Sociology of Mental Illness, SOC 419, Sec 001 (WEB course)
CRN 63301 Spring 2016 - 4 credits

INSTRUCTOR: Frances Marx Stehle, M.S.
OFFICE HOURS: Online availability 6 to 7 days a week via D2L e-mail. I check e-mail often.
PHONE: 503-877-3080 This is a Google Voice number that rings through to my home. I am home and online a lot. Please feel free to call any day between 9:00 a.m. and 7:00 p.m. If I am not home, please leave your name and number and the class you are in and I will return your call as soon as I can.

E-mail: Use D2L's mail system as a preferred option. My username is fstehle@d2l.pdx.edu *You must be in D2L and use their D2L mail function to reach me this way, otherwise your email is not received. D2L e-mail is checked at least 6 times a week. I am available at least one full day of most weekends.
Another option is: fstehle@pdx.edu or frances1205@comcast.net (Please put “SOC 419" in the subject heading. I do not open messages from unknown persons.) Please, do NOT send assignments to this e-mail address; use the D2L dropboxes.

BOOKS:


** Additional readings will be made available on D2L.

D2L: https://d2l.pdx.edu. You will need your Odin login name and password.

Videos: Some videos will be viewed as a part of this class and they will be "on your own" and at your own expense, max. cost of $2.99 per video for max of 3 "fee" videos. There are discussion questions that will be provided, so check those out before you view. Other media includes Youtube clips and TED talks. All videos were just checked to make sure they were not blocked, and that the links worked, but please let me know if that changes. If you find any of the fee videos for "free," please write and let me know or post on the "students helping students" board.
Students in this course will use a sociological perspective to explore mental illness, mental health, and psychiatric diagnoses. We will explore the social, cultural, political, and economic influences that shape our understanding and response to mental illness and to individuals with diagnosed disorders, or who identify as having a mental illness. Some important questions that we will consider are:

1) What are the factors in society that can increase stress and confusion?
2) What are the mental health consequences of social arrangements?
3) How do different cultures connect to mental illness, and why do we see these differences, especially in terms of medicalization?
4) Are there things about the U.S., or other cultures, for example inequality or oppression, or certain social statuses like marriage and parenthood, that may contribute to mental health problems? Related to inequality is the social gradient in health, which is the idea that a person's social status is connected to the care they receive. So, does a person of a higher social status with a mental illness receive different treatment compared to a person with the same mental illness who is from a lower social status?
5) What have the etiological and epidemiological studies concluded?
6) How has care for patients changed over the years?

This course will encourage rigorous thought about the various theoretical approaches to understanding mental illness.

We will also consider the history of mental illness, in terms of historical shifts in terminology (diagnoses/labels), and the stigma attached to these labels. We will also explore different social correlates, such as gender, age, social class, race, work, and homelessness. We will have a special unit on childhood labels and their consequences, and will discuss Autism spectrum disorder in particular. The concept of "otherness" will be explored and used to help us incorporate Max Weber's concept of Verstehen, or "putting yourself in someone else's shoes".

FROM THE BOOK'S INTRODUCTION:

*Sociologists do not deny the reality of profound sadness, delusions, hyperactive behavior and other signs and symptoms of mental disorders, nor do they reject the possibility that some mental disorders have their origins in genes or brain chemistry. Rather they contend that thinking of mental illness as an objective, biological reality limits our understanding of the nature, causes and consequences of troubling feelings, attitudes and behaviors (McLeod and Wright, 2010).*
Learner Outcomes...

At the end of the term a student will be able to:

1) Demonstrate understanding of the sociological analysis of mental illness, especially using labeling theories, stress theories, and considering social construction.

2) Articulate the definition of stigma and connect it to outcomes in our social world.

3) Explain how sociology has confronted the deeply rooted and socially legitimized models of mental disorder and offered alternative viewpoints.

2) Examine the personal and societal consequences of having a mental illness

3) Critically analyze your personal understanding of mental illness

4) Accurately report on the etiology and epidemiology of mental illness

5) Demonstrate knowledge and understanding of the symptoms and labels of certain psychiatric disorders of mood, thought and personality.

A word about language:

Students in this course will aim to use appropriate language when discussing mental illness, such as "a person with schizophrenia" versus "a schizophrenic." As with other labels, correctness changes over time. Some of our materials may be older and/or may use different jargon, but since we are dealing with labels, we want to practice wording that reduces stigma. Some experts and writers use the term "disorder" as they feel it more accurately reflects the conditions.

Also, terms like "mad studies" are legitimized in some scholarly works, and also in some social media sites that are geared toward support, identity, networking, and shared knowledge.

COURSE STRUCTURE

This online course will operate via weekly modules. The week will begin Monday morning and end Sunday at 11:59 p.m. Pacific time. Each module in D2L will contain the information and materials for that week:

1) Weekly online lecture notes which will include the reading assignment. The reading assignment is also on the syllabus and in the D2L checklist for the week;
2) Any videos, articles, or activities will be in the D2L module or the weekly notes;
3) The Discussion Board link will be in the module. Each of you will be assigned to a small group for the purpose of the online discussions. Initial posts are due each week by Saturday at 5:00 p.m. (Pacific time) and replies to other student's initial posts are due by Sunday at 11:59 p.m. (Pacific time);
4) Nine weekly papers about 1200 words (on weekly content (summary, analysis, synthesis and reflection) that will include key points and answers to questions about the readings and activities. These papers will be about 2.25 to 2.5 pages single-spaced.
5) One special paper (around 2 to 3 pages single-spaced- details forthcoming) on *Is There No Place On Earth For Me?*

*There are no exams or quizzes in this course.*

**GRADING**

The course grade is based on the following:

A. Weekly papers on textbook, articles, videos, notes—Choice of 9 out of 10 papers @ 15 points each, except Week 8 which is mandatory. To help with workload, and allow for crises or overloaded weeks, you only do 9/10. You **must SKIP** one (except Week 8). If you do not follow the instructions, and you do ALL 10 papers, I will drop the last one --135
B. Discussions: 7 pts per week X 7 (out of 8 weeks)= 49 You ** MUST skip one week** of a discussion , and the corresponding replies. (There are also 2 special mandatory discussions, week 3 and week 7, see below) So, for clarification, you **must skip one of these discussions: 1,2,4,5,6,8,9,10.**
A discussion entry (post) should be at least 160 words and a reply should be at least 90 words. There will be some flexibility, but I will mark down students whose posts or replies are very brief. *You will need to post first, then you will see other students' posts. You may not edit or modify your post, so please scan it one last time before you post.
C. "Otherness" special discussion- details will be in D2L- 10
D. "Know Your Diagnosis" special mandatory discussion- Week 3- 20
E. Paper on *Is There No Place On Earth For Me?* (details in D2L) due Jun 5- 25

** The skipping of one weekly paper and one discussion is a workload modulator...for when you are sick, or have a family emergency, or have to work a lot of overtime, etc. If you do not follow the instructions, and you do all ten of the weekly papers or discussions, I will automatically throw out the last weekly paper that you submitted. You can choose to do an extra weekly paper (for 7 points) and that needs to be submitted in the extra credit dropbox. You do not need to let me know when you use your "skip" weeks.
239 points available

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* Please use this grading scale when tracking your grade; D2L percentages are not accurate as the record includes points for all papers and discussions, when you do not do all of them.

WORKLOAD:

Most educators recommend that college students spend at least two to three hours outside of class for every hour in class. Since this is a 4-credit course, students in a face-to-face course would be expected to spend close to 4 hours per week in the classroom and about 8-12 additional hours per week doing coursework outside the classroom. You should be prepared to spend about 16 hours per week completing required coursework. The time needed will vary a bit from week to week, although I try to make it consistent. The weekly reading will be about 40 to 65 pages.

Suggestions on how to attack the workload:

Check Course News for announcements at least twice a week.

1) Read the associated checklist for each class (go to student tools on the right side of course home page and click on "Checklists"). I will also send out a weekly e-mail with due dates. 

   NOTE: The checklist is a tool, if interested. I don't grade it. It shows "suggested" deadlines, for readings, videos and such, to keep you on track, and also actual deadlines, for assignments.

2) Read the instructions for the weekly paper and the instructions for the discussion first. The instructions for the discussion may be in a doc in the weekly module, or they may be in the actual discussion page (after you click on your group’s week 1 discussion, for example). That will
give you the exact questions. If the discussion instructions are lengthy, I will put them in a Word doc in the weekly module.

3) Read the weekly notes posted in Course Content in the modules. Consider this like a lecture. It is me imparting info, and posing questions for thought, like I would in class. There are also links in the notes (or in the corresponding D2L module) and please read linked material. The questions I pose in the notes are not necessarily ones you have to answer, although sometimes the weekly paper instructions may include one. They are questions for thought. The weekly papers will be based on the class notes, text, and supplementary materials.

4) Complete the weekly paper. The weekly paper instructions are for that one paper. Prepare that in numbered form as you answer the questions. Please do not include my questions in your papers, just the number and the response. Most papers will be about 6 to 7 thorough paragraphs although some students write more than that and that is fine. You should be summarizing, explaining, analyzing and synthesizing: things/facts that you learned from the reading of the books, videos, articles AND the weekly notes that coincide with it: themes; ideas, etc. The more you can synthesize your ideas, while summarizing content (short quotes, paraphrasing facts), the better. As a guideline, each paragraph should be around 180 to 200 words each. These papers should be considered like a participation grade...if you do a decent job (including some specifics from source materials which help) and turn them in on time, you should receive 13 to 15 points.

5) Complete the discussion posts and replies by creating them in a document and then copy and pasting into the discussion board. This will prevent any problems if the internet freezes or something like that, as well as problems with D2L, as your work will be saved.

CONDUCT:
All course work is to be completed individually. It is my expectation that students do NOT collaborate or work cooperatively on the papers, or the discussion posts and replies. You may absolutely share ideas and get feedback. Over the course of the term, please feel free to post online questions on the "students helping students" board. Also, it is extremely important that you do not represent another person’s work as your own (plagiarism.) You will not receive credit for any coursework that is not your original work. Please review the University’s Student Code of Conduct http://www.pdx.edu/dos/codeofconduct.

EXTRA CREDIT:
You can do an extra weekly paper (the weekly paper that you skip) and turn that in to the extra credit dropbox for 7 points. Extra credit is due at the end of the term, by Saturday June 11 @ NOON
LATE WORK:
For the most part, the deadline for written work is Sunday night at 11:59 p.m. Exceptions will be noted on D2L.

Discussions- you skip one discussion, so NO late discussions allowed. Your first post for each discussion will be due by Saturday at 5:00 p.m. to allow students time to read it and reply before the Sunday midnight deadline. You will lose a point if you do not post by Saturday at 5:00.

Weekly papers – 1 point deducted after Sunday night deadline for the next week, all the way to Sunday night, then 3 points total deducted after the second full week, then 10 points total deducted after that. Keep in mind, you write 9 weekly papers over an 11-week period.

Paper on the Sheehan book- This is due at the end of the term, on Jun 5. There will be a 10-point deduction. Please plan ahead.

** ALL late work must be submitted no later than Saturday June 11 at NOON

PROPER FORMAT:
I prefer Word docs, but you can use pdf files, or the free Open Office word processing program (.odt) [http://www.openoffice.org/](http://www.openoffice.org/). I cannot open Mac documents (.Pages) unless they are properly exported to Word. To help you get organized and submit the correct, and completed, versions of papers in the dropbox, I suggest that you create a folder in your directory on your computer, for this class, maybe called SOC419, and then label them as follows for submission:

Submission format example: WeeklyPaper_1 _Doe_John. Another suggestion would be to add the word "final" to the end of your file name after the paper is completed to indicate that that is the completed version.

*Please save your submission receipt that you will receive after you successfully submit.

For the weekly paper and discussions, I do not require full APA formatting for the sources we are using. A simple (McLeod and Wright, 2016, p. 200) for the first in-text citation in a paragraph, and then a page number reference or two such as (M&W, p. 200), are fine. If you synthesize material (fabulous!) then you can signify it this way (M&W, p. 200, 221, 235) I would like to see page numbers, please, but very few direct quotes if any.

For the weekly papers, I prefer that you number the paragraphs according to my question numbers.
SOC419- Outline for course (*All listed readings are in our primary reader, unless noted otherwise. There may be additional readings and videos posted in weekly lecture notes).

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<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<td>Section I - INTRODUCTION AND DEFINITIONS, PREVALENCE, AND PATTERNS OF MENTAL ILLNESS</td>
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| Week 1   | "Introduction" [pp. xvii-xxi] & "Definitions of Mental Illness" (1)    | 1) Weekly paper #1  
2) Discussion Board #1                                           | 1) Sun Apr 3  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
| Mar 28   | Conrad and Schneider “Medical Model of Madness…” (3-26)                 |                                                                             |                                                |
|          | Bruce “Mental Illness as Psychiatric Disorder” (26-36)                  |                                                                             |                                                |
|          | Begin reading Kaysen, *Girl, Interrupted* after I have posted the instructions. |                                                                             |                                                |
| Week 2   | Conrad “The Discovery of Hyperkinesis” (37-45)                          | 1) Weekly paper #2  
2) Discussion Board #2                                           | 1) Sun Apr 10  
@11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
| Apr 4    | Figert "The Three Faces of PMS..." (46-62)                               |                                                                             |                                                |
|          | Kleinman “What is a Psychiatric Diagnosis?” (63-74)                      |                                                                             |                                                |
|          | Schulz "Did Antidepressants Depress Japan?" (74-80)                      |                                                                             |                                                |
| Week 3   | 'The Measurement of Mental Health..." (83)                               | 1) Weekly paper #3  
2) Special Mandatory Discussion- "Know Your Diagnosis" | 1) Sun Apr 17 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
| Apr 11   | Switzer, Dew and Bromet " Issues in Mental Health Assessment" (83-99)   |                                                                             |                                                |
|          | Kessler and Mirowsky and Ross “The Categorical Versus Dimensional Controversy...” and “Measurement for a Human Science” (99-114) |                                                                             |                                                |
Horwitz and Wakefield "The Epidemic in Mental Illness..." (132-139)  
"Current Cross-National..." (140)- just the one page, not the subsequent article by Kessler et al.  
"Basic Concepts" (161)  
Aneshensel "Research in Mental Health: Social Etiology" (161-169)  
**SKIM**- Important ideas, but you can skim for key points: Pearlin "The Sociological Study of Stress" 170-188  
You may want to begin reading Sheehan *Is There No Place on Earth for me?* | 1Weekly paper #4  
2) Discussion Board #4 | 1) Sun Apr 24 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
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### Section II THE SOCIAL ORIGINS OF MENTAL HEALTH AND ILLNESS

| Week 5  | Roles, Social Statuses, and Mental Health (233)  
**SKIM**- Important ideas, but you can skim for key points: Mirowsky and Ross "Sex Differences in Distress: Real or Artifact?" 233-249  
I am having you skip the readings on gender, marital status, parenthood and mental health and I will provide a synopsis of the research findings in lecture notes.  
Miech et al. "Low Socioeconomic Status and Mental Disorders..." 294-315 | 1) Weekly paper #5  
2) Discussion Board #5 | 1) Sun May 1 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
| Section III STIGMA AND THE SOCIAL DIMENSIONS OF THE EXPERIENCE OF MENTAL ILLNESS |
|---------------------------------|---------------------------------|---------------------------------|
| Week 6                          | May 2                           | 1) Weekly paper #6              |
|                                 | "Stigma and the Social Dimensions..." 407 | 2) Discussion Board #6          |
|                                 | Scheff The Role of the Mentally Ill and the Dynamics..." (409-421) |                                  |
|                                 | Reading on D2L: "On Being Sane in Insane Places" | 1) Sun May 8 @11:59 p.m.       |
|                                 | Gove "Societal Reaction as an Explanation..." 422-431 *(This is a critique of labeling theory)* | 2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
|                                 | **SKIM**- Important ideas, but you can skim for key points: Link et al. "A Modified Labeling Theory Approach ..." (I suggest 433-438, then scan the results, then read the discussion on page 456 and 457) |                                  |
### Week 7
**May 9**

Carey "The Struggle to Gauge a War's Psychological Cost" (398 - 406)

**SKIM**- Important ideas, but you can skim for key points: Pescosolido et al. Americans' Views of Mental Illness..." (460-477)- the vignettes on page 478 are interesting.

Goffman "The Moral Career of the Mental Patient" (480-509)

Karp "Illness and Identity" (528 - 545)

1) **Weekly paper #7**
2) **Special Discussion Board #7** (mandatory) - this is on "Otherness"

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### Week 8
**May 16**

**SPECIAL UNIT** on childhood disorders, primarily Autism spectrum disorder, and ADHD. We will watch a movie "The Medicated Child" and have an open discussion on stigma, labels, medications, and treatments. I will supply the lecture notes and readings.

Rothman "The New World of the Asylum" (549-565)

Markowitz "Psychiatric Hospital Capacity, Homelessness..." (585-599)

Rosenfield "Labeling Mental Illness..." (625-642)

1) **Mandatory**
   1) **Weekly paper #8**
   2) **Discussion Board #8**

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### Section IV THE HISTORY AND SOCIAL ORGANIZATION OF MENTAL HEALTH POLICY AND TREATMENT

**Week 9**
**May 23**

"The History and Social Organization..." 547-548

Rothman "The New World of the Asylum" (549-565)

Markowitz "Psychiatric Hospital Capacity, Homelessness..." (585-599)

Rosenfield "Labeling Mental Illness..." (625-642)

1) **Weekly paper #9**
2) **Discussion Board #9**

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**Week 10**
**May 30**

**SKIM**- Important ideas, but you can skim for key points: Muhlbauer Navigating the Storm ..." 712-732

Teplin and Pruett "Police as Streetcorner Psychiatrist..." 733-752

**SKIM**- Important ideas, but you can skim for key points: Padgett "There's No Place Like (a) Home..." (776-791)

Torrey "Fixing the System" 824 -838

1) **Weekly paper #10**
2) **Discussion Board #10**
3) **Paper on the book Is There No Place On Earth For Me**

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1) **Weekly paper #10**
2) **Discussion Board #10**
3) **Paper on the book Is There No Place On Earth For Me**

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1) Sun May 15 @11:59 p.m.
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.

*Reminder, you must SKIP one weekly paper (NOT Week 8) and one discussion (NOT Week 3 or Week 9)*
| Week 11 - June 6 - Finals week - No new work. Catch up week if needed. | ALL LATE WORK & EXTRA CREDIT DUE SATURDAY JUNE 11 AT NOON - See late policy |