

SOCIOLOGY OF MENTAL HEALTH AND MENTAL DISORDERS (SOC363H1S)

University of Toronto
Department of Sociology
Summer 2020

Instructor: Amy Spendik
Email: amy.klassen@utoronto.ca
Office Hours: Tuesday and Thursday 4-5:45pm on Zoom or by appointment
Class Time/Room: Tuesday and Thursday 4-5:45 pm, Online on ZOOM (details below)
Course Website: Access through PORTAL

TA: TBA

Email:

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.

NOTE COURSE DELIVERY:

This course is will be delivered through recorded lectures that can be accessed at the students' leisure. I will be uploading the course lectures onto Quercus throughout the term. You will have also have access to all of the course readings on Quercus as well. If you are unable to download the readings, they are all accessible free of charge through the U of T library system. To be clear, students are NOT required to be logged onto Zoom in order to access course materials. I will; however, be available online over Zoom (see details below) during the scheduled class meeting times. You are not required to attend these sessions and you will not be at any academic disadvantage should you chose not to attend. I am making myself available for anyone who needs extra help or wants to discuss the course materials in a deeper way. I encourage you to make use of these sessions, but there is no grade attributed to this participation.

PREREQUISITE: 1.0 SOC FCE at the 200+ level

Exclusion: SOC334H1

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 in this course. You will be expected to do the required readings, listen to the lecture and complete the all assignments online Lectures will be uploaded onto Quercus throughout the term. 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 your 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 the class meeting times. 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 on the online discussion board. 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.

ZOOM MEETING INFORMATIONS

Topic: SOC 363 Class Meeting Times

Time: Jul 7, 2020 04:00 PM Eastern Time (US and Canada)

Every week on Tue, Thu, until Aug 11, 2020, 11 occurrence(s)

Jul 7, 2020 04:00 PM
 Jul 9, 2020 04:00 PM
 Jul 14, 2020 04:00 PM
 Jul 21, 2020 04:00 PM
 Jul 23, 2020 04:00 PM
 Jul 28, 2020 04:00 PM
 Jul 30, 2020 04:00 PM
 Aug 4, 2020 04:00 PM
 Aug 6, 2020 04:00 PM
 Aug 11, 2020 04:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly:

https://zoom.us/meeting/tJUscuyspzkuGNbAocZFCQs_HiR1XdV35eHW/ics?icsToken=98tyKuCprz4vHt2XtBuFRwcBY_4Z-jxmHpbjY1fvRDmOQZwUxDJHutwY4p7JouF

Join Zoom Meeting

<https://zoom.us/j/91155492422?pwd=cnNPcU92RmVLQzI3WHBIL1hSVm0ydz09>

Meeting ID: 911 5549 2422

Password: 0AAPdP

TURNITIN.COM Information

Class ID: 25192215

Enrolment Key: stress

REQUIRED TEXTS:

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

ASSIGNMENTS AND GRADING POLICIES:

Assignment/Test	Date Due	Weight
Daily Online Reflection/Participation	Daily	20%
Mid-Term Test	July 16	20%
Stress Process Assignment	July 28	30%
Podcast or Anti-Stigma Campaign	August 13	30%

The **penalty for late assignments** is **10%** per day (including weekends). No assignments will be accepted after 5 days (including weekends without a valid reason).

DESCRIPTION OF ASSIGNMENTS:

Participation (20%, each class, Step 1 at 6pm Monday and Wednesday, Step 2 at 9pm Tuesday and Thursday)

Throughout the course you will be required to do a discussion post on the Quercus discussion board for each class that does not have a test, unless otherwise indicated on the course schedule attached to this syllabus. You will be given a discussion post question that you are expected to draw from the readings and lecture material to complete. 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. 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 major course assignments. 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 submit both parts will forfeit that class's participation mark. There is no make-up opportunity for these tasks. Even though these assignments may not seem worth a lot, failure to participate in class will have an impact on your final grade.

STEP 1: You will be expected to make one original contribution to the discussion question by 6pm on the Monday or Wednesday before each class. There will be a discussion section devoted to each class topic. Your original post should be 2-3 paragraphs long and must draw on the reading and lecture material to answer the question. Please ensure proper referencing is used.

STEP 2: You must submit at least 1 response to a classmate's post. Your response must engage with the post in thoughtful and analytical way. Simply agreeing or linking a post is not sufficient. You must identify what you agree/disagree with and explain why. Your response should help move the discussion to a deeper level than just liking the post. Your response should be about 2 substantive paragraphs in length. Step 2 is due by 9pm after each class session

Take Home Mid-term Test (20%, July 16, 6pm)

The mid-term test will consist of short and long answer 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 online on **July 16**. The test is open book, which means that there will be an expectation for proper referencing and argumentation. You will get access to the test questions on **July 14**. You will have until **6 pm on July 16** to submit your responses to the Quercus drop box and onto turnitin. Students who miss the test should not presume that they would be able to write a make-up test. Given that the test is online and open

book, no make-up options or extensions will be granted. The decision to grant a make-up test is at the sole discretion of the instructor in extraordinary circumstances and for circumstances that are out of the student's control. Lack of internet access, workload, employment, and childcare responsibilities are not a justifiable reasons for missing the test submission. Students who miss a test must email the instructor outlining the specific reason why the student was unable to submit the test on the assigned date. In addition, student must declare absence on ACORN on the day the test is due. The test will cover all lecture and readings assigned in the syllabus even if they have not been explicitly covered in a class lecture.

Make-up tests will be scheduled at the instructors convenience.

Stress Process Assignment (30%, July 28 at 6pm)

Using the stress process model as a guide, students will explain how they are managing the impact of the corona virus during this global pandemic. Each of us has a unique set of stressors, resources, mediating and moderating variables that impact how well we have been able to handle the mental health outcomes that have arisen from the pandemic. These mental health outcomes can include, but not be limited to feelings of isolation, depression, anxiety, loneliness, frustration, and anger. Your task is to use the fundamental features of the stress process discussed in lecture to analyze your individual experience to the pandemic. You will be expected to draw upon lecture material and the required course readings throughout your assignment. A full and complete bibliography must be included at the end of the assignment and proper ASA in text citations must be incorporated throughout the body of the assignment. Please make sure that any references that are in the body of your paper are also included in the bibliography. The assignment **MUST** be 6-8 pages MAX, double spaced, 12 point, Times New Roman font, and 1 inch margins. You must also include a title page. The title page and bibliography are not included in the MAX page length. Please do not deviate from these requirements.

Students **MUST** include all of the following:

1. Provide a diagram of your personal stress process that clearly identifies the stressors, resources, moderating and/or mediating variables, and the mental health outcome.
2. Clearly identify and explain the key stressors they have faced during the pandemic.
3. Explain the resources they have been able to use to reduce the impact of the stressors on their mental health outcome.
4. Clearly identify the primary mental health outcome they have had to deal with during the pandemic. You are not limited to the examples given above. If you have questions about what a suitable outcome would be, please contact the instructor during office hours.

5. Incorporate course readings and at least 5 additional outside academic peer-reviewed sources the help substantiate your claims.
6. Discuss how each of the elements of the stress process are related to the identified mental health outcome.
7. Submit a copy of the completed assignment to the Quercus assignment drop box and onto turnitin.com. Failure to do both will result in a grade of 0 for the assignment.

Your work will be graded based on the comprehensiveness of you discussion of the stress process and how well you are able to integrate academic research to support your discussion. Each one of you will have a unique experience during this pandemic and I encourage you to reflect on your own experience as the backdrop for the assignment. You are not required to disclose any personal details of any new or ongoing mental health conditions. That is a violation of your privacy that I am not wishing to entertain. If you are concerned about any aspects of this assignment, please contact the instructor ASAP so that we can work together to find a suitable compromise.

Podcast or Anti-Stigma Campaign (30%, August 13 at 6 pm)

You have a choice for the final course assignment. You can either do a 15-20 minute podcast with a short write up on one of the following topics or you can design an anti-stigma campaign that addresses the profound stigma of mental illness associated with schizophrenia and other more serious mental health issues.

Option 1: Podcast (Audio file of a 15- 20 min) plus a written component double spaced, Times New Roman 12 point, 3-5 pages plus bibliography)

If you want to do option 1, you will develop and record a podcast that examines one of the following topics. The purpose of this assignment is for you to engage with the course material in the last third of the course in a creative a deeper fashion.

Suggested Topics:

1. Stigma of mental illness
2. The Social Impacts of Deinstitutionalization
3. Mental illness and Segregation in prisons
4. Anti-psychiatry movement
5. Not Criminally Responsible -- must focus on a specific case not featured in the NCR video
6. Media and mental illness
7. Mental Illness and criminal violence

Your podcast audio file **MUST** include all of the following:

1. Discussion of the key aspects of the topic and why it is important to examine for understanding how mental people with mental health are treated in society.
2. Incorporate a discussion of academic research on the topic.
3. Be engaging and attention grabbing for the listener.

You must also submit a **3-5 page** (double spaced, 12 point, Times New Roman, 1 inch margins) summary of your podcast that outlines the following aspects:

1. Provide an overview of the topic and why it is relevant for this course.
2. Summarize your decision making process behind what you presented and why you decided to make the choices you did.
3. Discuss how your podcast would fit into a wider series on the sociology of mental health
4. Include a full and complete bibliography of all resources you used to develop your podcast.
5. Submit the written work into the Quercus drop box and onto turnitin. You must also submit your podcast audio file into the drop box as well. Failure to do both will result in a grade of 0.

Option 2: Design an original anti-stigma campaign

For this option, students will design an original anti-stigma campaign designed to address the profound stigma of mental illness associated with schizophrenia and other serious mental health issues. Many of you are familiar with Bell's Let's Talk campaign, your task is not to copy what Bell has tried to do for depression and anxiety, but to be original and unique. One of the key findings in the literature on stigma is the concern over dangerousness and violence. Your task is to design a public anti-stigma campaign that will reduce the fear associated with psychotic conditions like schizophrenia. Your final campaign write-up **MUST** be 6-8 pages, double spaced, 12 point, Times New Roman, with 1 inch margins. You must submit your work into the Quercus drop box and onto turnitin by 6pm on August 13. Failure to do both will result in a grade of 0

Your assignment must include all of the following:

1. Comprehensive discussion of the topic that highlights why it is important to consider and how you will address the issue.
2. Clear and detailed description of how you plan to reduce the stigma of mental illness associated with schizophrenia. Your campaign must do more than just educate the public. Public education has failed thus far, so you will need to do more than that in your campaign.
3. Identify how your campaign is uniquely able to address the stigma of mental illnesses.
4. Describe your target audience, how you will get your campaign known.
5. Integrate high quality peer-reviewed research to support your points.

Assignments not submitted on the due date will be subject to a **10%** late penalty immediately. This means that papers submitted after **6 pm on July 28 and August 13** will be subjected to a 10% penalty, those handed in the following day will get a 20% penalty, and so on. Papers over 5 days late will not be accepted and will receive a mark of **ZERO**. In order not to be considered late, copies of assignments must be submitted to the Quercus drop box **6 pm** and must also be submitted by that time to **turnitin.com**. Papers are not considered handed in until they have been uploaded onto turnitin.com and an electronic copy is submitted onto Quercus. Failure to do either of these will result in a grade of 0.

If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he/she must email the instructor and also declare the absence on ACORN on the day the assignment is due. Please note that accommodation will be provided only for those students with compelling reasons. Reasons such as “too much work”, losing a computer file, traffic congestion, sporting commitments, and technology failure are **not** compelling reasons. You are expected to plan ahead and leave some extra time in case of problems. Requests for extensions will **NOT** be granted after the paper is due. Email copies of the assignments will **not** be accepted. If you experience computer problems you must hand in notes and e-mail the assignment to turnitin.com on the due date and provide a hard copy to the instructor within **24** hours. All students are required to keep a copy of their assignments. In **NO** case will the instructor be held accountable for the loss or misplacement of any assignment. If requested, a student must provide a copy of the assignment. Keep all assignments until after you have received your final course grade.

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.

Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site. You will be given instruction when the Turnitin.com site is ready for your submission. You will have access to your similarity report and I strongly encourage students to submit their paper early to avoid possible issues with plagiarism.

Students wishing to opt out of using Turnitin.com will have to provide the instructor with a detailed report of all of their notes, summaries, and the hard copies of the papers used to prove that they have not plagiarized their work. Students wishing to opt out of turnitin.com must make arrangements with the instructor for further details on the type and extent of the documentation needed.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a

student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

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 Quercus. 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 class time. The instructor and TA will not answer private email questions about course content.
- All course communication should be conducted through Quercus 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.vicereprovoststudents.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

The material for this course will be uploaded onto Quercus throughout the term. Students are expected to read the required readings, listen to the uploaded lectures and participate in the course activities. You are not required to be online at a specific time, but I will be online on zoom (see details on pages 2 & 3) during regular scheduled class time for anyone who wants extra help or needs clarification. I strongly encourage you to log onto the course forum to be able to engage with me directly. Since this is an online course, you are expected to keep up with the readings and assignments. This will require a great deal of self-discipline and time management. If you are struggling at any time during the course, please contact me by email and I will do my best to help you

move forward. Video-taping and recording lectures is strictly forbidden without written permission from the instructor.

6. Adding and dropping this course

- Students who enroll late in this course should, do the assigned reading, and complete all course work, i.e., catch-up. No credit will be granted for work assigned prior to enrollment.
- The last day to drop this course without academic penalty is **August 3**. 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.

Module 1: INTRODUCTION: STRESS PROCESSES AND MENTAL HEALTH

July 7: Introduction: The Sociological Study of Stress Processes and Outcomes

TASKS:

1. Read required readings
 Pearlman, 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.

2. Listen to lecture
3. No Quercus discussion board assignment required
4. Log onto Zoom during scheduled class times

July 9: The Stress Process and Measuring Social Stress

TASKS:

1. Read required readings
 - 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 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.
2. Listen to lecture
3. Complete Step 1 and 2 on the Quercus discussion board
4. Log onto Zoom during scheduled class times

July 14: Conceptualizing and Measuring Distress

TASKS:

1. Read required readings
 - 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.
2. Listen to lecture
3. Complete Step 1 and 2 on the Quercus discussion board
4. Log onto Zoom during scheduled class times

July 16: Mid-term [covers all text and lecture/discussion materials from July 7, 9, and 14]

TASKS:

1. Answer all of the test questions fully
2. Put your name on your work
3. Submit your responses to the drop box in Quercus and onto turnitin by 6 pm

Module 2. BASIC SOCIAL PATTERNS AND CONTEXTS

July 21: Basic Social Patterns

TASKS:

1. Read required readings
 - 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.
2. Listen to the lecture material
3. Complete Step 1 and 2 on the discussion board.
4. Log onto Zoom during scheduled class times

July 23: Stress in the Work-Family Interface

TASKS

1. Read required readings
 - 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.
2. Listen to the lecture material
3. Complete Step 1 and 2 on the discussion board.
4. Log onto Zoom during scheduled class times

July 28: Neighbourhood Effects (Stress Process Assignment Due)

TASKS

1. Read required readings
 - 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.

2. Listen to the lecture material
3. Complete Step 1 and 2 on the discussion board.
4. Log onto Zoom during scheduled class times

Module 3. SOCIAL CONSEQUENCES OF MENTAL ILLNESS

July 30: Mental Hospitalization, Deinstitutionalization, and Civil Commitment

TASKS:

1. Read required readings
 - 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.
 - Klassen, Amy. (2017). "Spinning the Revolving Door: The Governance of Resistant Psychiatric Subjects." *Theoretical Criminology* 21(3): 361-379.
2. Listen to the lecture material
3. Complete Step 1 and 2 on the discussion board.
4. Log onto Zoom during scheduled class times

August 4: Stigma of Mental Illness

TASKS:

1. Read required readings
 - Link, Bruce G., & Phelan, Jo C. 2001. "Conceptualizing Stigma." *Annual Review of Sociology* 27:363-385.
 - Martin, Jack., Bernice Pescosolido., and Susan Tuch. 2000. "Of Fear and Loathing: The Role of "Disturbing Behavior," Labels, and Causal Attributions in Shaping Public Attitudes Toward People with Mental Illness." *Journal of Health and Social Behavior* 41: 208–223.
 - 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.

2. Listen to the lecture material
3. Complete Step 1 and 2 on the discussion board.
4. Log onto Zoom during scheduled class times

August 6: Watch Documentary Not Criminally Responsible

TASKS:

1. Read Required Readings
 - Crocker, Anne., Tonia Nicholls., Michael Seto., Yanick Charette., Gilles Cote., and Malijai Caulet. (2015). " The National Trajectory Project for Individuals Found Not Criminally Responsible on Account of Mental Disorders in Canada. Part 2: The People Behind the Label." *Canadian Journal of Psychiatry* 60(30): 106-116.
 - Charette, Yanick., Anne Crocker., Michael Seto., Leila Salem., Tonia Nicholls., and Malijai Caulet. (2015). " The National Trajectory Project for Individuals Found Not Criminally Responsible on Account of Mental Disorders in Canada. Part4: Criminal Recidivism." *Canadian Journal of Psychiatry* 60(30): 127-134.
 - Whitley, Rob., Jia Wei Wang., Victoria Carmichael., and Ruth Wallen. (2017). " Newspaper Articles Related to the Not Criminally Responsible on Account of Mental Disorders (NCRMD) Designation: A Comparative Analysis." *Canadian Journal of Psychiatry*. 62(10): 697-701.
2. Watch the documentary "Not Criminally Responsible"
 - The documentary is accessible for free from the U of T library system at <http://go.utlib.ca/cat/12007490>. If you have difficulty with the link, simply do a library search under videos and you should easily find it. It is also available on the National Film Board of Canada's website
3. Complete Step 1 and 2 on the discussion board.
 - In Step one, you are expected to discuss the nature of the NCR defense and the challenges those facing that designation face post-conviction using the readings and the video as your references.
4. Log onto Zoom during scheduled class times

August 11: Managing Mental Illness in the Criminal Justice System

TASKS:

1. Read required reading
 - Haney, Craig. 2003. "Mental Health Issues in Long-term Solitary and Supermax Confinement." *Crime & Delinquency* 49(1): 124-156.
 - 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.

2. Listen to the lecture material
3. Complete Step 1 and 2 on the discussion board.
4. Log onto Zoom during scheduled class times

August 13: Course Wrap Up (Podcast/Anti-stigma Campaign due)

TASKS:

1. Hand in final assignment to Quercus drop box and turnitin
2. No online discussion post for this class