

University of North Texas at Dallas
Spring 2017
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:		Wednesday 10:30 am -1:30 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:		<p>Sociology of Mental Disorder Edition: 10th</p> <p>Author: Cockerham</p> <p>ISBN: 9781138668409</p> <p>Publisher: Taylor & Francis</p>			
Access to Learning Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>			
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 17- Jan 29	Chapter 1: The problem of mental disorder Chapter 2: Types of mental disorder <i>Video link:</i> NIMH how the brain works <i>Video link:</i> NIMH types of MI <i>Other:</i> My highlights of the materials	 Introduce yourself  Quiz 1 (Due: 1/27-1/29)
Weeks 3-4 Jan 30- Feb 12	Chapter 3: Mental disorder: concepts and causes <i>Video link:</i> DSM <i>Video clip:</i> 60 minutes (drug effectiveness)	 Discussion 1  Quiz 2 (Due: 2/10-2/12)
Weeks 5- 6 Feb 13- Feb 26	Chapter 4: Mental disorder as deviant behavior <i>Article:</i> Sadness as mental illness <i>Web link:</i> Chambliss' classic study	 Discussion 2  Quiz 3 (Due: 2/24-2/26)
Weeks 7- 8 Feb 27- March 12	Chapter 6: Social Class Chapter 7: Age, gender, and marital status <i>Article:</i> SES and adolescent mental disorder <i>Article:</i> Special issues in managing long-term mental illnesses in women <i>Video:</i> Gender & Mental illness link	 Discussion 3  Quiz 4 (Due: 3/10-3/12)
Week 9-10 March 13 – March 26	Chapter 9: Race <i>Article:</i> Barriers to mental health treatment services for low-income African-American women <i>Video:</i> Protest Psychosis (clip) <i>Video:</i> Self-esteem & Black girls (clip)	 Discussion 4  Quiz 5  Assignment (Due: 3/24-3/26)
Weeks 11-12 March 27-	Chapter 10: Help-seeking behavior <i>Article:</i> Resisting the stigma of mental	 Discussion 5

April 9	illnesses <i>Article: Health-seeking behavior</i> <i>Video: Girl Interrupted (Clip)</i> <i>Video: Mike Wallace depression (60 minutes)</i>	 Quiz 6 (Due: 4/7-4/9)
Weeks 13-14 April 10 – April 22	Chapter 11: Acting mentally disordered <i>Video: Stigma (documentary)</i> <i>Video: Girl Interrupted (clip)</i> <i>Video: Girl Interrupted (clip)</i>	 Discussion 6  Quiz 7 (Due: 4/21-4/23)
Weeks 15-16 April 24 – May 7	Chapter 12: Mental Institutions <i>Video: Asylum (Documentary)</i>	 Discussion 7  (Due: 5/5-5/7)
Week 17 May 8 -16	Interview/Film Analysis 	Due: May 9th

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 @ 20 points each	140
Assignment	50 points	50
1 Interview/Film Analysis	100 points	100
7 Quizzes	7 @ 30 points each	210
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 7X20=140 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" (18 points out of 20) 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. ASSIGNMENT

Students will be required to submit 1 assignment. The assignment is worth of 50 points. 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 (30 points each), from which the best 7 will be included in your grade calculation. This means, your lowest quiz grade will be dropped. 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%20Integrity.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://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