

Sociology of Mental Illness

S324/Section 12393

Instructor: Ann McCranie

Time: 6:30-8:45 p.m. Monday and Wednesday

Location: Ballantine Hall 204

Office: Room 212, Schuessler Institute for Social Research, 1022 E Third Street (Across from Memorial, diagonally from the Jordan Hall Greenhouse)

Office Hours: In Ballantine 204, 5-6:30 Mondays, Instructor will also be available during office hours on Oncourse

Contact: amccrani@indiana.edu or 812-322-5475 (I prefer email!)

Course Description

This course will take a sociological view of issues of mental health and illness with an eye to understanding the varying perspectives from other disciplines such as psychiatry, psychology, and social work. We will consider social factors in the cause, incidence, and prevalence of problems, social responses to illness, and the social organization of treatments.

The goal of the course will be to learn to view mental health problems in their social, cultural, and institutional context, not just in their individualized medical or psychological context. We will consider both cause and consequence of mental health problems, with emphasis on appreciating the plurality of views that exist about these topics. Major sociological theories such as stigma, medicalization, social stress, social movements, and organizational theory will be used to consider such problems as depression, bipolar disorder, schizophrenia, post-traumatic stress disorder, eating disorders, attention-deficit hyperactivity disorder, and psychopathy.

Students will be expected to complete assigned readings, attend lectures and participate in class discussion in the classroom and online. Prerequisites are S230 or consent of instructor. Class participation, online and in-class quizzes, one paper assignment, and two exams will comprise the graded portion of the course.

Course Requirements

1. Attendance and Absences

Particularly for a class that only meets for 15 sessions including two exam periods, attendance is a critical part of the course requirements, and there will be material presented in lectures that is not available in the readings. In the event of an absence, it is your responsibility to get class material from a classmate. Missed exams will be entirely essay-based, and missed quizzes (which are unannounced) cannot be made up unless the absence is excused with a documented medical reason or religious exemption.

2. Participation

Your class participation is highly encouraged in class and can influence your final grade by a full letter grade. To begin with in the class, everyone's participation grade is assumed to be zero, and must be earned throughout the eight weeks of class. Making comments, asking questions, and participating in group discussions all count as participating in class. However, some students do not feel comfortable speaking in a large class environment (or sometimes are just not having a great day), so you also have the option of posting and commenting on Oncourse postings to earn your participation grade.

In Class - Your discussion, questions, and comments in class is encouraged. I do not mind being interrupted at any point in my lecture by your raised hand, but please do wait to be acknowledged and wait for other students to finish speaking.

Online participation - Oncourse will have a number of threads posted that you may post and comment on. To begin, we will have "Mental Illness in the News," "Mental Illness in Television or the Movies," "Medicalization," "Stigma and Responses." You are welcome to suggest more. Feel free to post links to stories, video, websites, etc. But you must provide some context for your posting - such as a brief commentary on how this relates to class discussion or lecture, or reading.

Assessing participation - I will be noting who participates in each class I will also be monitoring and

participating in the Oncourse boards. When I give back your first and second exams, I will also give you feedback on where your participation grade currently stands and why. Remember: more questions, more comments, more discussion = higher participation grade.

3. *Assigned Readings*

You are responsible for completing the readings before each class. You are also responsible for remembering the author name(s), title, and major findings or points of each reading for quizzes and exams. I also would like you to think about how the readings are related to the main themes in class. I have provided a reading abstract form on Oncourse that can help you organize your thoughts and notes about the reading and help you review for the exams - feel free to use this, modify it, or create your own form for this purpose.

4. *Quizzes*

There will be periodic unannounced quizzes in class based on previous lecture and assigned reading materials. I will also have announced Oncourse quizzes that will have flexible. Occasionally I will tack on a clearly marked "opinion" question. You will, of course, never be graded on a question about your opinion, nor will I share your individual answers with other students, but I will report the combined percentages of answers of the class in future class sessions.

5. *Exams*

You will have two exams that will be comprised of short answer, multiple choice, and short essay questions. Exam 1 will be an entirely online exam on July 7. The final exam, which will be cumulative, will be on August 11 in our final class period.

Discuss any known conflicts with exam periods with me as soon as possible. If you miss an exam for any reason, your makeup will be an all-essay exam.

6. *Reaction Paper*

In the seventh week of class (Monday, August 2 by 6:30 p.m.), you will be required to turn in a four to five page paper that will be a reaction and review of a book or movie that features a real or fictional portrayal person with mental illness *as a central character*. You will be expected to address all relevant themes from the class in this essay.

I will give you more details about this assignment in the second week of class. I will provide you with a list of suggested titles - it will be your responsibility to pick one and make sure you have access to it for the class. Most of the items on my list are available at the library, but you should secure your book or movie as soon as possible. If you would like to suggest a title not included in my list, you should talk to me as soon as possible (at latest by July 28) so that I can review it and approve it.

7. *Extra Credit*

You can earn up to five points in extra credit for the final course grade if you bring in examples from the news, television entertainment, or movies that relate to the main themes in the class or specific readings or lectures we have discussed (one point per submission). To do this, bring in a copy (or some documentation of your example - like a tv schedule guide) and be prepared to share with the class what you heard, read, or saw and how it relates to something we've read or discussed in class. We will take time at the beginning of class and right after the mid-class break for you to share.

Extra Details

1. *Timing of the class and the break*

We will take a 10 minute break around 7:45 p.m. each class. Please do not be late or disruptive coming back from break.

2. *Food in class*

I know that this class occurs during most people's dinner hours. You are welcome to bring drinks and non-disruptive snacks to eat during class. What's a disruptive snack? We'll discuss this the first

day, but basically anything noisy, fragrant, or messy. If you only like noisy, fragrant, or messy foods, please go down to the Ballantine Lounge on the basement level and eat them during break.

3. *Office hours and location*

I will announce these after taking a straw poll on the first day of class about the most convenient time and place for most students. No one time will work for everyone, so you should feel free to schedule a time to meet with me privately if you need to. I will have my schedule with me at each class, so after class is a good time to talk about this.

In addition, I will have Oncourse Chat open during office hours. If you are unable to come to class, feel free to contact me in that way. Please remember your questions and my responses will be viewable by all other members of the class, so if you have something private you would like to say, please message or email me directly.

4. *Testing or Other Accommodations*

Students with documented disabilities who will require accommodations should contact the Office of Disability Services for Students at (812) 855-7578. If you already have a memo from this office, bring it to me during office hours or by appointment as soon as possible. I am happy to work with this office to ensure that you receive the assistance you need.

5. *Respect*

In this class, we will discuss a number of issues that you may feel very strongly about. Other issues you may not care about at all, but you may find that some of your classmates are passionate about. Sometimes heated discussions of mental health issues can be upsetting to someone who has experienced a mental health problem themselves or with a loved one. Discussion of these issues and your differing views and opinions is welcome and encouraged, but should always be in a respectful tone and approach. We will discuss ways to handle "hot topics" and classroom discussion and disagreement throughout the semester.

Class Text

The primary text for this class is *The Sociology of Mental Illness: A Comprehensive Reader*, edited by Jane McLeod and Eric Wright (Oxford, 2009). Unless otherwise noted, all reading assignments below refer to a chapter from that book. All other required readings will be posted on Oncourse and available for download.

Film for Class

I will show clips from several films and television shows in the class. You will be asked to relate issues raised in these films to your class material. If you miss these clips, it is your responsibility to catch up with them on your own. Below are listed the longest clips we will watch, but there will be shorter excerpts not listed.

Frontline documentaries - all available streaming on the Frontline website, most also available in the IUB library

The Lobotomist

The Medicated Child

The New Asylums

*(Please note, you will be asked to watch another documentary, *The Released*, on your own.)*

Television Episode

Law & Order: SVU "Influence" (Available on iTunes)

Documentary

"Unbreakable Minds"

(After I show parts of this film in class, it will be on reserve at the IUB Media collection.)

Grading

Your final grade will be calculated as follows:

- 15% Quizzes
- 10% Participation
- 20% Exam 1 (Online, July 7)
- 30% Final Exam (Wednesday, Aug. 11, 6:30 p.m.)
- 25% Reaction Paper (Due Monday August 2, by 6:30 p.m.)
- Up to 5% extra credit can be earned (see above)

Course grades will be posted on Oncourse during the semester. Please verify that the posted quiz, exam, paper, and participation grades accurately reflect the grade you earned.

The grading scale is posted at the end of the syllabus.

Course Schedule & Assigned Readings

Class Topics and what you should read BEFORE class.

Mon, June 21: Class details, Definitions, Themes

Wed, June 23: Perspectives on illness

Before this class:

- Introduction, McLeod and Wright, pg xvii
- Medical Model of Madness: The Emergence of Mental Illness, Conrad and Schneider (skim), pg 3
- Mental Illness as Psychiatric Disorder, Bruce, pg 26
- What Is a Psychiatric Diagnosis?, Kleinman, pg 63
- Research in Mental Health: Social Etiology versus Social Consequences, Aneshensel, pg 161

Social Epidemiology of Mental Illness

Before this class:

- Prevalence and Treatment of Mental Disorders, 1990-2003, Kessler et al., pg 115
- The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?, Horwitz and Wakefield, pg 132
- Lifetime Prevalence and Age-of-Onset Distributions of Mental Disorders in the World Health Organizations' World Mental Health Survey Initiative, Kessler et al. for the WHO World Mental Health Survey Consortium, pg 140

Medicalization & Controlling Definitions.

Before this class:

- DSM IV-TR Criteria for Depression, ADHD, PMDD (LINKED ON ONCOURSE)
- The Discovery of Hyperkinesia, Conrad, pg 37
- The Three Faces of PMS: The Professional, Gendered, and Scientific Structuring of a Psychiatric Disorder, Figert, pg 47

Mon, July 5: NO CLASS, UNIVERSITY HOLIDAY

Wed, July 7: CLASS IS CANCELED. Instead of an in-class exam on July 7, you will have an open-book online exam (On Oncourse) that will be available for you to take between 4 p.m. and 8 p.m. on July 7 (the exam will be timed). While the exam is open-book, you are expected to work alone on your exam and not get help or consult with a fellow student while you take the exam. I will be available via phone and on Oncourse Chat for several blocks of hours during these days to answer your questions.

Before this class: **No assigned reading before your exam.**

Mon, July 12: Stigma & Labeling

Before this class:

- The Role of the Mentally Ill and the Dynamics of Mental Disorder: A Research Framework, Scheff, pg 409
- Societal Reaction as an Explanation of Mental Illness: An Evaluation, Gove, pg 422
- A Modified Labeling Theory Approach to Mental Disorders: An Empirical Assessment, Link et al., pg 433
- Americans' Views of Mental Illness and Health at Century's End: Continuity and Change, Pescosolido et al., pg 460

Wed, July 14: Social Roles, Social Statuses and Mental Health

Before this class: Read 3 of the following 9 chapters. *It's your choice which to read, but bring your reading notes to class and be prepared to talk about them, we will be discussing them all.*

- Sex Differences in Distress: Real or Artifact?, Mirowsky and Ross, pg 233
- Revisiting the Relationships among Gender, Marital Status, and Mental Health, Simon, pg 249
- Clarifying the Relationship between Parenthood and Depression, Evenson and Simon, pg 273
- Low Socioeconomic Status and Mental Disorders: A Longitudinal Study of Selection and Causation during Young Adulthood, Miech et al., pg 294
- Recession and Well-Being, Tausig and Fenwick, pg 316
- Racial Differences in Physical and Mental Health: Socioeconomic Status, Stress, and Discrimination, Williams et al., pg 336
- Childhood Parental Loss and Adult Depression, McLeod, pg 357
- Status, Role, and Resource Explanations for Age Patterns in Psychological Distress, Schieman, van Gundy, and Taylor, pg 375
- The Struggle to Gauge a War's Psychological Cost, Carey, pg 398

Mon, July 19: Stress

Before this class:

- The Sociological Study of Stress, Pearlin, pg 170
- Multiple Identities and Psychological Well-Being: A Reformulation and Test of the Social Isolation Hypothesis, Thoits, pg 189
- The Epidemiology of Social Stress, Turner, Wheaton, Lloyd, pg 207

During this class, we will watch *The New Asylums*.

Wed, July 21: The Social Problems of Mental Illness

Before this class: Watch *The New Asylums* (if you missed it in class) and *The Released* (available online at Frontline, look in Oncourse for link) and read:

- Assessing the Economic Costs of Serious Mental Illness, Insel, pg 772
- Cycles of Reform in the Care of the Chronically Mentally Ill, Morrissey and Goldman, pg 569

Also, read 1 of the following 3 chapters. *It's your choice which to read, but bring your reading notes to class and be prepared to talk about them, we will be discussing them all.*

- Psychiatric Hospital Capacity, Homelessness, and Crime Arrest Rates, Markowitz, pg 585
- Police as Streetcorner Psychiatrist: Managing the Mentally Ill, Teplin and Pruett, pg 733
- Mental Disorder and Violence: An Examination of Stressful Life Events and Social Support, Silver and Teasdale, pg 753

Mon, July 26: Sociological Perspectives on Treatment

Before this class:

- Psychiatric Emergency Room Decision Making, Social Control and the 'Undeserving Sick,' Lincoln, pg 605
- Communities of Care: A Theoretical Perspective on Case Management Models in Mental Health, Pescosolido, Wright, and Sullivan, pg 645
- Reluctant Managers and Ideologies of Care, Scheid, pg 671

Wed, July 28: Consumers/Survivors/Users People Living with Mental Illness

Before this class:

- The Moral Career of the Mental Patient, Goffman, pg 480
- The Social Dynamics of Responding to Mental Health Problems, Pescosolido, Boyer, and Lubell, pg 512
- Illness and Identity, Karp, pg 528
- From Ex-patient Alternatives to Consumer Options: Consequences of Consumerism for Psychiatric Consumers and the Ex-patient Movement, McLean, pg 795

Mon, Aug 2: Class Choice I will give two mini-lectures about topics of student choice. I will assign just a few pages of reading beforehand, and these will be posted on Oncourse. I am open to your suggestions, and I will ask for your vote a few weeks ahead of time. Here are some topics you might be interested in: Compulsive Behavior and Mental Illness, Images of Mental Illness in the Media, Anti-Stigma Campaigns, Substance Abuse and Mental Illness.

Wed, Aug 4: Mental Illness and the Family

Before this class:

- Caregiver Stress and Dimensions of Family Burden, Lefley, pg 697
- Navigating the Storm of Mental Illness: Phases in the Family's Journey, Muhlbauer, pg 712

Mon, Aug 9: Recovery from, Recovery in Mental Illness

Before this class:

- Reading online, TBA
- Fixing the System, Torrey, pg 824
- Excerpts from the executive summary of the President's New Freedom Commission on Mental Health's final report, pg 843

Wed, Aug 11: FINAL EXAM

The exam will be held in the same classroom and at the same time as your regular class. Unlike your first exam, this exam will not be online and will not be open book. The final will be cumulative, and will be comprised of multiple choice, short answer, and essay questions.

Grading Scale

Minimum score that must be earned for your final course grade:

A+	97.0
A	93.0
A-	90.0
B+	87.0
B	83.0
B-	80.0
C+	77.0
C	73.0
C-	70.0
D+	67.0
D	63.0
D-	60.0
F	0.0

You can technically earn up to 105% with the extra credit options, with anything above 97% being counted as an "A+".

If you receive a letter grade on an assignment, your percent grade that is used in calculating your final course grade will be in the mid-range of the grade and the one above. So, an "A" paper will get a 95%, a "B+" paper will get an 88.5% and so on.