

S324: Sociology of Mental Illness [Lec. 7094]
Fall 2020 | TR 11:30am–12:45pm
Tues: Willkie (WI) C155
Thurs: Zoom [ID: 924 9504 6089; Pass: S324]

Instructor: Mr. Max Coleman
Email: maxcole@iu.edu
Office Hours: MW 11am-12pm, or by appt.
Office: Zoom [ID: 972 2897 8808; Pass: S324]

SOCIOLOGY OF MENTAL ILLNESS

“For those who believe that mental disease is essentially a reflection of physical, biological disorder, such declarations [about rising rates of illness]—and the consistent statistical findings on which they are based—remain questionable, because what they logically imply (an ongoing and environmentally unprovoked change of the physical human nature itself) is impossible and, therefore, cannot be true. What this means is that the persistence of the belief in the biological causation of all mental disease prevents serious (i.e., among other things, massively funded) consideration of alternative, nonbiological explanations of mental illnesses, and makes impossible both their cure and formation of policies that could arrest the rise in their rates.”

—Liah Greenfeld, *Mind, Modernity, Madness* (2013)

Purpose of the Course

Social factors have a powerful influence on our mental health—and yet conceptions of mental health vary across time and across cultures. In this course, we will address questions such as: How did some problems come to be labeled as “mental illnesses”? What are the roles of biological and social factors in the onset, course, and response to mental illnesses? Why are problems like anxiety and depression so common in American culture? We will explore the social origins of mental health problems and challenge the popular notion that mental health is best explained by genetic factors.

Course Goals

1. Understand the distinction between mind and brain, and the idea that mental illnesses are not “brain diseases.”
2. Recognize how aspects of mental illness are both socially and biological determined (and the interaction between them).
3. Understand how concepts of mental illness vary over time and space (i.e., history and culture).
4. See mental illness as a special case of the relationship between mind and society.

Course Requirements

You may earn a total of 200 points in this course. These points are based on participation (including weekly discussion questions), two short (2–3 page) papers, three exams, and a research project.

The grading scale is as follows (these are percentages):

A+ = 97 to 100, A = 94 to 96, A- = 90 to 93,

B+ = 87 to 89, B = 84 to 86, B- = 80 to 83,

C+ = 77 to 79, C = 74 to 76, C- = 70 to 73,

D+ = 67-69, D = 64 to 66, D- = 60 to 63,

F = 59 or below

Participation (40 points):

Students are expected to be active participants in class discussions. Though I recognize that some students are more talkative than others, it is important that you try to contribute at least once per class period; this constitutes evidence that you are engaged and have done the assigned readings. Other forms of participation include chatting about the course material during office hours or over email (especially if you are feeling shy).

Students are also expected to remain active and alert throughout the discussion, so avoid dozing off, texting, or staring longingly out the window. In academics as in life, much of your success depends on “face work” (a term from sociologist Erving Goffman), so if you’re not feeling up to class, fake it till you make it.

In addition to class participation, you will be asked to submit 1-2 discussion questions each week, in preparation for Thursday’s Zoom classes. These questions should be based on the assigned readings for Thursday, so you will need to post them on the Canvas discussion board by Wednesday night at 11:59pm. Asking insightful questions not only shows me that you are completing the assigned readings, but also helps us to have an informative Zoom discussion each Thursday. Below are a few examples of discussion questions:

- “Why does Szasz say mental illness is a ‘myth’? Do you agree with him?”
- “How does Styron’s own experience with depression reflect some of the work we’ve already read about the stigma of mental illness?”

Two short writing assignments (10 points each):

Twice during the semester, you will be expected to write a short, 2–3 page (double-spaced) analysis of a required course reading. You are welcome to choose whichever reading you like—but to get credit, your analysis must be uploaded to Canvas before class starts (i.e., before 11:30am) on the day we are scheduled to discuss the reading. The idea here is to get your own original thoughts on the reading, rather than the ones we come up with in class together.

IMPORTANT: To prevent procrastination, both of your reading reflections will be due before Thanksgiving Break, according to the following deadlines:

First paper due by October 6.
Second paper due by November 19.

OPTIONAL: If you are unsatisfied with your grade on one of these papers, you may complete a third paper and I will drop the lowest grade of the three. This optional third paper would still be due by November 19, so consider completing your second paper well before this date so you can receive your grade and decide whether you want to write a third paper.

Your paper should have three components:

1. *Summarize the author's argument.* Be as precise as possible, highlighting the key components of the argument without being too verbose. Avoid quotations, unless you're naming a key concept like "commodification of labor." Learning to distill an argument is an important skill, so this should be the shortest part of the paper (a few sentences).
2. *Put the argument in context.* How does the argument complement, or challenge, previous works we've read or discussed? Does one of the key concepts in this article remind you of something else we've explored? In reviewing an article on racial inequality, for example, you might use another sociologist's work to show how racial discrimination and gender discrimination have similar roots. As always, *be brief!* Your entire paper is only 2–3 pages, double-spaced.
3. *Critique the argument.* Is the author's logic convincing? What are its strengths and weaknesses? If the argument has holes in it, how might you fill them? (In other words, how would you expand the argument to make it more convincing?) In providing a critique of the article, you might challenge the assumptions the author makes, the evidence he uses, or even the structure of the argument itself. Be specific, and most of all be *charitable*—that is, assume that the author is intelligent and has good intentions; interpret the work in light of what the author meant to convey. Don't be mean-spirited: the best critique is one that takes the author at his word and kindly shows how his argument could be made better. If you can represent the author's argument *at its best*, and yet still manage to show its flaws, you have provided a very strong critique indeed.

Research project (50 points total):

Throughout the semester, you will work on a research project devoted to the topic of your choice. The topic should be as specific as possible, and should include a clearly defined research question. To make the process easier on you, and to prevent procrastination, the project is divided into three components.

1. **Topic statement (due September 24) (5 points):** Provide a summary of your proposed research project (if you have more than one idea, that's okay too). Your summary should be no more than one page, double-spaced. This statement should outline the subject of your paper as well as the sources you intend to use. You do not need to provide a formal bibliography, but please do list a few reputable sources (i.e., academic articles and books) on which you plan to draw. Your topic statement must include a *specific, narrow research question*. Do not write "I plan to explore gender and mental health in America." Instead, write down a question: "Why are rates of depression consistently higher among women than among

men?” In fact, even the latter question can be narrowed: “Do *economic* factors explain the disparity in depression rates?” With a research project like this, you don’t want to be too broad: it’s best to be, as they say, “an inch wide and a mile deep.”

2. **Outline (due November 10) (15 points):** To help with your first draft, you should write a detailed outline of approximately 2–3 pages, double-spaced. The outline should *clearly present* the structure of your argument, including specific points you intend to make. To receive full credit, the introduction section of your outline must include a thesis statement: a succinct summary of your argument. For example: “The relative improvement in women’s wages has more to do with *men’s* difficulties in the labor market than any gains that women themselves have made.” For help on thesis statements, visit the [UNC–Chapel Hill Writing Center](#) website. For help on outlines, visit the [Purdue OWL](#) website.
3. **Final draft (due December 17) (30 points):** Your final draft should be 7-10 pages, double-spaced. A strong paper will include a clear and convincing thesis supported by evidence; excellent organizational structure; and proper spelling and grammar conventions. The paper should also adhere to ASA formatting (see my handout “Writing Conventions in Sociology,” provided at the end of this syllabus). No exceptions will be made for late papers except under extreme circumstances; if you cannot make the deadline, please contact me as soon as possible. The paper will be due before 11:30am, like all written assignments this semester.

I strongly encourage you to come to office hours on Zoom to discuss your project, brainstorm ideas, find relevant sources, etc. I’m here as a resource for you.

Exams:

All exams will take place on Canvas. These will be “take-home” exams: you will have 75 minutes to take each exam, but you can choose your start time (over a period of several days), and you will have access to your notes and readings. There will be one exam for each of the three sections of the course:

- **Exam #1 (avail. Oct 8 at 12:45pm to Oct 10 at 12:45pm) (30 points):** *Social Causation*
The first exam will include multiple-choice, short-answer, and mini-essay questions. More info will be provided as we approach the exam day.
- **Exam #2 (avail. Oct 29 at 12:45pm to Oct 31 at 12:45pm) (30 points):** *Social Construction*
Same format as above.
- **Exam #3 (avail. Dec 10 at 12:45pm to Dec 15 at 12:45pm) (30 points):** *Social Response*
The final exam will be similar to the previous two, though it may include a larger writing component. More info will be provided as we approach the exam day.

If you need to make up an exam due to illness, family emergency, etc., please let me know as soon as possible. The make-up exam will be the same format, but with different questions.

Classroom Policies

Hybrid Instruction:

As with many aspects of life these days, the coronavirus has changed the way that teaching is conducted. This course will be taught in a hybrid mode of instruction, with in-person classes on Tuesdays and Zoom classes on Thursdays. While all courses, including this one, are expected to move fully online after Thanksgiving break, it is possible that we'll need to move online sooner than that. I ask that you be patient and flexible in adapting to changing circumstances; in return, I will work hard to communicate my expectations clearly and answer any questions or concerns you may have as the class unfolds. Please do not hesitate to reach out.

Because this course requires the use of Zoom and Canvas, please get in touch with me ASAP if you do not have access to Wi-Fi, or if you anticipate not having access in the future.

Zoom for Online Classes:

All of our Thursday classes will take place via Zoom, at the usual class time (11:30 to 12:45). After Thanksgiving break, *all* of our classes—including Tuesday classes—will move to Zoom. Please be sure to [download Zoom](#) before August 27, the date of our first Zoom class.

The login info is as follows:

ZOOM CLASSES:

Meeting URL:

<https://iu.zoom.us/j/92495046089?pwd=VUZTbmhQSHBwUi8vRG9CbjhGQ1l3UT09>

Meeting ID: 924 9504 6089

Password: S324

Or join by telephone: (312) 626-6799

Office Hours:

Because of the coronavirus, all office hours will be held online. Simply log into the Zoom meeting using the information below, and you will enter a “waiting room.” If I am currently speaking with another student, you will need to stay in the waiting room; otherwise, I can immediately add you to the Zoom call.

OFFICE HOURS:

Mondays and Wednesdays, 11am – 12pm, or by appointment.

Meeting URL:

<https://iu.zoom.us/j/97228978808?pwd=emdqdG5wUWNUcDZkdnVmYmU5ekpjdz09>

Meeting ID: 972 2897 8808

Password: S324

You are always welcome to [schedule a meeting](#) with me outside of the usual office hours. If you have a poor internet connection or simply prefer not to use Zoom, email me and we can set up a telephone appointment.

Classroom Etiquette:

We will be discussing a variety of sensitive social issues in this class, including not only mental illness but also race, class, gender, sexuality and politics. Each person comes to class with a unique background and perspective; I encourage students to draw on that perspective when discussing sociological issues in class. Keep in mind that sharing opinions and experiences is a valuable but sometime uncomfortable experience, and everyone must make the commitment to create an atmosphere of respect for each person's contribution. Various points of view are welcome and expected. Please be as respectful and open-minded as possible not only when listening to viewpoints different from your own, but in responding to those viewpoints if you choose to do so.

If students choose to divulge their own experiences with mental illness, or the experience of family and friends, such experiences should NOT be shared outside of the classroom without express permission. Finally, please note that disruptive conduct in class and failure to comply with course policy may result in sanctions according to procedures outlined in the [Indiana University Code of Student Rights, Responsibilities and Conduct](#).

Online Classroom Etiquette:

During online classes, please try to adhere to a few etiquette guidelines:

- Make sure that you are muted unless you are speaking, to minimize background noise.
- Dress appropriately (i.e., wear what you would normally wear to class).
- Turn off your video if you need to step away from the computer.
- Rename yourself: Once the meeting starts, mouse over your face and click "...” in the top-right corner, then click Rename. (For some of you, the default is your email address, but I want everyone to see each other's names.)

Course Readings:

To minimize costs to you, I have tried to make most of the readings available on Canvas (or online, in the case of news articles). However, there are two books that I recommend you purchase or check out from the library. If you can't get physical copies of these books, I have PDF versions on Canvas (they are low-quality but they will work in a pinch):

- (1) *Everything in Its Path* by Kai Erikson
- (2) *Darkness Visible* by William Styron

You should complete each reading *before* class, and be ready to discuss the reading during class. This is an important part of your participation grade (see below). Finally, you should know that many of these readings discuss very challenging topics, including self-harm, suicide, and even genocide (in the case of Nazi Germany). If you expect that a reading will be difficult for you, please let me know in advance and we can find alternative options for completion.

Note: All readings marked "Recommended" are completely optional. I've provided them only if you are interested in a topic and would like to learn more. Because these readings are not uploaded to

Canvas, please email me and I will send you a digital copy or (when possible) scan a book chapter for you.

How to Turn in Assignments:

All written assignments must be uploaded to Canvas *before the start of class* on the day the assignment is due. For example, an assignment due by September 24 should be uploaded no later than 11:30am (i.e., the start of class) that day. To minimize the spread of coronavirus, I will NOT require you to turn in printed copies of your work.

Late Work:

Late assignments will be penalized a half-grade for each day they are overdue. For example, an assignment that *would* have received a B+ will receive a B if turned in one day late, a B- if turned in two days late, etc. If you know you cannot turn in an assignment on time, and have a reasonable explanation (e.g., family emergency), please contact me as soon as possible.

Attendance:

Class attendance is an essential component of a successful course. However, I understand that there are extenuating circumstances that may prevent you from coming to class. No matter the cause of your absence, please email me to let me know so we can review what you missed. If you plan to be absent for a religious holiday, please contact me within the first two weeks of class. Deadlines for assignments will not change unless you make explicit arrangements with me.

A note from the university: The student responsibility form requires that you take your temperature every morning and that you refrain from attending class if you have a temperature of 100.4 or other symptoms of illness. In order to ensure that you can do this, *attendance will not be a factor in the final grade*. Attendance may still be taken to comply with accreditation requirements.

Absence for University-Sanctioned Curricular and Extracurricular Activities

With appropriate documentation from the school or unit sponsoring the activity, students will be offered a reasonable opportunity to submit missed assignments and take missed exams at another time without penalty. University-sanctioned curricular and extracurricular activities are considered to be travel to and performance in:

- Concerts
- Artistic presentation
- Athletics events
- Academic competition
- Participation in workshops and conferences

More information about university policies on absences can be found here:

<https://studentaffairs.indiana.edu/student-support/dean-of-students/attendance.html>

Contacting Me:

The best way to contact me is by email, at maxcole@iu.edu. Though I will try to respond in a timely manner, I am constrained by other obligations, including research and teaching prep. You can expect to hear from me within 48 hours. Please note: If you have sensitive or complex questions, I encourage you to set up a time to meet with me during office hours.

Laptops, Cell Phones, and Other Electronics:

Although I allow laptops and other devices in the classroom, I encourage you to keep your use to a minimum. Studies have shown that these technologies distract from classroom learning even when used for noble purposes—for example, notes taken by hand are better remembered than notes taken on the computer. Cell phones should be turned off or silenced (I put mine in Airplane mode to prevent calls). Because digital technologies can be a major source of distraction in the classroom, students may lose the privilege of using these devices. Please be respectful of your peers.

Disability Services for Students:

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>.

If at any time during the semester you find yourself battling mental health issues that are impacting your participation in or work for the course, then please contact me. For adjustments to course requirements or classroom policy, such as extended test-taking time, please contact [IU Disability Services](#) (see above). For mental health resources, students can obtain free or reduced-price counseling and consultation through IU's [Counseling and Psychological Services \(CAPS\)](#). You can also access “self-therapy” through the [WellTrack](#) app, available on most smartphones (log in for free using your IU credentials). Your well-being is and should be a top priority.

Academic Integrity

Academic dishonesty of any kind (including, but not limited to, plagiarism, sharing, copying, or cheating on exams and assignments) will not be tolerated. In accordance with the Indiana University Code of Student Rights, Responsibilities, and Conduct, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. For more information, see: <http://college.indiana.edu/student-portal/undergraduate-students/academic-integrity.html>

Family Educational Rights and Privacy Act (FERPA) Statement

All IU faculty are responsible for ensuring they understand the FERPA regulation and IU policies and procedures related to the safeguarding and release of student information. You have a right to privacy as well as a right to access to your personal records. More information about your rights and responsibilities with regard to privacy can be found here: <https://ferpa.iu.edu/rights/index.html>

Bias Reporting:

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unacceptable in our classroom or on campus. What should you do if you witness or experience a bias incident? Report it by submitting a report online (biasincident.indiana.edu) or calling the Dean of Students Office (812-855-8187).

Sexual Misconduct:

Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Online Course Materials:

The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, recorded lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

COVID-19 Rights and Responsibilities:*Assigned Seating*

In order to ensure we can contact you in the event you are exposed to COVID-19, you must remain in your assigned seat for the entire semester.

Student Rights

Any student who believes another person in a class is threatening the safety of the class by not wearing a mask or observing physical distancing requirements may leave the class without consequence.

Masks and Physical Distancing Requirements

In recognition of what all IU community members owe to each other, all students, staff, and faculty signed an acknowledgement of their responsibility to follow public health measures as a condition of returning to the campus this fall. Included in that commitment were requirements for appropriately wearing (covering mouth and nose) adequate masks in all IU buildings and maintaining physical distancing in all IU buildings. Both requirements are necessary for us to protect each other from transmission of COVID-19. Therefore:

- If a student is present in class without an adequate mask (that covers both mouth and nose) worn appropriately, the instructor will ask the student to put a mask on immediately or leave the class.
- If a student comes to class a second time without a mask, the student's final grade may be reduced by one letter (e.g., from an A to a B, for instance), and the instructor will report the student to the Office of Student Conduct of the Division of Student Affairs.
- If a student refuses to put a mask on or to wear a mask appropriately after being instructed to do so, the instructor may end the class immediately, and report the student to the Office of Student Conduct. The student will be summarily suspended from the university pursuant to IU's Summary Suspension Policy
- If Student Conduct receives three cumulative reports from any combination of instructors or staff members that a student is not complying with the requirements of masking and physical distancing, the student will be summarily suspended from the university for the semester.

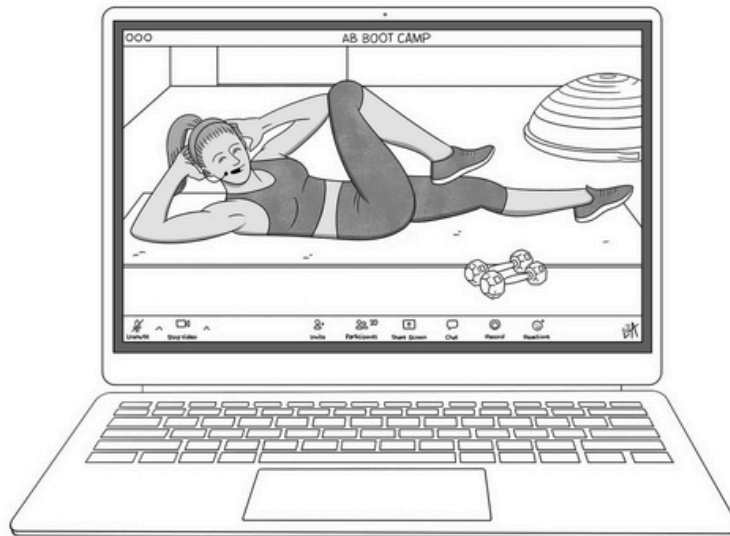
Finally, an important reminder from the university:

“With permission of the Executive Dean of the College, the instructional modality for this course may be changed to remote instruction based on public health safety recommendations and on the instructor's evaluation of classroom conditions.”

EXAMS & ASSIGNMENTS:

Week 5: September 24	Topic statement due
Week 7: October 6	Last day for 1st short paper
Available Oct 8-10, 12:45pm to 12:45pm	Exam #1 on Canvas
Available Oct 29-31, 12:45pm to 12:45pm	Exam #2 on Canvas
Week 12: November 10	Outline due
Week 13: November 19	Last day for 2nd short paper <i>(and last day for optional 3rd short paper)</i>
Available Dec 10-15, 12:45pm to 12:45pm	Exam #3 on Canvas
Week 15: December 17	Research paper due

*Remember: All written assignments are due before 11:30am.
Exams are available for several days on Canvas, but you only have a 75-minute window once you begin.*



*“If you don’t have weights at home, try using canned food
or the psychological burden of simply existing in this
world!”*

PART ONE: SOCIAL CAUSATION

Week One: Mental Health & Modernity (Aug 25 and 27)

Tuesday, Aug 25:

- Read the syllabus and come prepared with any questions you have.
- **Recommended:** Williams et al. 2020. “Do Americans Face Greater Mental Health and Economic Consequences from COVID-19? Comparing the U.S. with Other High-Income Countries.” *The Commonwealth Fund*.
<https://www.commonwealthfund.org/publications/issue-briefs/2020/aug/americans-mental-health-and-economic-consequences-COVID19>

Thursday, Aug 27:

- Seligman, Martin. 1990. “Why Is There So Much Depression Today? The Waxing of the Individual and the Waning of the Commons.” Pp. 1–9 in *Contemporary Psychological Approaches to Depression*, edited by Rick E. Ingram. New York, NY: Plenum.
- Twenge, Jean. 2006. “The Age of Anxiety (and Depression, and Loneliness): Generation Stressed” (Ch. 4 of *Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*, pp. 142-180)
- Douthat, Ross. 2013. “All the Lonely People.” *New York Times*.
<https://www.nytimes.com/2013/05/19/opinion/sunday/douthat-loneliness-and-suicide.html>
- Denizet-Lewis, Benoit. 2017. “Why Are More American Teenagers Than Ever Suffering from Severe Anxiety?” *New York Times*.
<https://www.nytimes.com/2017/10/11/magazine/why-are-more-american-teenagers-than-ever-suffering-from-severe-anxiety.html>
- **Recommended:** Stearns, Peter N. 2012. *Satisfaction Not Guaranteed: Dilemmas of Progress in Modern Society*. New York: NYU Press.

Week Two: Stress (Sept 1 and 3)

Tuesday, Sept 1:

- Finish the S324 Questionnaire (available [here](#)).
- Pearlin, Leonard I. 1989. “The Sociological Study of Stress.” *Journal of Health and Social Behavior* 30(3):241-256.
- Thoits, Peggy A. 2010. “Stress and Health: Major Findings and Policy Implications.” *Journal of Health and Social Behavior* 51 Suppl:S41-53.

Thursday, Sept 3:

- Turner, R. Jay. 2003. “The Pursuit of Socially Modifiable Contingencies in Mental Health.” *Journal of Health and Social Behavior* 44(1):1-17.
- Williams, David R. 2018. “Stress and the Mental Health of Populations of Color: Advancing Our Understanding of Race-Related Stressors.” *Journal of Health and Social Behavior* 59(4):466-485.



"It turns out it wasn't the giant asteroid that killed the dinosaurs. It was stress about the giant asteroid that killed the dinosaurs."

Week Three: Social Support, Social Integration, and Social Comparison (Sept 8 and 10)

Tuesday, Sept 8:

- Turner, J. Blake and R. Jay Turner. 2013. "Social Relations, Social Integration, and Social Support." Pp. 341-56 in *Handbook of the Sociology of Mental Health, Second Edition*, edited by Carol S. Aneshensel, Jo C. Phelan, and Alex Bierman. New York: Springer.
- Mueller, Anna S., and Seth Abrutyn. 2016. "Adolescents Under Pressure: A New Durkheimian Framework for Understanding Adolescent Suicide in a Cohesive Community." *American Sociological Review* 81(5):877-99.

Thursday, Sept 10:

- Wilkinson, Richard G. 1999. "Health, Hierarchy, and Social Anxiety." *Annals of the New York Academy of Sciences* 896(1):48-63.
- Start reading for next Tuesday's class.



"I know by outward standards I'm successful, but a voice inside my head keeps saying, 'Where's your private plane?'"

Week Four: Culture (Sept 15 and 17)

Tuesday, Sept 15:

- Erikson, Kai. 1976. *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood*. New York: Simon and Schuster.

INSTRUCTIONS: Read the entire book, but pay close attention to Part Three (especially "Collective Trauma"). The whole book is excellent, but if you're running low on time: skip the Prologue (it only exists in recent editions anyway), read the Introduction, skim Part One, skip Part Two, skim the chapter "Looking for Scars," and closely read the rest of the book.

Thursday, Sept 17:

- Davis, Joseph E. 2020. "The Deeper Roots of Youth Anxiety." *Institute for Family Studies*. <https://ifstudies.org/blog/the-deeper-roots-of-youth-anxiety>
- Whippman, Ruth. 2016. "Coming to America: Obsessed with Happiness, but Nobody's Happy" and "Personal Journey? It's Not All About You." (Ch. 1-2 of *America the Anxious: How Our Pursuit of Happiness Is Creating a Nation of Nervous Wrecks*, pp. 1-32)
- **Recommended:** Nesse, Randolph. 2000. "Is Depression an Adaptation?" *Archives of General Psychiatry* 57(1):14-20.

- **Recommended:** Luthar, Suniya S., Samuel H. Barkin, and Elizabeth J. Crossman. 2013. “I Can, Therefore I Must”: Fragility in the Upper-Middle Classes.” *Development and Psychopathology* 25(4pt2):1529-1549.

Week Five: Mental Health Disparities, Part I – Class & Race (Sept 22 and 24)

Tuesday, Sept 22:

- Link, Bruce G. and Jo Phelan. 1995. “Social Conditions as Fundamental Causes of Disease.” *Journal of Health and Social Behavior* (1995): 80-94.
- Yu, Yan and David R. Williams. 1999. “Socioeconomic Status and Mental Health.” Pp. 151-166 in *Handbook of the Sociology of Mental Health*, edited by Carol S. Aneshensel and Jo Phelan. New York: Plenum/Kluwer Academic.

Thursday, Sept 24: **TOPIC STATEMENT DUE for Research Project**

- Williams, David R., Manuela Costa, and Jacinta P. Leavell. 2010. “Race and Mental Health: Patterns and Challenges.” Pp. 268-290 in *A Handbook for the Study of Mental Health (2nd ed.)*, edited by Teresa L. Scheid and Tony Brown. New York: Cambridge University Press.
- Brown, Tony N. 2003. “Critical Race Theory Speaks to the Sociology of Mental Health: Mental Health Problems Produced by Racial Stratification.” *Journal of Health and Social Behavior*, 292-301.

Week Six: Mental Health Disparities, Part II – Gender & Sexuality (Sept 29 and Oct 1)

Tuesday, Sept 29:

- Rosenfield, Sarah and Dawne Mouzon. 2013. “Gender and Mental Health.” Pp. 277-296 in *Handbook of the Sociology of Mental Health, Second Edition*, edited by Carol S. Aneshensel, Jo C. Phelan, and Alex Bierman. New York: Springer.
- Simon, Robin W. 2020. “Gender, Emotions, and Mental Health in the United States: Patterns, Explanations, and New Directions.” *Society and Mental Health* 10(2):97-111.

Thursday, Oct 1:

- Russell, Stephen T., and Jessica N. Fish. 2016. “Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth.” *Annual Review of Clinical Psychology* 12(2016):465-487.

PART TWO: SOCIAL CONSTRUCTION

Week Seven: Mental Illness as Social Construct (Oct 6 and 8):

Tuesday, Oct 6: **FIRST SHORT PAPER DUE**

- Szasz, Thomas. 1960. “The Myth of Mental Illness.” *American Psychologist* 15:113-118.
- Rosenhan, David L. 1973. “On Being Sane in Insane Places.” *Science* 179(4070):250-258.

Thursday, Oct 8: **EXAM #1 available today after class**

- Scheff, Thomas. 1966. *Being Mentally Ill: A Sociological Theory*. Chicago: Aldine. (Ch. 1 & 2)
- Gove, Walter R. 1979. "The Labeling Versus the Psychiatric Explanation of Mental Illness: A Debate That Has Become Substantively Irrelevant: Reply." *Journal of Health and Social Behavior* 20(3):301-304.
- **Recommended:** Link, Bruce G., Francis T. Cullen, Elmer Struening, Patrick E. Shrout, and Bruce P. Dohrenwend. 1989. "A Modified Labeling Theory Approach to Mental Disorders: An Empirical Assessment." *American Sociological Review* 54(3):400-423.

Week Eight: Medicalization (Oct 13 and 15):

Tuesday, Oct 13:

- Conrad, Peter and Joseph W. Schneider. 1992. "Medical Model of Madness: The Emergence of Mental Illness." Pp. 38-72 in *Deviance and Medicalization: From Badness to Sickness*. Philadelphia: Temple University Press.

Thursday, Oct 15:

- Metzl, Jonathan M. 2010. "Preface." Pp. ix-xxi in *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press.
- Conrad, Peter. 1975. "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior." *Social Problems* 23(1):12-21.
- **Recommended:** Horwitz, Allan V. and Jerome C. Wakefield. 2007. *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder*. New York: Oxford University Press.

Week Nine: Debating Diagnosis (Oct 20 and 22):

Tuesday, Oct 20

- Kleinman, Arthur. 1988. "What Is a Psychiatric Diagnosis?" Pp. 5-17 in *Rethinking Psychiatry: From Cultural Category to Personal Experience*. New York: Free Press.
- Mirowsky, John, and Catherine E. Ross. 1989. "Psychiatric Diagnosis as Reified Measurement." *Journal of Health and Social Behavior* 30(1):11-25.
- Swartz, Marvin, Bernard Carroll, and Dan G. Blazer. 1989. "In Response to 'Psychiatric Diagnosis as Reified Measurement': An Invited Comment on Mirowsky and Ross (1989)." *Journal of Health and Social Behavior* 30(1):33-34.
- Horwitz, Allan V. 2017. "Social Context, Biology, and the Definition of Disorder." *Journal of Health and Social Behavior* 58(2):131-145.
- **Recommended:** Horwitz, Allan. 2007. "Distinguishing Distress from Disorder as Psychological Outcomes of Stressful Social Arrangements." *Health* 11(3):273-89.

Thursday, Oct 22:

- Pickersgill, Martyn D. 2014. "Debating DSM-5: Diagnosis and the Sociology of Critique." *Journal of Medical Ethics* 40(8):521-525.
- Lilienfeld, Scott O. and Michael T. Treadway. 2016. "Clashing Diagnostic Approaches: DSM-ICD Versus RDoC." *Annual Review of Clinical Psychology* 12(2016):435-463.



PART THREE: SOCIAL RESPONSE

Week Ten: Oppression, Stigma, & Resistance (Oct 27 and 29)

Tuesday, Oct 27:

- *Oppression*
 - Fischer, Bernard A. 2012. "Maltreatment of People with Serious Mental Illness in the Early 20th Century: A Focus on Nazi Germany and Eugenics in America." *The Journal of Nervous and Mental Disease* 200(12):1096-1100.
 - Seeman, Mary V. "Psychiatry in the Nazi Era." *The Canadian Journal of Psychiatry* 50(4):218-225.
- *Stigma*
 - Goffman, Erving. *Stigma: Notes on the Management of Spoiled Identity*. New York: Simon & Schuster. (Ch. 1)
 - Wahl, Otto F. 1995. "A Breed Apart" and "Murder and Mayhem." Pp. 36-86 in *Media Madness*. New Brunswick, NJ: Rutgers University Press

Thursday, Oct 29: **EXAM #2 available today after class**

- *Stigma, cont'd:*
 - Corrigan, Patrick W., Fred E. Markowitz, and Amy C. Watson. 2004. "Structural Levels of Mental Illness Stigma and Discrimination." *Schizophrenia Bulletin* 30(3):481-491.
 - Link, Bruce G., Jo C. Phelan, Michaeline Bresnahan, Ann Stueve, and Bernice A. Pescosolido. 1999. "Public Conceptions of Mental Illness: Labels, Causes, Dangerousness, and Social Distance." *American Journal of Public Health* 89:1328-1333.
- *Resistance:*
 - Davis, Joseph E. 2020. "Resisting Differentness." Chapter 4 (pp. 97-122) in *Chemically Imbalanced: Everyday Suffering, Medication, and Our Troubled Quest for Self-Mastery*. Chicago: University of Chicago Press.
 - Thoits, Peggy A. 2011. "Resisting the Stigma of Mental Illness." *Social Psychology Quarterly* 74(1):6-28.
 - Corrigan, Patrick W. 2018. "Lessons Learned for Future Advocacy." Chapter 8 (pp. 188-191) in *The Stigma Effect*. New York: Columbia University Press.

Week Eleven: Getting Help – Mental Health Services and Their Obstacles (Nov 3 and 5)

Tuesday, Nov 3: *Election Day*

- Pescosolido, Bernice A., Carol Brooks Gardner, and Keri M. Lubell. 1998. "How People Get into Mental Health Services: Stories of Choice, Coercion, and 'Muddling Through' from 'First-Timers.'" *Social Science & Medicine* 46, 2:275-286.
- Alegria, Margarita, Melissa Vallas, and Andres J. Pumariega. 2010. "Racial and Ethnic Disparities in Pediatric Mental Health." *Child and Adolescent Psychiatric Clinics* 19(4):759-774.
- **Recommended:** Horwitz, Allan. 2002. *Creating Mental Illness*. (Ch. 8: "Diagnostic Psychiatry and Treatment.")

Thursday, Nov 5:

- Press, Alex. 2018. "Waiting for My Number." <https://alexnpres.com/2018/12/07/waiting-for-my-number/>
- Myers, Neely Lorenzo. 2015. *Recovery's Edge*. (Ch. 1-2.)
- **Recommended:** Gong, Neil. 2019. "Between Tolerant Containment and Concerted Constraint: Managing Madness for the City and the Privileged Family." *American Sociological Review* 84(4):664-689.

Week Twelve: The Experience of Mental Health Problems (Nov 10 and 12)

Tuesday, Nov 10: **OUTLINE DUE for Research Project**

- Karp, David A. and Lara B. Birk. 2013. "Listening to Voices: Patient Experience and the Meanings of Mental Illness." Pp. 23-40 in *Handbook of the Sociology of Mental Health, Second Edition*, edited by Carol S. Aneshensel, Jo C. Phelan, and Alex Bierman. New York: Springer.
- Karp, David P. 1996. *Speaking of Sadness: Depression, Disconnection, and the Meanings of Illness*. New York: Oxford University Press. (Ch. 3)

Thursday, Nov 12:

- Styron, William. 1990. *Darkness Visible: A Memoir of Madness*.

Week Thirteen: The Meaning (and Marketing) of Medication (Nov 17 and 19)

Tuesday, Nov 17:

- Davis, Joseph E. 2020. "The Biologization of Everyday Suffering." Chapter 2 (pp. 42-69) in *Chemically Imbalanced: Everyday Suffering, Medication, and Our Troubled Quest for Self-Mastery*. Chicago: University of Chicago Press.
- Martin, Emily. 2007. *Bipolar Expeditions: Mania and Depression in American Culture*. (Ch. 6)

Thursday, Nov 19: **SECOND SHORT PAPER DUE**

- Karp, David P. 1996. *Speaking of Sadness: Depression, Disconnection, and the Meanings of Illness*. New York: Oxford University Press. (Ch. 4)
- Myers, Neely Laurenzo. 2015. *Recovery's Edge*. (Ch. 3)

NO CLASS ON NOV. 24 and 26 – ENJOY THANKSGIVING BREAK!

Week Fourteen: Institutionalization & Deinstitutionalization (Dec 1 and 3):

Tuesday, Dec 1:

- Goffman, Erving. 1959. "The Moral Career of the Mental Patient." *Psychiatry* 22(2):123-142.
- Weinstein, Raymond M. 1990. "Mental Hospitals and the Institutionalization of Mental Patients." *Research in Community and Mental Health* 6:273-294.

Thursday, Dec 3:

- Grob, Gerald N. 1995. "The Paradox of Deinstitutionalization." *Society* 32:51-59.
- McLean, Athena Helen. 2000. "From Ex-Patient Alternatives to Consumer Options: Consequences of Consumerism for Psychiatric Consumers and the Ex-Patient Movement." *International Journal of Health Services* 30(4):821-847.

Week Fifteen: Contemporary Issues in the Sociology of Mental Health (Dec 8 and 10):

Tuesday, Dec 8:

- Carlo, Andrew, Brian S. Barnett, and Richard G. Frank. 2020. "Behavioral Health Parity Efforts in the US." *JAMA*. Retrieved July 15, 2020 (<https://jamanetwork.com/journals/jama/fullarticle/2768597>).
- Hiday, Virginia Aldigé and Bradley Ray. 2017. "Mental Illness and the Criminal Justice System." Pp. 467-492 in *A Handbook for the Study of Mental Health*, edited by Teresa L. Scheid and Eric R. Wright. Cambridge, MA: Cambridge University Press.
- Case, Anne and Angus Deaton. 2020. "Suicide, Drugs, and Alcohol." Chapter 8 (pp. 94-108) in *Deaths of Despair and the Future of Capitalism*.
- **Recommended:** Purser, Robert. *McMindfulness*. London: Repeater Books.

Thursday, Dec 10: Review day. (**EXAM #3 available today after class**)

- No readings, but please use the Canvas discussion board to post 1-2 questions you would like me to review for the third exam.

Thursday, Dec 17: **RESEARCH PAPER DUE by 11:30am.**

Writing Conventions in Sociology

Max Coleman, Fall 2020

I expect all of your papers—as well as outlines, bibliographies, etc.—to adhere to American Sociological Association (ASA) format. You may have been trained in other formats, such as MLA or Chicago, but here I will ask that you use ASA format. The American Sociological Association has prepared a webpage called “[Quick Tips for ASA Style](#),” which will be very helpful. I will not be a stickler about formatting, but I do ask that you respect the following rules:

- All papers must be written in 12-point Times New Roman font, double-spaced (except for bibliographies), and with one-inch margins all around.
- Each page must begin with a header at the top-right that tells me your name as well as the page number. For example: Coleman 1, Coleman 2, Coleman 3 . . .
- The first page of every paper should include the following at the top-left:

Student Name
Professor Name
Class Name and #
Day Month Year

For example, you might type:

John Smith
Max Coleman
S324: Soc of Mental Illness
24 September 2020 [This is the day the assignment is due.]

You will find that this simple four-line approach works well for academic papers in almost any class you ever take.

- If you reference an author’s ideas, you must immediately cite the author, *even if you do not quote him or her*. This is called an in-text citation, and is formatted as follows: **(LastName PubYear:Page Number)**. For example, you might write:

According to Erich Fromm, the loss of communal ties in the modern age produced a kind of “moral aloneness” **(Fromm 1941:34)**.

If you do not quote the author, you can remove the page number. For example:

The loss of communal ties in the modern age made individuals feel alone and powerless **(Fromm 1941)**.

- You must provide a bibliography at the end of your research paper. See “Quick Tips for ASA Style” for the proper formatting. To make things easier for you, I will not require a formal bibliography for short (2–3 page) papers. Only your research paper requires a bibliography. Even so, you must give credit when you cite another author’s ideas. This can

be as simple as saying, “Erich Fromm argues . . .”

- If you need help with formatting, you are welcome to ask me, though a quick Google search can often answer the more basic questions.
- Finally, it is essential that you proofread your work before turning it in. Do whatever you have to do—read it out loud, ask a friend to look it over, visit [Writing Tutorial Services](#)—but by all means, review your work before submitting it. While the content of your writing *should* matter more than formatting, poor grammar and spelling can be very distracting, and I may lower your grade on an assignment if it shows a lack of proper attention to these details. On the other hand, an essay with impeccable formatting allows me to take you more seriously as a writer. Study after study indicates that these trivial details—including the font in which your essay is written—can have a serious impact on your grade, even if the instructor does not realize it! So do yourself a favor by attending to spelling, grammar, and other formatting conventions.

A note from Writing Tutorial Services:

“For free help at any phase of the writing process—from brainstorming to revising the final draft—visit the Writing Tutorial Services' (WTS, pronounced "wits") [website](#). You will need to complete a one-time registration if this is your first time using the online scheduler. When you join your Zoom session, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please use the "Limit to" dropdown menu at the top-center of the schedule page. WTS (usually located in the Learning Commons on the first floor of the West Tower of Wells Library) will be open for online tutorials Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. beginning on August 31.”