

## **SOCI 3112: SOCIOLOGY OF MENTAL DISORDER**

Winter 2018

**Lecture:** Wednesdays 11:30-2:30pm

**Location:** RB 1021

**Instructor:** Dr. Sanders

**Office:** RB 2038

**Office hours:** T/W 2:30-3:30 or by appointment

### **COURSE DESCRIPTION**

Mental disorder is a complex phenomenon that continues to be a source of debate in several disciplines; it is also one of the most important public health problems in Canada today. This course brings a sociological perspective to bear on this issue. The fundamental premise upon which this course is based is that mental health and illness are social phenomena that involve interactions between social structural, cultural, institutional, psychological, and biological variables. This course serves as an introduction to the sociology of mental disorder: Unit 1 reviews major concepts and theories. Unit 2 examines the relationship between social determinants and mental health and disorder. Unit 3 applies what we've learned to contemporary issues including the "deinstitutionalization" movement, pharmacological treatments, legal systems and the mentally ill, and media representation.

### **STUDENT LEARNING OBJECTIVES**

- To learn sociological approaches to studying mental disorder;
- To learn how social/cultural context shapes conceptions of mental health and disorder and the expression of mental distress;
- To examine the history and significance of the DSM, how it shapes clinical practice and cultural knowledge, and the controversies surrounding it;
- To evaluate the framing of contemporary mental health issues as social problems;
- To participate in respectful class discussions and to take a critical perspective by challenging taken-for-granted assumptions of psychiatry and the dominant medical model approach to psychiatric medicine.

### **COURSE READINGS**

We will use the following textbook available at the LU bookstore:

- Cockerham, William C. 2016. *Sociology of Mental Disorder, 10<sup>th</sup> Edition*. New York: Routledge.
- Additional weekly readings uploaded to D2L.

## COURSE EVALUATION AND SUMMARY OF TESTS AND ASSIGNMENTS

| Description        | Date        | Value |
|--------------------|-------------|-------|
| Midterm            | 14 February | 20%   |
| Activities/Quizzes | --          | 20%   |
| Term Paper         | 04 April    | 20%   |
| Final              | 13 April    | 20%   |
| Participation      | --          | 20%   |

**Midterm and Final:** comprehensive tests that include multiple choice, short answer, and essay questions. The midterm is in-class and the final is take-home. There are no makeups except with appropriate authoritative documentation; all make-ups are essay format.

**Activities and quizzes:** short in-class group exercises that evaluate basic application skills.

**Term Paper:** an original essay that will be assigned after reading week; the final date to submit the paper is 04 April in class. Late papers will have a full grade deducted.

**Participation:** This course relies on regular participation. Students are expected to read in advance and bring questions for open discussion. Your participation grade will reflect the degree of participation and preparation you show for each class, rather than simply attendance.

## GENERAL POLICIES

**Etiquette:** Common courtesy goes a long way. This includes paying attention (i.e., not using social media/email), listening to others, and promoting a civil learning environment. Be mindful that some of your classmates may have deeply personal experiences with mental illness.

**Grades:** I do not discuss grades by email. Grade inquiries must be in person.

**Plagiarism:** All work must be completed with academic integrity. Please review the Lakehead University policy on plagiarism and academic dishonesty; it can be accessed from the LU homepage or the course information module of the course website. Please discuss with me any questions or concerns about this policy prior to handing in assignments or taking the tests.

**Accommodations:** LU is committed to achieving full accessibility for persons with disabilities. This commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you think you may need accommodations, you are encouraged to contact Student Accessibility Services (SAS) as early as possible. Please visit: <http://studentaccessibility.lakeheadu.ca>

## WEEKLY SCHEDULE\*

### **Week 1 (Jan 10): Introductions, Overview & the Problem of Mental Disorder**

- *SoMD*, Chapter 1, "The Problem of Mental Disorder."
- D2L: "What is a Social Problem?" (Tepperman & Curtis)

### **Week 2 (Jan 17): The Challenge of Defining Mental Disorders**

- *SoMD*, Chapter 2: "Types of Disorders" (read pp. 29-33; skim 34-53).
- D2L: "The Ideology Behind DSM-5" (Paris).
- In-class group activity.

### **Week 3 (Jan 24): Models of Mental Disorder**

- *SoMD*, Chapter 3: "Acting Mentally Disordered."
- *SoMD*, Chapter 4: "Mental Disorder: Concepts of Causes and Cures" (read pp. 79-89 and 99-110).
- In-class group activity.

### **Week 4 (Jan 31): Prevalence of Mental Disorder**

- *SoMD*, Chapter 5: "Mental Disorder as Deviant Social Behavior."
- *SoMD*, Chapter 6: "Mental Disorder: Social Epidemiology."
- In-class film.

### **Week 5 (Feb 07): Medicalization and Mental Disorder**

- D2L: "The Three Faces of PMS" (Figert) (surnames A-D).
- D2L: "The Medicalisation of Shyness" (Scott) (surnames E-M).
- D2L: "The Medicalization of Kink" (Lin) (surnames N-Z).
- D2L: "Is ADHD a Mental Health Crisis or a Cultural One?" (Lunau).
- In-class film.
- Test review. Everyone bring one review question.

### **Week 6 (Feb 14): Midterm**

- Midterm in class.
- Last day to submit Extra Credit 1.

### **Week 7 (Feb 21): Reading Week**

- Enjoy the break.

### **Week 8 (Feb 28): Variation in Rates of Mental Disorder**

- *SoMD*, Chapter 7: "Mental Disorder: Social Class."
- *SoMD*, Chapter 8: "Mental Disorder: Age, Gender, and Marital Status."
- In-class film.
- Term Paper assignment distributed and discussed.

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\* This is a general outline and is subject to change. Contact me for current unabridged version.

**Week 9 (Mar 7): Variation in Rates of Mental Disorder (con't)**

- *SoMD*, Chapter 9: "Mental Disorder: Urban versus Rural Living and Migration."
- *SoMD*, Chapter 10: "Mental Disorder: Race."
- In-class group activity.

**Week 10 (Mar 14): History of the "Asylum" & the Deinstitutionalization Movement**

- *SoMD*, Chapter 12: "The Mental Hospital Patient" (skim pp. 228-235; read pp. 236-250).
- *SoMD*, Chapter 13: "Residing in the Community" (read pp. 253-254 on "stigma").
- D2L: "Deinstitutionalization and Regionalization" (Davis).
- D2L: "Women in 19th-Century Asylums" (St-Amand & LeBlanc).
- D2L: "The Tragic Farce of "Community Mental Health Care" (Shimrat).
- In-class group activity.

**Week 11 (Mar 21): Mental Disorder & the Law**

- D2L: "The Interface with the Criminal Justice System" (Davis).
- D2L: "Epidemiology of Mental Illness among Offenders" (Arboleda-Flórez).
- D2L: "Conference Paper."
- D2L: "Deeds of Mercy" (Bayliss).
- In-class group activity.

**Week 12 (Mar 28): Mental Disorder & the Media**

- D2L: "Madness in the Media" (Chan & Chunn).
- D2L: "Pitching Mad: News Media and the Psychiatric Survivor Perspective" (Wipond)
- In-class group activity.

**Week 13 (Apr 04): Mental Disorder & Social Activism**

- D2L: "Using Arts-Based Methods to Create Research Spaces that Encourage Meaningful Dialogue" (Margolin et al.).
- D2L: TBD.
- Last day to submit Extra Credit 2 in class.
- Take home Final distributed and discussed. Last day to submit is 13 April.