime & Delinquency* 49(1): 124-156. Stable URL:

<http://journals1.scholarsportal.info/myaccess.library.utoronto.ca/tmp/288968995293592211.pdf>.

Lamb, Richard., and Linda Weinberger. 2005. "The Shift of Psychiatric Inpatient Care From Hospitals to Jails and Prisons." *Journal of the American Academy of Psychiatry and Law* 33: 529-34.

Chaimowitz, Gary. 2012. "The Criminalization of People With Mental Illness." *Canadian Journal of Psychiatry* 57(2): 1-6.

April 3: Review for Final Exam

Final EXAM TBA