

Gender & Mental Health
Sociology 426
SOC 426 001 44603
Fully Online
Winter Term 2022
Office Hours: by arrangement
www.kateburrowsphd.com

Professor: Dr. Kate Burrows, PhD
Email: kburrows@pdx.edu
In emergencies, text: 732-425-6506

Course Description:

This course examines the multiple meanings of gender and its impact on mental illness both historically and today, with a focus on a sociological understanding of mental health and mental illness. Although the primary focus of the course is on sociological explanations, the course is not intended to be anti-psychiatry or anti-medical. We take seriously current theories that much mental illness is the result of organic problems and can be treated with medications. However, we also aim for a more complicated understanding of what mental health and mental illness mean and how they function within gendered social contexts. The course is organized into five broad topics: (1) Historical approaches to gender and mental illness; (2) Theoretical explanations for mental illness and gender differences; (3) Gender and current psychiatric labeling; (4) Stress, roles, and role strain as gendered factors in mental illness; and (5) Institutionalized responses to mental illness.

Course Objectives:

- To encourage students to think critically and to communicate effectively in written form
- To help students develop and practice critical discussion with their peers
- To help students develop the ability to identify and construct academic arguments
Evaluating thesis statements, claims, and evidence
- To encourage students to understand and apply sociological perspectives related to gender and mental illness
- To help students understand the political nature of psychological and psychiatric knowledge
- To teach students the historical relationship between psychiatric practice and the control of gendered lives
- To help students understand the gendered nature of mental illness and mental illness labeling
- To develop student understanding of the effect of social structures and social interaction on gendered forms of mental illness
- To encourage comprehension of the consequences of gendered psychiatric labeling on the social control of individual

Course Structure:

Each week throughout the quarter, I will post weekly modules on or before Monday at midnight. Each week's module will include the following:

- **Weekly Instructions:** A brief statement of the week's theme. Reminders about upcoming due dates and course requirements.
- **Weekly Quiz:** The quizzes require that you've completed the required readings for the week. The quizzes are based solely on the week's readings (not on PowerPoint slides or other material). The quizzes are open book/open notes, but you may not consult with your classmates or anyone else while taking the quiz. Once you start your quiz, you will be limited in the amount of time you have to complete it, so even though it is open book/open note, you should complete the week's readings before starting the quiz. Your lowest quiz grade for the term will be dropped. You should email the professor your quiz answers before the deadlines every week.
- **Weekly PowerPoints:** Video lectures in the form of voiced-over PowerPoint slides. These summarize some of the key information from your readings, but also provide additional information that is important for you to know as you prepare to discuss the week's readings and other material in a discussion with your classmates.
- **Weekly discussion questions:** Discussions with your classmates. You will be expected to participate to the discussion by posing a question for your peers to answer, and to answer 2 of your peers' posts. So each week, you will be responsible for 3 postings- one of a question you would like to ask of your peers, and 2 responses to your peer's questions.

Time Management and Course Organization

Because this is an online course, the onus will be on you to stay on top of course material, and to find enough time to complete course requirements. You should be aware that because we do not have a scheduled "face-to-face" meeting, you will instead need to do an equivalent amount of work on your own time.

If this were a class with regular face-to-face meetings, you would be expected to spend approximately 3 hours in a traditional classroom; these 3 hours are in addition to the time spent on required readings and out-of-class assignments such as paper writing. Thus, rather than those 3 hours in a face-to-face lecture, you will instead be expected to spend an equivalent amount of time viewing PowerPoint slide videos that will be posted weekly, watching other videos/film segments, reading relevant news articles, and participating in discussions about this material. In addition, like any class, you are also expected to complete required readings. Therefore, you do need to plan to find time each week to complete all course requirements.

To help you establish a weekly routine for this course, I have set up the course so that you will have deadlines the same day/same time each week:

➤ SATURDAYS AT 11:59 p.m.: deadline for quizzes, based on required readings.

➤ MONDAYS AT 11:59 p.m.: in most weeks, the deadline for discussion Questions and responses to classmates' discussions.

Of course, you can do the work whenever it works best in your schedule for the week, but these days/times are the latest you can submit your work to receive credit each week.

The course is not designed for "working at your own pace," so working ahead on quizzes/discussions will not be allowed (i.e., I won't activate quizzes and discussions early). This course is intentionally designed so that all students are at more or less the same place in the course at the same time. If you do need to "work ahead" due to an upcoming time conflict, you should "work ahead" on required readings and/or the paper assignment

Required Books:

Readings and reading links will be available on D2L.

Course Requirements and Grades

There are a total of 380 points in this class. These points come from four categories of requirements:

- **Weekly Discussion Participation (90 points):** There will be 10 online discussions (one set of discussions per week). Everyone is expected to review the posted materials and participate in the weekly discussions. Each week's discussion will be worth 10 points. I will drop your lowest discussion score (I will only count the 9 highest scores). More instructions about discussions will be provided in the weekly instructions. Discussions may cover lecture material, power points, readings, and supplemental materials provided in the chat.
- **Quizzes (70 points):** There will be 8 quizzes throughout the term. Quizzes will be based solely on the required readings for that week. Each quiz will be worth 10 points. I will drop your lowest quiz score (I will only count the 7 highest scores). You will have 45 minutes to complete each quiz once you begin.
- **Sociological Biography (60 points):** You will be asked to identify and interview a person in your life who has had psychological/psychiatric challenges. This can be someone who takes an anti-depressant or a stimulant like Ritalin/Adderall,

someone who has been in therapy without taking medication, or any other psychological/psychiatric trouble. If you don't know anyone in your life with such challenges, I can assign an alternate assignment for you. You will be asked to identify the challenge/problem and provide a sociological analysis of that person's situation. This analysis MUST include an analysis of how race/class/gender have impacted the problem, treatment, or experience, and should use other sociological concepts such as medicalization, normalization, stigma, and the social construction of mental illness. More information on this assignment will be provided in the second week of class.

- Sociological Biography interview questions (10 points) and interview subject approved by professor
- Exams (150points): There will be two exams (a midterm and a final, worth 75 points each). Each exam will consist of multiple choice, true/false, or essay questions and will be based on required readings and PowerPoint material from the first five weeks (midterm exam) and from weeks 6 through 10 (final exam)

Grading Scale	Letter Grade	Point Range
92% and above	A	350-380
90%-91%	A-	342-349
88%-89%	B+	334-341
82%-87%	B	312-333
80%-81%	B-	304-311
78%-79%	C+	296-303
72%-77%	C	274-295
70%-71%	C-	266-273
60%-69%	D	228-265
Below 60%	F	227 and lower

EXTRA CREDIT

You can get 10 extra credit points, if, sometime during the term, you watch any 2 episodes from the series "Euphoria." These episodes are available on Amazon Prime, but do cost \$1.99 to watch. If this won't work for you, reach out to me and I will provide you an alternate assignment. Once you watch the two episodes, you are to write a 1000-word paper describing gender and mental health, covering the topics we cover in class. This can include gender roles, stigmatization, stereotyping, etc.

WEEKLY COURSE SCHEDULE

Week	Topic	Readings	Deadlines
Week 1. Class begins 3/28	<i>What is Sociology</i> <i>The social construction of</i>	Mills, C.Wright. 1959. "The Promise"	Quiz #1 DUE: Saturday,

	<p><i>gender and mental health</i></p> <p><i>Historical Approaches to Gender & Mental Illness</i></p> <p><i>Special Lecture: Trans & Non-binary issues</i></p>	<p>Friedman, S.H. & A. Howie. 2013. "Salem Witchcraft and Lessons for Contemporary Forensic Psychiatry." <i>Journal of American Academy of Psychiatry & Law</i> 41:294-99.</p> <p>Jones, Billy E. & Alfonso Ferguson. 2020. "Black and gay: A historical perspective of black gay men." <i>Journal of Gay & Lesbian Mental Health</i>.</p>	<p>April 2nd at 11:59pm</p> <p>Discussion #1 DUE: Monday, April 4th at 11:59pm</p>
Week 2	<p>Theoretical Explanations for Mental Illness and Gender Differences.</p> <p><i>Mental Illness as a Social Product: Positivist/Biological Theories</i></p> <p><i>Mental Illness as a Social Construct: Constructionist Theories</i></p>	<p>Ussher, J. 2003. "The Role of Premenstrual Dysphoric Disorder in the Subjectification of Women." <i>Journal of Medical Humanities</i> 24:131-146.</p> <p>Busfield, J. 1988. "Mental Illness as Social Product or Social Construct: A contradiction in feminists' arguments?" <i>Sociology of Health & Illness</i> 10:521-42</p> <p>Andermann, Lisa. 2010 "Culture and the social construction of gender: Mapping the intersection with mental health." <i>International Review of Psychiatry</i> 22(5)</p>	<p>Quiz #2 DUE: Saturday, April 9th at 11:59pm</p> <p>Discussion #2 DUE: Monday, April 11th at 11:59pm</p>
Week 3	<p>Gender & Current Psychiatric Labeling</p> <p><i>Defining and Measuring Mental Disorder</i></p> <p><i>Types of Mental Illness</i></p>	<p>Affleck, W. et al. 2018. "Men's Mental Health: Social Determinants and Implications for Services." <i>The Canadian Journal of Psychiatry</i> 63:581-589.</p> <p>Suckle, Elsa. 2021. "DSM-5 and Challenges to Female Autism Identification" <i>Journal for Autism and Developmental Disorders</i>. 51: 754-759</p> <p>Whitley, et al., 2015. "Comparing generic and gendered representations of mental illness in Canadian newspapers: an</p>	<p>Quiz #3 DUE: Saturday, April 16th at 11:59pm</p> <p>Discussion #3 DUE: Monday, April 18th at 11:59pm</p>

		exploration of the chivalry hypothesis” Soc Psychiatry Psychiatr Epidemiol (2015) 50:325–333	
Week 4	Stress, Roles, and Role Strain as Factors in Mental Illness <i>Poverty, Socioeconomic Status, and Employment</i>	Strandh, M. et al. 2013. “Unemployment, gender and mental health: the role of the gender regime.” Sociology of Health & Illness 35:649-665. Lancheros et al., 2021. “Multi-trajectory group profiles of well-being and associated predictors among adults experiencing homelessness and mental illness: findings from the At Home/Chez Soi study, Toronto site” Social Psychiatry and Psychiatric Epidemiology West, et al., 2021. “Household income and loss of control eating in adolescents: examining the role of food insecurity.” Appetite.	Quiz #4 DUE: Saturday, April 23rd at 11:59pm Discussion #4 DUE: Monday, April 25th at 11:59pm DUE: Soc biography interview questions Wednesday April 27th at 11:59pm
Week 5	Stress, Roles, and Role Strain as Factors in Mental Illness <i>Race, Class, and Sexuality Issues in Mental Illness and Treatment Access</i>	Mulia, Nina et al. 2021. “The Great Recession, behavioral health, and self-rated health: An examination of racial/ethnic differences in the US” Addictive Behaviors. July 2021 Thomas et al., 2021. “Black and unarmed: statistical interaction between age, perceived mental illness, and geographic region among males fatally shot by police using case-only design” Annals of Epidemiology. Jan2021, Vol. 53, p42-42. 1p Cain & Velasco. 2020. “Stranded at the intersection of gender, sexuality, and autism: gray’s story” Disability & Society	Discussion #5 DUE: Monday, May 2nd at 11:59pm Midterm Exam DUE Wednesday May 4th at 11:59pm NOTE: There is no quiz due today, Week 5 questions will be embedded in the midterm
Week 6	Stress, Roles, and Role Strain	Bird, C. 1999. “Gender, Household Labor, and	Quiz #6 DUE:

	<p>as Factors in Mental Illness</p> <p><i>Significant Others, Employment, and Household Labor</i></p>	<p>Psychological Distress: The Impact of the Amount and Division of Housework.” Journal of Health and Social Behavior 40:32-45.</p> <p>Simon, R.& A.E. 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</p> <p>Tran et al. 2016. “Differential association between unemployment status and mental health among veterans and civilians” Social Work in Mental Health. 15(4)</p>	<p>Saturday, May 7th at 11:59pm</p> <p>Discussion #6 DUE: Monday, May 9th at 11:59pm</p>
Week 7	<p>Stress, Roles, and Role Strain as Factors in Mental Illness</p> <p><i>Victimization: Intimate Partner Violence and Child Abuse</i></p>	<p>Coker, A.L. et al. 2002. “Physical and Mental Health Effects of Intimate Partner Violence for Men and Women.” American Journal of Preventative Medicine 23:260-268.</p> <p>Gallo, E.J.G. et al. 2018. “Gender Differences in the Effects of Childhood Maltreatment on Adult Depression and Anxiety: A systematic review and meta-analysis.” Child Abuse & Neglect 79:107-114.</p> <p>Caravaca-Sanchez & Wolff. 2018. “Understanding Polyvictimization in Prison: Prevalence and Predictors Among Men Inmates in Spain” Journal of Interpersonal Violence</p>	<p>Quiz #7 DUE: Saturday, May 14th at 11:59pm</p> <p>Discussion #7 DUE: Monday, May 16th at 11:59pm</p>
Week 8 November	<p>Institutionalized Responses to Mental Illness</p>	<p>Wirth, J.H.& G.V. Bodenhausen. 2009. “The Role of Gender in Mental-Illness Stigma.” Psychological Science 20:169-173.</p>	<p>Quiz #8 DUE: Saturday,</p>

	<p><i>Stigma and differential labeling</i></p>	<p>Harris, D.A. & J. Levenson. 2020. "Life on 'the List' is a Life Lived in Fear: Post-Conviction Traumatic Stress in Men Convicted of Sexual Offenses." International Journal of Offender Therapy and Comparative Criminology pp. 1-27.</p> <p>Kaitz, et al. 2021. "Influence of Provider Gender on Mental Illness Stigma." Community Mental Health Journal.</p>	<p>May 21st at 11:59pm</p> <p>Discussion #8 DUE: Monday, May 23rd at 11:59pm</p>
<p>Week 9</p>	<p>Institutionalized Responses to Mental Illness</p> <p><i>Pharmaceutical Advertising and Perceptions of Mental Illness</i></p> <p><i>Mental illness in the media</i></p>	<p>Chananie, R.A.2005. "Psychopharmaceutical Advertising Strategies: Empowerment in a Pill?" Sociological Spectrum 25:487-518.</p> <p>Zimbres et al. 2020. "Effects of public versus media responsibility messages on stigmatization of people with schizophrenia in an American adult sample" Social Psychiatry and Psychiatric Epidemiology.</p>	<p>Quiz #9 DUE: Saturday, May 28th at 11:59pm</p> <p>Discussion #9 DUE: Monday, May 30th at 11:59pm</p>
<p>Week 10</p>	<p>Institutionalized Responses to Mental Illness</p> <p><i>Criminal Justice System and Legal Responses to Mental Illness</i></p>	<p>Drapalski, A.L.et al.2009. "Gender Differences in Jail Inmates' Symptoms of Mental Illness, Treatment History and Treatment Seeking." Criminal Behaviour and Mental Health 19:193-206.</p> <p>Salem et al., 2021. "Transitioning into the Community: Perceptions of Barriers and Facilitators Experienced By Formerly Incarcerated, Homeless Women During Reentry—A Qualitative</p>	<p>Discussion #10 DUE: Monday June 6th at 11:59pm</p> <p>Final exam DUE: Wednesday June 8th at 11:59pm</p>

		Study” Community Mental Health Journal 57:609-621 Porter et al., 2021. “Proliferation or adaptation? Differences across race and sex in the relationship between time served in prison and mental health symptoms” Social Science and Medicine May 2021	Final Sociological biography DUE: Friday June 10th at 11:59pm
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COURSE POLICIES AND RESOURCES TO HELP YOU SUCCEED

- Late Assignments. You should plan to complete assignments by the due date/time. I do not accept late work unless you have a doctor’s note. In the event of a family or medical emergency that may interfere with your ability to complete course requirements, please notify the professor as soon as possible.
 - Course Announcements. Please check D2L frequently (a minimum of 2 times per week) for any announcements related to the course.
 - Contact for Technical Support: Helpdesk. Computing and D2L questions should be directed to the Helpdesk (www.pdx.edu/oit/contact). They may be contacted in the following ways. Helpdesk support is available online, by chat and over the phone. Phone: 725-4357 (5-HELP) Online through the Help Center: <https://portlandstate.atlassian.net/servicedesk/customer/portals>
- Class Questions and Contacting the Professor. The best way to contact me is via email. Please allow approximately 24 hours for a response during the week and up to 48 hours over the weekend. If you have a question about the class or the syllabus, you can post your question on D2L in the discussion titled “Class questions” (in the “Course Material” module). If you see a question posted in “Class questions” and you know the answer, you are encouraged to answer the question yourself
- Content Warning. You will likely find some of the readings and discussion topics in this class to be upsetting or offensive. The subject matter of this course includes topics that many people find “triggering” or otherwise disturbing, including various traumatic experiences such as sexual assault, interpersonal violence, and child abuse. Professor Burrows is available to discuss any concerns you have with course materials and is willing to consider assigning alternative readings or course requirements if necessary.

•Access and Inclusion for Students with Disabilities..PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC can be contacted by phone (503-725-4150) or emaildrc@pdx.edu, website: <https://www.pdx.edu/drc>.

•If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

•For information about emergency preparedness, please go to the Fire and Life Safety webpage(<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information

•Net Etiquette. In all course communications you are required to observe the rules of netetiquette. These include the following:▪Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word. ▪No personal attacks. If you disagree with a fellow student, describe your perspective clearly and academically. No personal criticism or derogatory language.▪If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language.▪Be respectful when making a comment or responding to others' comments. This rule is the same as for face-to-face classroom behavior. However, as we are not going to have body language and tone of voice in our online communications, please use formal English appropriately.

▪Be extra polite, careful, and kind about how you express yourself while posting to a discussion board or emailing the instructor.

▪Avoid that thousand-word lengthy post and avoid posting dozens of messages a week. In the interest of time only, which I know none of you have enough of, please work on being succinct.

▪Avoid text message abbreviations. Not everyone knows them.

▪Finally, if you run into any net etiquette-related problems, please e-mail the professor directly. I would like to be aware of any concerns.

•Academic Misconduct. According to the PSU Student Code of Conduct, a student is subject to disciplinary action for academic dishonesty. Academic dishonesty is the act of knowingly or intentionally seeking to claim credit for the work or effort of another person

or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information. Students engaging in academic misconduct will receive a failing grade on that assignment.

•**Plagiarism:** Plagiarism is a serious offense than can result in a failing grade and other serious consequences, including expulsion. Plagiarism occurs when you utilize the ideas, expressions, phrases or words of another person without correctly citing that person or source. Make sure you understand how to correctly cite sources, including when and how to paraphrase and quote. I expect you to cite all sources used in all assignments assigned for this course. I am not picky about which format you use to cite sources; however, I do require that you choose one (e.g., MLA, APA) and use it correctly and consistently, integrating both internal and external (e.g., works cited/reference list) citations. Chicago style is my personal style of choice, but there is no expectation that you adopt Chicago style. There are many on-line sources that document proper citation format.(See, for example: <https://guides.library.pdx.edu/c.php?g=271259&p=2613696>).

•**Title IX Reporting Obligations.** Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: www.pdx.edu/sexual-assault/get-help or you may call a confidential interpersonal violence advocate at 503-725-5672 or schedule online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

•**PSU's Title IX Coordinator:** Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu•**Deputy Title IX Coordinator:** Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu•**Deputy Title IX Coordinator:** Dana Walton-Macaulay by calling 503-725-5651, via email at dana26@pdx.edu. Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L

•**Other Resources to Help You Succeed at PSU.**

•Writing Center (<https://www.pdx.edu/writing-center/>)•One-on-one help with writing, 503-725-3570

•Center for Student Health and Counseling (SHAC) (<http://www.pdx.edu/shac/>)•Mental health, physical health, dental, and testing services. 1880 SW 6thAve., 503-725-2800

•Online grammar and writing resource:•The OWL at Purdue University
https://owl.purdue.edu/owl/purdue_owl.html

Acknowledgements: Much of this syllabus has been pilfered and adopted from others at PSU, most notably Melissa Thompson and Matt Gerath.

I reserve the right to make changes to this syllabus, as I see fit or necessary for the course.