

SOC 617 Sociology of Mental Health and Illness

Associate Professor: Krysia Mossakowski, Ph.D.

Fall 2017: Thursdays 12:00 - 2:30 pm

Classroom: Sakamaki C301

My office: Saunders 215

My office phone number: 956-8416 (email preferred)

Office Hours: by appointment

My email: krysiam@hawaii.edu

Course Description

A key question will be addressed: What is the relationship between society and mental illness? This course begins with the controversial link between mental illness and genius (artists, writers, musicians). Next, schizophrenia, bipolar disorder, stigma, and labeling theory will be examined. Research on stress, coping, and post-traumatic stress disorder (PTSD) will also be explored. The life-course perspective of mental health will be introduced. Furthermore, we will address why alcohol problems are prevalent during the life stage of young adulthood. We will investigate evidence of gender differences in mental health and understand the feminist perspective of premenstrual dysphoric disorder (PMDD). The medicalization of deviance (attention deficit hyperactivity disorder or ADHD, social anxiety disorder, depression vs. normal sadness) will be discussed. A class will focus on what we know and don't know about socioeconomic and racial/ethnic mental health disparities. Other topics include deinstitutionalization, how families navigate our health care system, mental health treatment, and the criminalization of mental illness in the United States. Finally, we will examine research on the extent to which psychiatric diagnoses are biased, and the powerful influence of patients' requests for brand-name antidepressants. Overall, chapters from books, journal articles, reviews of the research literature, and documentaries will provide a broad understanding of the sociology of mental health and illness.

Student Learning Outcomes

1. Describe concepts and key findings in the research literature on the sociology of mental health and illness.
2. Explain and critique sociological theories about the social causes and consequences of mental illness.
3. Employ critical thinking during class discussions and in weekly reaction papers as well as the final research paper.
4. Write a research paper using American Sociological Association citation style that addresses gaps in our knowledge.

5. Demonstrate clear oral communication skills by articulating your ideas about the readings during class discussion and by explaining your research paper topic in a presentation.

Grading will be based upon the following percentage point distribution:

Reaction Papers, Class Participation	20 %
Research Paper Proposal	20 %
Research Paper First Draft	10 %
Research Paper Final Draft	30 %
Research Paper Presentation	20 %
Total:	100

Grades for the course will be assigned according to the following percentage scale:

A:	93 – 100 %	C:	73 – 76 %
A-:	90 – 92 %	C-:	70 – 72 %
B+:	87 – 89 %	D+:	67 – 69 %
B:	83 – 86 %	D:	60 – 66 %
B-:	80 – 82 %	F:	less than 60 %
C+:	77 – 79 %		

Weekly Reaction Papers and Class Participation (20%)

For each class, reaction papers (2 or more pages double-spaced or more) about all of the readings are required (15%). Reaction papers should summarize the readings briefly, address the strengths and limitations of the studies, convey your reaction to the topics (how they may relate to your life or research interests), and provide discussion questions for the class. You may choose to have a week without handing in a reaction paper. Class participation is based on your attendance and contribution to discussions (5%).

**Your reaction papers are an ideal way to begin studying the literature for a comprehensive exam and your dissertation research.*

Research Paper Topic (20%), First Draft (10%) and Final Draft (30%)

Your research paper will be on a topic related to the sociology of mental health and illness (e.g., how a social factor influences a specific mental illness or how society reacts to that mental illness or...). Please meet with me to discuss your ideas before you complete your **research paper topic**, which should include a title, research questions or hypotheses, an explanation for why the topic will be a new contribution to the literature, proposed data and methods, and a preliminary reference list. Your final research paper can include a review of the literature, research questions, and description of possible data and methods that could be used, or your paper can be article format, which includes a literature review, description of data and methods, results, discussion, and conclusion. You are required to hand in a **first draft** of your paper earlier in the semester to receive

feedback on your progress and help with revisions. The **final draft** of your paper is due on the last day of class (December 7th, 2017) and the extent to which you have responded to my recommended revisions for your first draft will be taken into account. Grading is based on the following criteria: (a) Is the title appropriate? (b) Is the literature review organized and comprehensive by citing relevant sources? (c) Are the arguments, research questions, and hypotheses clear? (d) Does the research topic fill a gap in the literature? (e) Are the data and methods that are used or proposed appropriate? (f) Does it have the potential to be publishable?

**A graduate level research paper is not simply for a course grade. It should be a project that you plan to continue beyond the course semester, present at conferences, submit to paper competitions, and ultimately publish. If you would like further feedback on your research paper after this semester, I would be happy to provide more help.*

Research Paper Presentation (20%)

During the last class, a 15-minute power-point presentation of your research paper is required. Grading is based on the following: (a) Was the presentation clear and organized? (b) Was it the proper format? (c) Was it dynamic and interesting? (d) Were your responses to class questions about your research project adequate?

**A graduate level research paper presentation will enhance your professional development because it is excellent practice for conference presentations, the job market, and teaching.*

This class is a safe environment (Title IX): The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, we have staff and resources on campus to support and assist you and can also direct you to resources in the community.

As a faculty member, I am *required to immediately report* any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

To remain anonymous and speak with someone confidentially, [Mānoa Confidential Resources](#) include: [University Health Services](#) (808) 956-8965, East-West Road; [Counseling](#) (808) 956-7927, QLC 312; [Office of Gender Equity](#) (808) 956-9977, QLC 210; [LGBT Student Services](#) (808) 956-9250, QLC 211; PAU Violence Program (808) 956-8059, QLC 211; [Student Parents at Mānoa](#) (808) 956-8059, QLC 211; and the [Women’s Center](#) (808) 956-8059, QLC 211.

To report an incident, contact the [Title IX Coordinator](#) (808) 956-2299, Dr. Dee Uwono, email t9uhm@hawaii.edu, Hawai'i Hall 124 and please see <http://www.manoa.hawaii.edu/titleix/>; or contact [Public Safety](#) (Campus Security) (808) 956-6911; or in an emergency, call 911.

ADA Statement: If you have a disability for which you will need accommodations in this class, please let me know as soon as possible. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services. If you do not have an ADA-documented disability, but there is something, which I can do to assist you in the classroom, please speak to me, and I will try to work with you in any way I can.

- Civility and respect for others are guiding principles in this class. Mental illness is a sensitive topic, therefore during in-class discussions you need to be respectful of others.
- Also, plagiarism and any other form of academic dishonesty will not be tolerated. Please read our student conduct code http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/ and for more information on plagiarism see: <http://wts.indiana.edu/pamphlets/plagiarism.shtml>

Course Schedule and Required Readings

* The readings (posted on Laulima) listed below should be done for the class date assigned. This schedule may be subject to change depending on the progress of this class.

- Week 1: Aug 24** **Aloha: Introduction to syllabus, topic, and each other**
(class handout) Mossakowski, Krysia. 2013. "Mental Illness," *Oxford Bibliographies Online: Sociology*, edited by Jeff Manza. New York: Oxford University Press.
DOI: 10.1093/OBO/9780199756384-0087 (Laulima)
(class handout) Richard Bentall article, "Why the Happy are Nuts."
- Week 2: Aug 31** **Anti-Psychiatry Perspective and the Controversial Link Between Mental Illness and Genius**
Szasz, Thomas S. 1960. "The Myth of Mental Illness." *American Psychologist* 15:113-118.
Chapter1 (p. 1 – 9) "That Fine Madness: Introduction," Chapter 3 (p. 49-99) "Could it Be Madness-This?" and "Appendix B: Writers, Artists, and Composers with Probable Cylcothymia, Major Depression, or Manic-Depressive

Illness,” in Kay Redfield Jamison’s 1993 book, *Touched with Fire*.

Pages 20 – 25 in Scott Stossel’s book, *My Age of Anxiety: Fear, Hope, Dread, and the Search for Peace of Mind*.

Week 3: Sept 7

Schizophrenia

Prologue, Chapter 7 (p. 89 - 100), and pages 328-336 in Elyn R. Saks’ book, *The Center Cannot Hold: My Journey Through Madness*.

Pages 89 – 100 “Science,” in Greg Bottoms’ book, *Angelhead: My Brother’s Descent into Madness*.

(I’m Still Here NARSAD) DVD in class

Week 4: Sept 14

Bipolar Disorder, Stigma, and Labeling Theory (Discussion of Research Questions and Theoretical Framework)

Chapter 2 (p. 23-29) in Terri Cheney’s book, *Manic: A Memoir*.

Pages 25 – 29 in Scott Stossel’s book, *My Age of Anxiety: Fear, Hope, Dread, and the Search for Peace of Mind*.

Chapter 1 “Stigma and Social Identity,” in Erving Goffman’s (1963) book, *Stigma: Notes on the Management of Spoiled Identity*. N.J.:Prentice Hall.

Link, Bruce and Jo C. Phelan. 2010. “Labeling and Stigma.” Pp. 571-587 in Teresa L. Scheid and Tony N. Brown (Eds.), *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. 2nd Ed. New York: Cambridge University Press.

Week 5: Sept 21

Post-Traumatic Stress Disorder (PTSD) and Social Stress Theory

Aneshensel, Carol S. 1992. “Social Stress: Theory and Research.” *Annual Review of Sociology* 18:15-38.

Alonzo, Angelo. 2000. “The Experience of Chronic Illness and Post-Traumatic Stress Disorder: The Consequences of Cumulative Adversity.” *Social Science and Medicine* 50:1475-1484.

Kienzler, Hanna. 2008. “Debating War-trauma and Post-Traumatic Stress Disorder in an Interdisciplinary Arena.” *Social Science and Medicine* 67:218-227.

Pearlin, Leonard I. 1989. “The Sociological Study of Stress.” *Journal of Health and Social Behavior* 30:241-256.

Week 6: Sept 28

The Life Course Perspective of Mental Health

Elder, G. H., Jr., Johnson, M. K., & Crosnoe, R. (2004). The

emergence and development of life course theory. In J. Mortimer & M. J. Shanahan (Eds.), *Handbook of the Life Course* (pp. 3 – 19). New York: Springer.

- Elder, G. H., Jr., George, L. K., & Shanahan, M. J. 1996. "Psychosocial stress over the life course." In H. B. Kaplan (Ed.), *Psychosocial stress: Perspectives of structure, theory, life-course, and methods* (pp. 247–92). San Diego: Academic Press
- Pearlin, Leonard I. and Marilyn McKean Skaff. 1996. "Stress and the Life Course: A Paradigmatic Alliance." *The Gerontologist* 36:239-47.

Week 7: Oct 5

Alcohol Problems during the Life Stage of Young Adulthood

- Zailckas, Koren. 2005. "All you can drink." Pages 109-34 in the book, *Smashed*. London, England: Penguin Books.
- Hingson, Ralph W., Wenxing Zha, and Elissa R. Weitzman. 2009. "Magnitude of and Trends in Alcohol-Related Mortality and Morbidity among U.S. College Students Ages 18 – 24, 1998-2005." *Journal of Studies on Alcohol and Drugs Supplement* 16:12-20.
- Rutledge, Patricia C., and Kenneth J. Sher. 2001. "Heavy Drinking from the Freshman Year into Early Young Adulthood: The Roles of Stress, Tension-Reduction Drinking Motives, Gender, and Personality." *Journal of Studies on Alcohol* 62:457-466.

Week 8: Oct 12

Premenstrual Dysphoric Disorder (PMDD) and Gender Differences in Mental Health Problems

- Figert, Anne. 1996. Introduction and Chapter 1 "Is PMS Real: PMS as Scientific and Cultural Artifact." Pp. xv – xx and 3 – 22 in *Women and the Ownership of PMS: The Structuring of a Psychiatric Disorder*. New York: Aldine de Gruyter.
- Sarah Rosenfield and Dena Smith, 2010 "Gender and Mental Health: Do Men and Women Have Different Amounts or Types of Problems?" Pp. 256 - 267 in Teresa L. Scheid and Tony N. Brown (Eds.), *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. 2nd Ed. New York: Cambridge University Press.
- Kessler, Ronald C. and Jane D. McLeod. 1984. "Sex Differences in Vulnerability to Undesirable Life Events." *American Sociological Review* 49:620-631.
- Mirowsky, John and Catherine Ross. 1995. "Sex Differences in Distress: Real or Artifact?" *American Sociological Review* 60:449-468.

Week 9: Oct 19**Medicalizing Deviance: Attention Deficit Hyperactivity Disorder (ADHD) and Social Anxiety Disorder (Shyness)**

Chapter 1 Medicalization: Context, Characteristics, and Changes,”

Chapter 3 “Expansion: From Hyperactive Children to Adult ADHD,” in Peter Conrad’s book, *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*.

Diller, Lawrence. 1996. “The Run on Ritalin: Attention Deficit Hyperactivity Disorder and Stimulant Treatment in the 1990s.” *Hastings Center Report*.

Chapter (p 104-138), “Direct to Consumer: Now Sell the Disease!” from Christopher Lane’s book, *Shyness: How Normal Behavior Became a Sickness*.

(Frontline Medicating Kids DVD in class)

Week 10: Oct 26**Depression or Normal Sadness?**

Chapter 1 (p. 3- 26) “The Concept of Depression,” Chapter 2 (p. 27-52), “The Anatomy of Normal Sadness,” and Chapter 8 (p. 165-178), “The DSM and Biological Research on Depression,” and Chapter 10 (p. 194 -211) “The Failure of the Social Sciences to Distinguish Sadness from Depressive Disorder,” in Allan Horwitz and Jerome Wakefield’s book, *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder*.

Week 11: Nov2**Socioeconomic and Racial/Ethnic Mental Health Disparities**

Eaton, William W., Carles Muntaner, and Jaime C. Sapag. 2010. “Socioeconomic Stratification and Mental Disorder.” Pp. 226-255 in Teresa L. Scheid and Tony N. Brown (Eds.), *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. 2nd Ed. New York: Cambridge University Press.

Hughes, Michael and David H. Demo. 1989. “Self-Perceptions of Black Americans: Self-Esteem and Personal Efficacy.” *American Journal of Sociology* 95:132-159.

Mossakowski, Krysia. 2008. “Dissecting the Influence of Race, Ethnicity, and Socioeconomic Status on Mental Health in Young Adulthood.” *Research on Aging* 30:649-671.

Williams, David R., Manuela Costa, and Jacinta P. Leavell. 2010. “Race and Mental Health: Patterns and Challenges.” Pp. 268-290 in Teresa L. Scheid and Tony N. Brown (Eds.), *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. 2nd Ed. New York: Cambridge University Press.

Week 12: Nov 9**Are Psychiatric Diagnoses Biased?**

- Loring, Marti and Brian Powell. 1988. "Gender, Race, and the DSM III: A Study of the Objectivity of Psychiatric Diagnostic Behavior." *Journal of Health and Social Behavior* 29: 1-22.
- Neighbors, Harold W., Steven J. Trierweiler, Briggett C. Ford, and Jordana R. Muroff. 2003. "Racial Differences in DSM Diagnosis Using a Semi-Structured Instrument: The Importance of Clinical Judgment in the Diagnoses of African Americans." *Journal of Health and Social Behavior* 43:237-256.
- Kravitz et al. 2005. "Influence of Patients' Requests for Direct-to-Consumer Advertised Antidepressants." *Journal of the American Medical Association* 293:1995-2002.
- Young, Laura and Powell, Brian. 1985. "The Effects of Obesity on the Clinical Judgments of Mental Health Professionals." *Journal of Health and Social Behavior* 26(3):233-246.

- Week 13: Nov 16 Families Navigating the Mental Health System in the United States (The Forgotten Floor documentary DVD in class)**
Pages 1 – 63 in Pete Earley's book (2006), *Crazy: A Father's Search Through America's Mental Health Madness*.
- Week 14: Nov 23 Thanksgiving Break (No class)**
- Week 15: Nov 30 Deinstitutionalization and the Criminal Justice System (Frontline The New Asylums DVD in class)**
Hiday, Virginia A. and Padraic J. Burns. 2010. "Mental Illness and the Criminal Justice System." Pp. 478-498 in Teresa L. Scheid and Tony N. Brown (Eds.), *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. 2nd Ed. New York: Cambridge University Press.
- Lamb, Richard and Leona Bachrach. 2001. "Some Perspectives on Deinstitutionalization." *Psychiatric Services* 52 (8):1039-1045.
- Chapter 3, "Jails and Prisons," and Chapter 6 (1997), "Looking Backward: Where we Have Been?" in E. Fuller Torrey's book, *Out of the Shadows: Confronting America's Mental Illness Crisis*.
- Week 16: Dec 7 Research Presentations and Papers Due**