

**SOCIOLOGY 363H1S:
THE SOCIOLOGY OF MENTAL HEALTH AND MENTAL DISORDERS**

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Winter, 2019**

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Web Site: Quercus.

Time: Tuesday 12-2

Place: SS 2102

T.As

Calendar Description

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.

Prerequisite

The prerequisite for Sociology 363 is 1.0 SOC at the 200 level or higher. Students without the prerequisite will be removed from the course when discovered.

Overview

This course considers the influence of social environment and social experience on mental distress and disorder, focusing especially on differences in mental health by social statuses and across groups, and explanations of these differences in terms of exposure to different types of stress and access to coping resources which counteract the effects of stress.

A sociological perspective on mental health typically uses mental health as a “social mirror” --- an efficient marker which “reflects” the emotional consequences of experience in varying social environments, social conditions, and both social contexts and individual histories in individual’s lives.

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, followed by a consideration of

international social patterns in mental health, and then we consider variations in mental health that are related to social position or category, such as social class, gender, race, and marital status, immigration, and stage of life.

We then introduce the Stress Process model as an organizing framework for explaining the role of social inequality and social experience in mental health. This section introduces the basic components of this model, with an emphasis on varieties of stressors and coping resources. Given a person with a mental health problem, then, the next section considers the life consequences of these problems, focusing as examples on education, marriage, and work. Finally, we consider important themes in recent mental health research as “Special Topics”, focusing this year on the impact of social contexts such as neighbourhoods, workplaces, schools, and communities, of social media, and of macro-stressful events, such as mass violence and disasters.

My approach in this course is to consider the better-known and/or most prevalent disorders and problems, including depression, anxiety disorders, and substance abuse. We do not restrict our attention to disorders, however. A good deal of the important differences in mental health in a population are not captured by only focusing on disorder. I will discuss mental health issues in terms of a gradient of problems from the minor to the severe, thus including those with real problems but who do not qualify for specific diagnoses.

Required Work

Tests

I will give one term test (short-answer), three random pop quizzes in class, and a final exam. Note that the test and the final are *non-cumulative*. At least one of the three pop quizzes will occur before the test, and one after. The third may occur at any time. Quizzes will be short, and take only a few minutes. Each test is worth 5 points: signing your name is worth 2 points; answering a question about the previous class will add 2 point, and answering a question about the current class will add 1 point.

The term test will be *short answer* only, but the final will be short answer plus one short essay, based on your choice of two questions. The short-answer sections of tests are unique in format. Basically, types of responses vary by the type of question. Some questions are multiple choice, some are fill-in-the-blank, some ask you to choose the correct word to complete a sentence, and some require a phrase or sentence response. Questions focus on evaluating your awareness and understanding of the basic theories, concepts, hypotheses, and findings discussed *in both readings and lectures*. No short-answer questions necessitating an "opinion" to be defended will be included.

Term Work

All students will post comments for *two* readings before the first test online. Each comment is a few paragraphs in length – no more. You will be responsible for a total of four comments on *highlighted readings in the reading list* – **note: ONLY highlighted readings**. There

are fifteen (15) highlighted readings to select from – 7 before the test, and 8 after. The final two comments will be posted *after* the term test.

Your grade on the first two comments will be reported to you at the same time as the term test.

T.A.s will grade comments as a group, rather than one by one. This is fairer, and more reliable as well. Guidelines about comments will be posted on the Quercus web site.

All comments are due before 12 noon on the day of class where that reading is assigned or is listed as optional. Once a reading has been discussed in class, you cannot post on that reading.

You will post comments in a secure area of the Quercus web site. You MAY submit multiple comments on readings on the same date.

Comments can raise critical questions, argue for the importance of the reading and its contribution, suggest what is missing and should be considered, connect the reading to other readings, or propose research which follows up the reading and resolves questions in the reading or tests the generality of findings in the reading. These comments should mention the parts of the paper that led to the comment you make, but you also need to be clear that you have read the entire paper. Guidelines about comments will be posted on the web site.

Each comment you submit should be about two to three paragraphs single-spaced. *As guidance only*, we suggest comments should be between 150 and 300 words.

Important -- After the Test: After the first test, you will submit one comment on readings after the test using the 150-300 word limit, and one additional *longer* comment., approximately 3 single spaced pages in length. As a guideline, this should be about 1000-1200 words. This longer critique is a more comprehensive review of the reading, including its strengths and weaknesses, and a more substantial focus on the theory, research question, issues raised, findings, and future directions. Emphasis in this critique should shift more to your view of research which should be done to generalize, challenge, or extend the reading you choose.

Reading

Readings are listed by topic in the reading list. All readings will be posted on Quercus. Note two important issues about these readings: 1) readings highlighted in green are the only readings available for posting comments. You must select from these readings; 2) Optional readings in some sections can be used for comments, but will not be formally included as material for exams. In some cases, I will cover some material from the optional readings in class. Exam questions on optional readings will be restricted to whatever is covered in class.

Due Dates for Work:

Provisional due dates for required work are as follows:

Work	Date	Weights
1. Before term test: 2 posted comments.	Before noon day of class	5% each
2. Term test	February 12	20%
3. After term test: 1 shorter posted comment. A 3-page longer comment on one reading	Before noon day of class Before noon day of class	5% 20%
3. Three pop quizzes in class	unknown	5% each
4. Final exam	exam period	30%

Please note: There are no late comments. There is plenty of choice available in submitting comments. If you fail to submit 4 comments, you will lose that portion of your grade.

Quercus

Quercus will be used in this course primarily for three purposes: 1) I will post required readings there; 2) You will post comments about readings on the discussion board; and 3) I will post most lecture Power Point materials there.

Required Reading

I have decided not to use a textbook in this course this year. Instead, all required readings will be posted on the course website.

Class slides will also be posted online. They are quite detailed, but not detailed enough to understand without attending class.

Class Schedule

Date	Section / Topic	Readings
January 8	1. Sociological Approach	Aneshensel
January 15	2.1 and 2.2 Definition and Measurement	Wakefield Wheaton <i>Optional:</i> Schnittker.
January 22	3.1 Patterns 3.2 Social Class	Kessler (both), Lee Eaton

<i>Date</i>	<i>Section / Topic</i>	<i>Readings</i>
January 29	3.3 Gender 3.4 Marriage and Relationships Status	Rosenfield and Smith Williams et al. Simon (both)
February 5	3.5 Race, Immigration 3.6 Age and the Life Course	Brown Montazer and Wheaton Louie and Wheaton <i>Optional: Hughes Joly and Wheaton</i> Mirowsky and Ross
February 12	Term Test	
February 19	Reading Week	
February 26	4.1 and 4.2 Stress	Turner Wheaton Wheaton et al
March 5	4.2 and 4.3 Stress and Coping	Kawachi and Berkman Mirowsky and Ross Ross and Mirowsky Taylor and Brown
March 12	5.1 Life Consequences	Breslau Kessler
March 19	5.2 Social Contexts	Aneshensel Leventhal <i>Optional: Kessler et al. Milkie and Warner</i>
March 26	5.3 Social Media	Pantic Kross et al. Kraut et al
April 2	5.4 Mass Violence and Disasters	Wheaton and Montazer McGinty Walkup and Rubin <i>Optional: Galea et al.</i>

Student Accommodations

Please see me if you have a disability or other need that requires accommodation or classroom modification. I will be glad to help you in whatever way I can.

Missed Deadlines

In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is acceptable but **MUST** indicate the start and anticipated end date of the illness. The original form must be given to me in person, within 10 business days, with the opportunity for me to make a Xerox copy. Forms that are scanned or Xeroxed will not be accepted.

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).

Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Students should be aware that turning in an old paper, or large parts thereof, for credit in a second course, is considered an academic offense. Please see the "Code of Behaviour on Academic Matters" (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

Appointments

I do not hold specific office hours. Instead, you can phone the number on the first page and arrange an appointment at any time, or email me to set up an appointment. I am in my office on most days.

TOPICS/READING LIST

1. THE SOCIOLOGICAL STUDY OF MENTAL HEALTH.

Carol S. Aneshensel, Jo C. Phelan, and Alex Bierman. "The Sociology of Mental Health: Surveying the Field." Pp. 1-23 in Carol S. Aneshensel, Jo, C. Phelan, and Alex Bierman (eds.). *Handbook of the Sociology of Mental Health*. New York: Springer, 2013.

2. DEFINITION AND MEASUREMENT OF MENTAL DISORDER AND DISTRESS

Jerome C. Wakefield. 2010. "The Measurement of Mental Disorder." Pp. 20-45 in Scheid and Brown, (eds.) *A Handbook for the Study of Mental Health, Second Edition*. New York: Cambridge University Press.

Wheaton, Blair. 2007. "The twain meet: distress, disorder and the continuing conundrum of categories." *Health* 11(3):303-319.

Optional:

Schnittker, Jason. "The Proximity of Common Unhappiness and Misery." *Society and Mental Health* 2012: 135-153.

3. THE SOCIAL DISTRIBUTION OF MENTAL HEALTH

3.1 Epidemiological Patterns

Kessler, Ronald C., Patricia A. Berglund, Olga Demler, Robert Jin, Kathleen R. Merikangas and Ellen E. Walters. 2005. "Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication." *Archives of General Psychiatry* 62(6):593-602.

Kessler, Ronald C., et al., 2007. "Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's World Mental Health Survey Initiative" *World Psychiatry*: 168-176.

Lee, Sing, Adley Tsang, Ming-Yuan Zhang, Yue-Qin Huang, Yan-Ling He, Zhao-Rui Liu, Yu-Cun Shen and Ronald C. Kessler. 2007. "Lifetime prevalence and inter-cohort variation in DSM-IV disorders in metropolitan China." *Psychological Medicine* 37(1):61-71.

3.2 Social Class.

William W. Eaton, Carles Muntaner, and Jaime C. Sapag. 2010. "Socioeconomic Stratification and Mental Disorder." Pp. 226-256 in Scheid and Brown, (eds.) *A Handbook for the Study of Mental Health, Second Edition*. New York: Cambridge University Press.

3.3 Gender

Sarah Rosenfield and Dena Smith. "Gender and Mental Health: Do Men and Women Have Different Amounts or Types of Problems?" Pp. 256-268 in Scheid and Brown, (eds.) *A Handbook for the Study of Mental Health, Second Edition*. New York: Cambridge University Press.

3.4 Marriage and Relationships

Kristi Williams, Adrienne Frech, and Daniel Carlson. "Marital Status and Mental Health." Pp. 306-320 in Scheid and Brown, (eds.) *A Handbook for the Study of Mental Health, Second Edition*. New York: Cambridge University Press.

Simon, Robin 2002. "Revisiting the Relationships among Gender, Marital Status, and Mental Health." *The American Journal of Sociology* 107:4 (1065-1096) .

Simon, Robin, and Anne Barrett. 2010. "Nonmarital Romantic Relationships and Mental Health in Early Adulthood: Does the Association Differ for Women and Men?". *Journal of Health and Social Behavior* 51: 168-182.

3.5 Race, Ethnicity, and Immigration

Tony N. Brown. "Race, Nativity, Ethnicity, and Cultural Influences in the Sociology of Mental Health." Pp. 255-276 in Carol S. Aneshensel, Jo, C. Phelan, and Alex Bierman (eds.). *Handbook of the Sociology of Mental Health*. New York: Springer, 2012.

Shirin Montazer and Blair Wheaton. 2017. "Economic Conditions in Countries of Origin and Trajectories in Distress after Migration to Canada: Results from the National Population Health Survey." *Society and Mental Health* 7, #1: 1-20

Patricia Louie and Blair Wheaton. 2017. "The Black-White Paradox Revisited: Mental Disorder in Three Cohorts of Black and White Americans". Draft.

Optional:

Hughes, M., Kiecolt, K. J., Keith, V. M., & Demo, D. H. (2015). Racial identity and well-being among African Americans. *Social Psychology Quarterly*, 0190272514554043

Marie-Pier Joly, and Blair Wheaton. 2015. "The Impact of Armed Conflict in the Country of Origin on Mental Health after Migration to Canada." *Society and Mental Health* 5: 86-105.

3.6 Age and the Life Course

Mirowsky, John, and Catherine Ross. 2010. "Well-Being Across the Life Course." Pp. 361-383 in Scheid and Brown, (eds.) *A Handbook for the Study of Mental Health, Second Edition*. New York: Cambridge University Press.

4. EXPLANATIONS OF SOCIAL DIFFERENCES

4.1 The Stress Process Model

Blair Wheaton. 2009. "The Stress Process as a Successful Paradigm:." Pp. 231-252 in William R. Avison, Carol S. Aneshensel, Scott Schieman, and Blair Wheaton (eds.), *Advances in the Conceptualization of the Stress Process*. New York: Springer.

R. Jay Turner. 2009. "Understanding Health Disparities: The Promise of the Stress Process Model." Pp. 3-22 in William R. Avison, Carol S. Aneshensel, Scott Schieman, and Blair Wheaton (eds.), *Advances in the Conceptualization of the Stress Process*. New York: Springer.

4.2 Stress

Blair Wheaton, Marisa Young, Shirin Montazer, and Katie Stuart-Lahman. 2012. "Social Stress in the 21st Century." Pp. 299-325 in Carol S. Aneshensel, Jo, C. Phelan, and Alex Bierman (eds.). *Handbook of the Sociology of Mental Health*. New York: Springer, 2013.

4.3 Coping Resources and Coping Behavior.

Kawachi, I., & Berkman, L. F. (2001). Social ties and mental health. *Journal of Urban Health*, 78(3), 458-467.

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

Taylor, Shelley E.; Brown, Jonathon D. "Illusion and well-being: A social psychological perspective on mental health." *Psychological Bulletin*, Vol 103(2), Mar 1988, 193-210.

Ross, Catherine E., and John Mirowsky. 1989 "Explaining the Social Patterns of Depression: Control and Problem-solving or Support and None Talking." *Journal of Health and Social Behavior*. 30(2,Jun): 206-19.

5. SPECIAL TOPICS

5.1 Life Consequences Of Mental Health Problems

Breslau, Joshua, Michael Lane, Nancy Sampson and Ronald C. Kessler. 2008. "Mental disorders and subsequent educational attainment in a US national sample." *Journal of Psychiatric Research* 42(9):708-716.

Kessler, Ronald C., Hagop S. Akiskal, Minnie Ames, Howard Birnbaum, Paul Greenberg, Robert M. A. Hirschfeld, Robert Jin, Kathleen R. Merikangas, Gregory E. Simon and Philip S. Wang. 2006. "Prevalence and effects of mood disorders on work performance in a nationally representative sample of U.S. workers." *The American Journal of Psychiatry* 163(9):1561-1568.

5.2 Social Contexts

Carol Aneshensel . 2009. "Neighborhood as a Social Context of the Stress Process." Pp. 35-50 in William R. Avison, Carol S. Aneshensel, Scott Schieman, and Blair Wheaton (eds.), *Advances in the Conceptualization of the Stress Process*. New York: Springer.

Leventhal, Tama, et al., 2003. "Moving to Opportunity: an Experimental Study of Neighborhood Effects on Mental Health." *American Journal of Public Health* 93: 1576-1582.

Optional:

Ronald C. Kessler et al. 2014. "Housing Mobility Interventions for Children in High-Poverty Neighborhoods with Subsequent Mental Disorders During Adolescence." *Journal of the American Medical Association* 311: 937-947.

Melissa H. Milkie. and Catherine H. Warner. 2011. "Classroom Learning Environments and the Mental Health of First Grade Children." *Journal of Health and Social Behavior* 52: 4-22.

5.3 Social Media and Mental Health

Igor Pantic. 2014. "Online Social Networking and Mental Health." *Cyberpsychology, Behavior, and Social Networking* 17: 652-657.

Ethan Kross , Philippe Verduyn, Emre Demiralp, Jiyoun Park, David Seungjae Lee, Natalie Lin, Holly Shablack, John Jonides, Oscar Ybarra. 2013 "Facebook Use Predicts Declines in Subjective Well-Being in Young Adults". *PLOS / One* *: 1-6.

Robert Kraut, Michael Patterson, Vicki Lundmark, Sara Kiesler, Tridas Mulopadhyay, and William Sherlis. 1998. " Internet Paradox: A Social Technology that Reduces Social Involvement and Psychological Well-Being?" *American Psychologist* 55: 1017-1031.

5.4 Mass Violence and Disasters

Wheaton, Blair, and Shirin Montazer. 2016. "The Impact of 9/11 on the Subjective Welfare of Mid to Later Life Americans." Draft.

Emma E. McGinty, M.S., Daniel W. Webster, Sc.D., M.P.H., and Colleen L. Barry, Ph.D., M.P.P. 2013. Effects of News Media Messages About Mass Shootings on Attitudes Toward Persons With Serious Mental Illness and Public Support for Gun Control Policies . *American Journal of Psychiatry* 170: 494-501.

John T. Walkup, M.D., and David H. Rubin, M.D. 2013. Social Withdrawal and Violence — Newtown, Connecticut. *New England Journal of Medicine* 368: 399-401.

Optional

Sandro Galea, Chris R. Brewin, Michael Gruber, Russell T. Jones, Daniel W. King, Lynda A. King, Richard J. McNally, Robert J. Ursano, Maria Petukhova, Ronald C. Kessler, "Exposure to Hurricane-Related Stressors and Mental Illness After Hurricane Katrina." *Archives of General Psychiatry*. 2007: 64(12):1427-1434.