

University of North Texas at Dallas
Spring 2015
SYLLABUS














SOCL 3110D: Sociology of Mental Health and Illness 3 Hrs					
Department of		Sociology	Division of		Liberal Arts and Sciences
Instructor Name:		<i>Syeda S. Jesmin, Ph.D., M.P.H.</i>			
Office Location:		<i>Dallas Building 2 #324</i>			
Office Phone:		972-338-1589			
Email Address:		Syeda.jesmin@unt.edu			
Office Hours:		Wednesdays 9:30 am -12:30 pm			
Virtual Office Hours:					
Classroom Location:					
Class Meeting Days & Times:					
Course Catalog Description:		Effects of social stresses and social integration on the mental health of various age, sex, ethnic and other groups within society; mental health care system and problems of access to that system among different subgroups in the population.			
Prerequisites:		None			
Co-requisites:		None			
Required Text:		William C. Cockerham (2010). Sociology of Mental Disorder. 8 th edition. Prentice Hall. ISBN# 978-0-205-74806-8			
Recommended Text and References:		None			
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com			
Course Goals or Overview:					
<p>This course will study various social aspects of mental health and illness. The goal throughout will be to critically examine how our conceptions of mental illness and the mentally ill are shaped by history, institutions, and culture. In particular, we will examine the ways in which a medical model has triumphed in defining the causes and cures for mental illness. Along with a critical examination of the medicalization of mental illness, we will consider the variety of social factors that contribute to the rates and to the experiences of mental illness.</p>					
Learning Objectives/Outcomes: At the end of this course, the student will					
1	Summarize basic issues in sociology of mental health and illness.				
2	Explain how sociology contributes to understanding of mental health and illness.				
3	Be able to identify the major theories and research related to mental health and mental illness.				







4	Demonstrate the ability to identify the nature of mental health services, the interaction of various service providers and linkage between health and mental health systems.
5	Demonstrate an understanding of mental health theories and intervention methods of particular significance for women, minorities of color, and for economically disadvantaged groups.

COURSE OUTLINE

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by announcements during class.

Tentative Schedule* CLASS READINGS & EXAM DATES

Weeks	Topic	Assignments, Exams
Weeks 1-2 Jan 20- Feb 1	Chapter 1: The problem of mental disorder Chapter 2: Types of mental disorder	Introduce yourself   Quiz 1
Weeks 3-4 Feb 2- Feb 15	Chapter 3: Mental disorder: concepts and causes	 Discussion 1  Quiz 2  Assignment 1
Weeks 5- 6 Feb 16 - March 1	Chapter 4: Mental disorder as deviant behavior Article: Sadness as mental illness	 Discussion 2  Quiz 3
Weeks 7- 8 March 2- March 15	Chapter 6: Social Class Article: Socioeconomic status and adolescent mental disorder Chapter 7: Age, gender, and marital status Article: Special issues in managing long-term mental illnesses in women	 Discussion 3  Quiz 4
Week 9-10 March 16 – March 29	Chapter 9: Race Article: Barriers to mental health treatment services for low-income African-American women	 Discussion 4  Quiz 5  Assignment 2
Weeks 11-12 March 30- April 12	Chapter 10: Help-seeking behavior Article: Resisting the stigma of mental illnesses	 Discussion 5

		 Quiz 6
Weeks 13-14 April 13 – April 26	Chapter 11: Acting mentally disordered	 Discussion 6  Quiz 7
Weeks 15-16 April 27 – May 10	Chapter 12: Mental Institutions	 Discussion 7  Quiz 8
Week 17 May 11-15	Interview/Film Analysis 	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Instrument	Value (points or percentages)	Total
7 Discussion Forums	7@ 10 points each	70
Assignment 1	40 points	40
Assignment 2	50 points	50
1 Interview/Film Analysis	100 points	100
8 Quizzes	8@ 30 points each	240
Total:		500

Grade Determination:

- A = 450=500 pts; i.e. 90% or better
- B = 400 – 449 pts; i.e. 80 – 89 %
- C = 350 – 399 pts; i.e. 70 – 79 %
- D = 300 – 349 pts; i.e. 60 – 69 %
- F = 299 pts or below; i.e. less than 60%

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. *DISCUSSION FORUMS*

For 7 times throughout the semester students will be asked a specific question or questions related to course materials. *These questions will be posted in the Blackboard.* You will have a minimum of

THREE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 7X10=70 points. Here are some guidelines regarding your participation in these class discussions.

1. For each question or questions that I've designated for a particular chapter, submit your well-considered response. Then, take a look at what others have said on the topic. Respond to at least TWHO of your fellow students with at least one comment/question regarding something they have said.
2. As far as evaluating your discussion responses, I will be interested in whether a response shows an understanding of what sociology is and the sociological perspective. Integrate sociological concepts into your responses. Applying these concepts accurately shows your familiarity with the reading as well as your ability to apply it. Avoid simply repeating what others have already said in their responses. Take some time to offer different examples or ways of analyzing the issue. Also, it's important to remember that this isn't a talk show where it's adequate to simply state your personal opinion. Earning an "A" (10 points out of 10) on the discussions requires going beyond the minimal requirements of the assignment.
3. Remember, this isn't The Jerry Springer Show. Occasionally, it's apparent that a response is meant to be cute or funny, but not serious and thoughtful. I'm not looking for comedic talent. The discussions require more than having a conversation with your colleagues in the class.
4. I strongly recommend that you take the time to compose your discussion response (e.g., in your software program like Microsoft Word or Works), save it and then post it in the Discussion Area. Always keep a copy of your discussion responses in case of a technical problem on the course website.
5. As mentioned in the section above, students should be courteous to others in the class. That means no YELLING!!, personal insults, threats, profanity as well as other inappropriate postings in the Discussion Area. Sometimes students will disagree with each other. That's okay—disagreements should be expressed politely and intellectually (focusing on the course material).

2. ASSIGNMENTS

Students will be required to submit 2 assignments. The 2 assignments together will be worth of 90 points (40 + 50). Detail instructions on these assignments will be posted on Blackboard.

It is the student's responsibility to approach the instructor **in advance** of a due date if further explanation is necessary. **Students who miss a deadline must document an illness or family emergency to become eligible for turning in assignments without penalty.** Failure to do so will result in an assigned zero. The qualifying student will be given 7 calendar days following the missed date. Beyond the 10-day period, except under extreme circumstances, no late assignments will be allowed and a zero will be assigned.

To safeguard against any errors in recording your grades, it will be your responsibility to retain all assignments returned to you. If there is a discrepancy, you will then have on hand the original score and based on this, the proper corrections can be made.

3. INTERVIEW/FILM ANALYSIS

At the end of the semester, students are required to submit a paper. They will have two options- they may choose to analyze a film or write a report based on interview of a person with mental illness. You can team up with two of your classmate for this paper and submit one paper together (Maximum 3 students in a group). But remember that all of you will get the same grade regardless of your partner's contribution to the paper. This paper is worth of 100 points.

Option A: Students will be asked to analyze a film using the topics learned throughout the semester.

You will be provided with questions and a set of concepts to apply in the analysis. The purpose of this paper is for you to show me what you have learned over the course of the semester-the more information you have to analyze, the easier that will be. In this paper, you will be also expected to write in brief what you learned from this class and from this movie analysis about mental health and illness.

Option B: Your paper will be based on an interview of a person with mental illness and your research regarding that particular illness. Interview anybody that you know who has experienced ANY type of mental disorder (phobia, depression, anxiety, schizophrenia, etc.) and is willing to discuss it with you. In your write-up, you need not include identifying information about the person or their specific answers to the questions. Do include at least five questions that you asked, and your paper will reflect what you learned about the disorder and the person's experience of the disorder. What did you learn about this particular illness from taking this course? Were your views changed in any way? Please check Blackboard for detail instructions and grading rubric for this assignment.

4. QUIZZES

There will be 8 bi-weekly Quizzes (8X 30=240 points). Each quiz will be based on the readings assigned for the particular weeks.

*Please note that make-up quizzes are all essay and are given during the week of final exams. They are ONLY given in the event of a DOCUMENTED excused absence. (Reasons for excused absence include hospitalization, death in the family, etc.) If you miss, be prepared to provide proof for having done so. It is in your best interest to not miss a quiz. (Prior arrangements can be made on an individual basis if you will be absent on exam day and you know that ahead of time.)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

If you are unable to submit the assignments due to serious illness where you are physically incapacitated (e.g., hospitalized), medical documentation is required to resolve the missed assignment. *Be sure to speak with me immediately if you fail to meet the assignment submission deadline.*

Exam Policy:

Quizzes should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). If you are unable to take a quiz due to serious illness where you are physically incapacitated (e.g., hospitalized), medical documentation is required to resolve the missed exam. **If you miss any quiz, then you will be given an essay make-up quiz.** *Be sure to speak with me immediately if you miss a quiz. Remember, you must submit official documentation in*

order for this policy to apply to you.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *Use of Blackboard: **Review Blackboard several times per week, if not daily.*** Visiting the Blackboard frequently will familiarize you with the resources available on the site as well as alert you to any changes or additions to the Blackboard (e.g., possible changes to the syllabus, due date reminders posted in the calendar, instructions for discussions).
- *Grade of Incomplete:* You should discuss with me in advance if an "I" has to be assigned.
- Please allow me, the instructor, with **48 hours** to respond to e-mail messages.