University of North Texas at Dallas
Spring 2018
SYLLABUS

SOCL 3110D: Sociology of Mental Health and Illness   3 Hrs

Department of	Sociology	Division of	Liberal Arts and Sciences

Instructor Name:	*Syeda S. Jesmin, Ph.D., M.P.H.*
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Office Hours:	Wednesday 9 am -1 pm and by appointment
Classroom Location:	Online
Class Meeting Days & Times:	Online

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:	Sociology of Mental Disorder Edition: 10th **Author:** Cockerham **ISBN:** 9781138668409 **Publisher:** Taylor & Francis

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:

	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.

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 16- Jan 28	Chapter 1: The problem of mental disorder Chapter 2: Types of mental disorder *Video link:* NIMH how the brain works *Video link*: NIMH types of MI *Other*: My highlights of the materials	**Introduce yourself** **Quiz 1** **(Due: 1/26-1/28)**
Weeks 3-4 Jan 29- Feb 11	Chapter 4: Mental disorder: concepts and causes *Video link:* DSM *Video clip*: 60 minutes (drug effectiveness)	**Discussion 1** **Quiz 2** **(Due: 2/0-2/11)** **Interview paper: Part 1**
Weeks 5- 6 Feb 12- Feb 25	Chapter 5: Mental disorder as deviant behavior *Article:* Sadness as mental illness *Web link:* Chambliss' classic study	**Discussion 2** **Quiz 3** **(Due: 2/23-2/25)**
Weeks 7- 8 Feb 26- March 11	Chapter 7: Social Class Chapter 8: Age, gender, and marital status *Article: SES and adolescent mental disorder* *Article: Special issues in managing long-term mental illnesses in women* *Video:* Gender & Mental illness link	**Discussion 3** **Quiz 4** **(Due: 3/9-3/11)** **Interview paper: Part 2**
Week 9-10 March 12 – March 25	Chapter 10: Race *Article:* Barriers to mental health treatment services for low-income African-American women *Video: Protest Psychosis (clip)* *Video:* Self-esteem & Black girls (clip)	**Discussion 4** **Quiz 5** **(Due: 3/23-3/25)**
Weeks 11-12 March 26- April 8	Chapter 11: Help-seeking behavior *Article:* Resisting the stigma of mental illnesses	**Discussion 5**

	Article: Health-seeking behavior *Video: Girl Interrupted (Clip)* *Video*: Mike Wallace depression (60 minutes)	**Quiz 6** **(Due: 4/6-4/8)**
Weeks 13-14 April 9 – April 21	Chapter 3: Acting mentally disordered *Video:* Stigma (documentary) *Video*: Girl Interrupted (clip) *Video:* Girl Interrupted (clip) Chapter 12: The Mental Hospital	**Discussion 6** **Quiz 7** **(Due: 4/19-4/21)**
Weeks 15-16 April 22 – May 6	*Video:* Asylum (Documentary)	**Discussion 7** **(Due: 5/4-5/6)**
Week 17 May 7 -15	**Interview** **Interview Paper (Full paper due)** **Due: May 7th**	

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@ 25 points each	175
Interview paper: Part 1	1 short paper	10 points
Interview paper: Part 2	1 short paper	15 points
Full Interview	100 points	100
7 Quizzes	7@ 100 points each	700
Total:		**1000**

Grade Determination:
 A = 900- 1000 pts; i.e. 90% or better
 B = 800 – 899 pts; i.e. 80 – 89 %
 C = 700 – 799 pts; i.e. 70 – 79 %
 D = 600 – 699 pts; i.e. 60 – 69 %
 F = 599 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 7X25=175 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 TWO 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" 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. INTERVIEW

At the end of the semester, students are required to submit an interview. 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. Before the full interview is due at the end of the semester, students are required to submit the following works which will be part of their interview paper.

Interview paper: Part 1: At the end of Week 4, students will have to submit a brief description of the person and disorder they are going to write their interview paper on. It would be one-three paragraphs. The goal is to motivate students to start working on the interview early in the semester so that they end

up with a good paper. This paper will worth 10 points.

Interview paper: Part 2: At the end of Week 8, students will submit a short description of the disorder and the sociological theories explaining that disorder. This assignment will be 2-4 paragraphs. It will worth 15 points.

Full Interview paper: By May 7, students will submit their full paper. This will be maximum 10 pages. It will worth 100 points.

3. QUIZZES

There will be 7 bi-weekly Quizzes (30 points each). 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):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:
http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures

due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html