

SOC493H1F - LEC0101
Summer 2020
New Topics in Sociology: Mental Health and Education

Dr. La Touche 725 Spadina Avenue, Rm. 270 Office Hours: Tue 2-4pm, by appointment (on Quercus, Calendar>Find Appointment)	Location: Online Class Time: Tue/Thu 6-8pm Web Page: https://q.utoronto.ca/ Email: rachel.latouche@utoronto.ca Email response hours: M-F 9am-6pm
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Course Description

In this course, we will interrogate how institutions of higher education structure the mental health experiences and outcomes of those within them – primarily students. In the process, we will critically evaluate what institutional role universities have (or perhaps should have) in ensuring mental wellness on campus.

The prerequisite to take this course is 1.0 SOC FCE at the 300+ level. Students without this prerequisite can be removed at any time without notice.

Course Goals

In this course, you will become familiar with:

- mental health issues on the modern-day campus
- socio-structural explanations for the onset, experience, and consequence of campus mental health issues
- the institutional response to campus mental health issues
- policy reports/proposals that address campus mental health

Requirements and Grading

Reading Memo Dialogues (see instruction sheet)	30%
Midterm Test – Thursday May 21st from 6-8pm	20%
Participation – Quercus Discussion Board (ongoing)	15%
Term Paper Consult – Tuesday May 28th	10%
Term Paper (see instruction sheet)	25%
TOTAL	100%

Required Readings

All course readings will be made available on the course website – Quercus. You are expected to complete the assigned readings prior to each class. Since this class is held as an online seminar, class time will be spent critically engaging with the assigned texts via the Quercus discussion board. On average, you can expect to read approximately 30-40 pages of material, per class. For information on how course readings are related to your class participation, see the section on “Participation” below.

Week	Date	Course Schedule	
1	May 5	Introduction & Course Outline	Readings: hooks (1998)
2	May 7	Higher Ed: Total Institution?	Readings: Asylums Chapter 1 (by January 20 th)
3	May 12	Higher Ed: Total Institution? Readings:	Readings: Asylums Chapter 1 (by January 20 th)
4	May 14	Graduate and Professional Student Mental Health	Readings: Stecker (2004)
5	May 19	Predicting Undergraduate Mental Health	Readings: Linden and Jurdi-Hage (2017)
6	May 21	TEST 1 – via Quercus	
7	May 26	Contextualizing Student Mental Health (Comparing Populations)	Readings: Blanco et al. (2008) Eisenberg et al. (2013)
8	May 28	Online Consult for Final Papers	
9	Jun 2	Making Sense of Chaos: The Stress Process Model	Thoits (1995)
10	Jun 4	Social Support & Help Seeking	Cutrona and Russell (1990) Eisenberg et al. (2007)
11	Jun 9	The Institutional Response: The Role of Teachers	Readings: Farr 2018
12	Jun 11	Building Social Support and Resilience	Readings: No
Final Paper Due Monday June 11th @ 6pm			

Course Policies

Attendance and Preparation

Online class participation is mandatory. Class material will be covered asynchronously (i.e. with downloadable or streamed content you can engage in on your own time) and will include flexible, synchronous discussion via Quercus (i.e. from 6pm the day of class to 6pm the next day). Students are expected to complete all assigned readings in advance of the class period for which they are assigned, to prepare accordingly.

Participation – Quercus Discussion Board 15%

The success of a seminar depends on everyone's participation in the discussion of course material. Please do your best to keep up with the readings each week; you will take away much more from the course as a result and be able to more fully participate in discussion. Your participation grade will be based on active, critical, and comprehensive contributions to the Quercus discussion board. To allow students flexibility, you will have 48 hours from the posting of discussion questions (at 6pm on class day) to submit your contribution. For example, on May 14th we will discuss an article from Stecker, about Graduate and Professional Student Mental Health. Discussion questions about the reading will be posted @ 6pm EST on May 14th and student responses will be due by May 16th @ 6pm EST. On some days, discussion questions will combine assigned readings from the current day and prior days (e.g. to compare and contrast).

Reading Memo Dialogues – 30%

Each student must complete **three (3)** reading memo dialogues by the end of the course – each worth 10%, for a total of 30%. Instructions on the written component of the reading memo are available on Quercus for your reference. For the dialogue component, students will meet via Skype during the first hour of class (i.e. from 6:10pm-7pm EST) on the day of the class period for which the readings in your memo were assigned. You **MUST** complete the written component of the reading memo **before** taking part in a reading memo dialogue, and will be required to submit the written component via Quercus. For example, if you are interested in social-support and help-seeking, you would complete a written reading memo and upload it to Quercus by June 4th @ 6pm. Then at 6:10pm (that same day – June 4th) you would engage in a small-group discussion with the other students who completed a reading memo on that day, and Professor La Touche. Professor La Touche will facilitate the reading memo dialogue. There are ten class periods where readings are assigned and for which students are eligible to complete a reading memo dialogue – please plan your reading memo dates in advance to prevent from having to complete them all at the end of the semester. Students cannot submit a reading memo without participating in the dialogue (and vice versa). Since reading memo dialogues are low-stakes assignments (written memo is 5%, dialogue is 5%) no late submissions will be accepted, grades will not be re-weighted to future or past work, and make-up exercises will not be offered.

Students are **NOT** required to submit a contribution to the Quercus discussion board for the days that they do a reading memo dialogue. In other words, each student will have seven days where they participate in the Quercus discussion board (for their participation grade) and three days where they complete a reading memo dialogue.

Course Website

The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, reading and writing resources, links of interest and course announcements. Students are responsible for the content of all course materials.

Email

When emailing your professor, please use your utoronto.ca address. Please also include “SOC493” and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 48 hours, during the workweek (i.e. Monday

through Friday, between 9am-6pm). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should schedule an appointment for office hours with the Professor – this can be done via Quercus using the Calendar>Find an Appointment function.

Office Hours

Professor La Touche has office hours by appointment (via the Quercus Calendar function: Click Calendar>Find an Appointment) on Tuesday from 2-4pm. If you have a conflict with these regularly scheduled hours, please make an appointment by contacting Professor La Touche directly (rachel.latouche@utoronto.ca). In your email, include details about the nature of your meeting request and a list of dates/times when you are available. Professor La Touche will respond within 48 hours to set up an appointment.

Late Assignments (Please read carefully!!)

Unless otherwise specified, all assignments are due on Quercus **before the beginning of class (i.e. by 6pm)** on the due date provided. With the exception of discussion via Quercus (for your participation grade) and reading memo dialogues (for which no late assignments are permitted), late assignments will be penalized 5 percentage points per day, including weekend days. Late assignments should be submitted on Quercus, as per usual, where they will be date stamped.

Tests & Missed Tests (Please read carefully!!)

The midterm test will be administered via Quercus from Thursday May 21st at 6pm EST to Friday May 22nd @ 6pm – readings and course notes are permitted aides during the test. Students who miss the test will be assigned a grade of 0. However, students may have an absence excused in the case of illness or unforeseen personal circumstance. Please use the Absence Declaration tool on [ACORN](#) found in the Profile and Settings menu to formally declare an absence from academic participation in the University. This tool is to be used if you require consideration for missed academic work. In addition to this declaration, you are responsible for contacting Professor La Touche via email to request the academic consideration you are seeking (e.g. a makeup test). When relevant details have been considered, a makeup test or assignment will be arranged with Professor La Touche. Students who do not complete the scheduled make-up work will receive a grade of 0.

Re-Grading Assignments

All requests for re-grading the course assignments should be made to Professor La Touche within **five days** of the date when assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to the Professor. No re-grading requests will be considered if they are submitted more than five days after the assignments are returned to the class.

Turnitin.com

Normally, students will be required to submit their course essays through Turnitin.com (scanned automatically via Quercus) for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments 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 at <http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm>

Assignments not submitted through *Turnitin* will receive a grade of zero (0%) **unless a student instead provides, along with their assignment**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was 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.

Work submitted on Quercus will be automatically scanned by Turnitin.com; you do not require a course code or password to do so.

Writing Centres (<http://www.writing.utoronto.ca/writing-centres/arts-and-science>)

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres.

Accessibility

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. If you are registered with Accessibility Services, please forward your accommodations paperwork to Professor La Touche within the first two weeks of the course so that arrangements can be made.

Academic Integrity/Academic Misconduct

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.