

Department of Sociology  
University of Toronto  
**SOC363H1F: Sociology of Mental Health and Mental Disorders**  
*Summer 2014*  
Instructor Katie Stuart-Lahman

**Instructor:** Katie Stuart-Lahman

**Class Time:** Tuesdays & Thursdays 5:10-7:00 pm

**Class Location:** LM162

**Office Hours:** Tuesdays 2-3 pm (Room 225, Office A)

**Personal Office:** 725 Spadina Avenue, Room 264

**E-mail:** [katie.stuart@mail.utoronto.ca](mailto:katie.stuart@mail.utoronto.ca)

**TA:** Aya Bar Oz

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**Office Hours:** TBA

**Scope and Aims:** This course considers the influence of social environment and social experience on mental distress and disorder, focusing especially on differences in mental health across social groups, and explanations of these differences in terms of the exposure to different types of stress and access to social and personal coping resources. The emphasis is on recent trends in mental health research, while addressing traditional concerns as well. The course can be viewed as a logical sequence of issues that arise in considering the experiential course of a person at risk for mental health problems. We begin with the problem of defining and measuring disorder and distress, and then consider variations in mental health that are related to social position or category, such as social class, gender, race, marital status, and age. Ways of explaining mental disorder in socio-environmental or social psychological terms are considered next. The emphasis in this last section is on the role of stress and coping resources.

**POLICIES & REQUIREMENTS:**

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

**Exclusion:** SOC262Y1, SOC264H1

**COURSE DETAILS:**

**Required Readings:**

Schied, Teresa L., and Tony N. Brown, eds. 2010. *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. Cambridge University Press.

There will be additional required readings for this course; most will be available through the University of Toronto online article database.

## **EVALUATION:**

The course requirements include attendance at lectures, a final paper, a midterm, and a final exam. The final course mark is broken down as follows:

<b>Discussion Questions</b>	10%
<b>Test #1</b>	30%
<b>Research Paper</b>	30%
<b>Final Exam</b>	30%

**Discussion Questions:** You will be required to generate **discussion questions** for each class during the semester, not including class #1 (minimum= 10 discussion questions). Each discussion question must relate to a different reading on the syllabus, and thus be about a unique topic. Discussion questions for each week are due **Thursdays at 5pm**, in lecture.

Questions must be printed with your name and student on the top right hand corner, and you must separate questions by date. NOTE: No late discussion questions will be accepted. (Value = 10%).

Guidelines – Questions should be a critical evaluation of the **readings**. You should focus on the ability of a given article to contribute to our sociological understandings of health and mental health.

- You can write one “comprehensive” question or a series of questions
- Questions should be *critical* not substantive in nature.
- Questions can focus on one reading; however, questions that attempt to make a connection among several of the weeks readings will be rewarded.
- Make reference to particular authors and/or page numbers.
- Try to avoid personal or emotional reactions to articles, unless that reaction is rooted in course-content and/or based in sociological thinking.

**Midterm Test:** The midterm test will be held during class time on **May 29<sup>th</sup>**, and will cover the content covered on the syllabus prior to that date. The structure of the tests is to be determined, but will likely consist of definitions, multiple choice and short answer questions. (Value = 30%)

**Research Paper:** You will be required to write a final research paper that will be due on **June 19<sup>th</sup>** by 5pm on Blackboard and Turnitin.com (paper copies will not be accepted). The purpose of the paper is to apply concepts and theories discussed in the course. This is a research paper and as such you must **utilize at least 6 different references from the course syllabus and at least 4 other academic references not listed on the syllabus**. This paper will be a case study of someone you know, using course concepts and findings to help explain (a) their emotional or psychological problems, or alternatively, (b) to help explain why they do *not* have problems given a high-risk life history. The anonymity of the person must be protected. Your current knowledge of the person and their life circumstances must be sufficient to write the paper. Further direction will be provided closer to the due date. NOTE: This paper must be written as a formal research paper, which will include a proper introduction and conclusion. (Value = 30%)

**NOTE:** This assignment is to be handed in submitted online via Blackboard AND via Turnitin.com by the start of the lecture. Assignments handed in after 5:10pm on the due date will be considered late. Late assignments will be penalized 5% per day late (weekends = 1 day). Assignments submitted more than 5 business days after the deadline will NOT be accepted. Failure to turn in your documents to either Blackboard or Turnitin.com will result in a grade of 0 on the assignment. Students are required to contact the instructor within 24 hours of missing a deadline, in order to make appropriate accommodations.

**Class ID:** 8009654

**Enrollment Password:** health14

**Final Exam:** Your final examination will be cumulative, with a heavier focus on materials presented after the midterm test, and will be held on *Thursday June 26<sup>th</sup>* (5-7pm). The structure of the final exam is to be determined, but will likely consist of definitions, multiple choice and short/long answer questions. More details will be presented closer to the end of the semester. (Value = 30%)

## **RULES & REGULATIONS**

**Plagiarism:** cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices accepted by teachers in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source. But more than this is involved in citing properly, so read “HOW NOT TO PLAGIARIZE” at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

**Submitting the same work for more than one course:** Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

### **Submitting Final Paper:**

Your assignments must be submitted online via Blackboard AND via Turnitin.com by the start of the lecture. The Blackboard submission no longer automatically syncs with Turnitin.com, a website designed to review assignments for textual similarity and detection of possible plagiarism, as such students **MUST** submit to both Blackboard and Turnitin.com. In turning in your assignment to Turnitin.com, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com website. Students have the choice to opt out of Turnitin.com. If you wish to do so, however, you must meet with the instructor in person at least 10 days before each assignment deadline to justify your request and to make alternative arrangements for submission. Students who wish to opt-out must submit copies of all outlines and drafts of their work, as well as copies of the works they have cited.

**Make-up tests:** students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within 48 hours** of the missed test, students who wish to write the make-up test must send or give their instructor a written request for special consideration, which explains why the test was missed. A request should be accompanied by contact information (the student’s telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below) in a sealed envelope addressed to the instructor. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. **NOTE:** This only applies to the midterm test, missing a final exam must be dealt with by the College Registrars office.

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Simply telling the professor or TA why you missed a deadline or a test will not be considered sufficient.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours. An email must be sent to the TA or Instructor notifying them that the Verification form has been submitted.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours. Again, an email must be sent to the TA or Instructor notifying them that the Verification form has been submitted.

**Accessibility needs:** The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

**E-mail policy:** Only e-mails received from utoronto.ca e-mail accounts will be accepted. Please include SOC363 in the subject of your e-mail. Replies can be expected within 48-hours of sending. **DO NOT** send emails asking questions that can easily be answered by the syllabus, on blackboard or in the lecture notes – they will **not** be responded to.

#### **COURSE OUTLINE AND SCHEDULED READINGS**

	<b>WEEK</b>	<b>HEADING</b>
1	<b>May 13</b>	Introduction/Overview
2	<b>May 15</b>	Stress Theories & Stress Process Model (SPM)
3	<b>May 20</b>	SPM Cont. – Mediators & Moderators <i>*Guest Speaker: Atsushi Narisada</i>
4	<b>May 22</b>	SPM Cont. – Outcomes: Definition & Measurement
5	<b>May 27</b>	Epidemiological Patterns
6	<b>May 29</b>	<b>TEST #1</b>
7	<b>June 3</b>	EP1: SES & Age
8	<b>June 5</b>	EP2: Race, Ethnicity & Immigration <i>*Guest Speaker: Marie-Pier Joly</i>
9	<b>June 10</b>	EP3: Gender, Marital Status & Sexuality
10	<b>June 12</b>	EP4: Neighborhood & Context
11	<b>June 17</b>	Discrimination & Traumatic Events
12	<b>June 19</b>	Mental Health and the Justice System <i>*Research Paper due by 5pm on Blackboard and Turnitin.com</i>

#### **READING SCHEDULE<sup>1</sup>**

\*\* Indicates that the reading can be found in your required text:

Schied, Teresa L., and Tony N. Brown, eds. 2010. *A Handbook for the Study of Mental Health: Social*

<sup>1</sup> Reading schedule is tentative and can be altered.

**MAY 13: Introduction/Overview to the Sociology of Mental Health**

Wheaton, B. 2001. "The Role of Sociology in the Study of Mental Health ... and the Role of Mental Health in the Study of Sociology." *Journal of Health And Social Behavior* 42(3):221–34. (Pages 221-224 and 227-230 only)

**MAY 15: Stress Theories & Stress Process Model (SPM)**

\*\* Ch 9: Wheaton, B & S. Montazer. 2010. "Stressors, stress and distress".

**MAY 20: SPM Cont. – Mediators & Moderators**

\*\*Ch 10: Turner, R.J. & R.L. Brown. 2010 "Social Support and Mental Health".

Mirowsky, J. & C.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.

**MAY 22: SPM Cont. – Outcomes: Definition and Measurement of Mental Disorder**

\*\*Ch 2: Wakefield, Jerome C. 2010. "The Measurement of Mental Disorder."

**MAY 27: Epidemiological Patterns**

\*\*Ch 3: Kessler, R.C. 2010. "The Prevalence of Mental Illness."

**MAY 29: MIDTERM TEST**

**JUNE 3: SES & Age**

\*\*Ch 12: Eaton, W.W, C. Muntaner and J. C. Sapag. 2010. "Socioeconomic Stratification and Mental Disorder."

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

**JUNE 5: Race, Ethnicity & Immigration**

\*\*Ch 14: Williams, D. R., M. Costa & J. P. Leavell. 2010. "Race and Mental Health: Patterns and Challenges."

Noh, Samuel & William R. Avison. 1996. "Asian Immigrants and the Stress Proces: A Study of Koreans in Canada." *Journal of Health and Social Behaviour* 37(June):192-206.

**JUNE 10: Gender, Marital Status & Sexuality**

\*\*Ch 13: Rosenfield, S. "Gender and Mental Health: Do Men and Women Have Different Amounts or Types of Problems?".

Meyer, Ilan H. 2003. "Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations: Conceptual Issues and Research Evidence." *Psychological Bulletin*. 129(5): 674-697.

Ueno, Koji. 2005. "Sexual Orientation and Psychological Distress in Adolescence: Examining Interpersonal Stressors and Social Support Processes." *Social Psychology Quarterly*. 68(3):258-277.

**JUNE 12: Neighbourhood Context**

Aneshensel, C.S. & C.A. Sucoff. 1996. "The Neighborhood Context of Adolescent Mental Health."

Wheaton, B. & Philippa C. 2003. "Space Meets Time: Integrating Temporal and Contextual Influences on Mental Health in Early Adulthood." *American Sociological Review* 68: 680-706.

**JUNE 17: Discrimination, Stigma & Traumatic Events**

Brown, T.N., David R. J.S. Williams, H.W. Jackson, M.T. Neighbors, S.L. Sellers and K. T. Brown. 2000. "'Being black and feeling blue': the mental health consequences of racial discrimination." *Race and Society*. 2(2):117-131.

Phelan, Jo. C., B.G. Link, A. Stueve, Ann., and B.A. Pescosolido. 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.

Kessler, Ronald. 2008. "Trends in mental illness and suicidality after Hurricane Katrina." *Molecular Psychiatry*. 13(4): 374-384

OR

Knudsen, H.K., P. M. Roman, J. A. Johnson and L. J. Ducharme. 2005. "A Changed America? The Effects of September 11th on Depressive Symptoms and Alcohol Consumption." *Journal of Health and Social Behavior*. 46(3):260-273.

**JUNE 19: Mental Health and the Justice System**

Readings TBA

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