Course Description:

Poor mental health and mental illness are often viewed as biological or genetic flaws. Sociologists, however, argue that mental illness is socially constructed, and that population mental health is profoundly shaped by social conditions. In this course, we will explore sociological understandings of mental health and illness. We will focus on a range of topics, including (but not limited to):

- The medicalization of deviant behavior; and how the definition of mental illness changes across time and place
- How sociologists think about, define, and measure mental health in research
- The social determinants of stress and mental health
- How inequalities in resources, power, and status “get under the skin” and influence the prevalence of mental health and well-being
- Societal responses to the mentally ill and the stigma of mental illness
- Innovative new research that brings together perspectives from multiple disciplines (sociology, economics, epidemiology, genetics, etc.)

This course is intended to give you an introduction to the Sociology of Mental Health, but because it is such a broad field, there will be many topics that are left uncovered. Due to my own research interests and expertise, this course will skew more towards contemporary, quantitative, and U.S. focused sociological research. In addition, we will mainly examine research that appears in academic journals—rather than textbooks—so that you can get a feel for how researchers are writing about issues in the major journals, and better understand the types of questions social science researchers are asking as well as potential gaps in the literature. You will have an opportunity to explore topics not covered in class in your research paper or in the student-led seminars at the end of each unit and in the final week (see below). For those of you who would like to further explore the topics that we do cover, I also include a list of optional readings (some of which will be lectured on) to peruse at your leisure. You may also use these optional readings in your student-led seminars. I am also happy to point you in the direction of other relevant research if you are so inclined.

Course Structure

This course will be a mix of lecture, small group activities, and discussion. Students are expected to come prepared to discuss and critically engage with the readings. My hope is that we can have an engaging discussion about the topics, with less need for powerpoint lectures, though this varies from class to class.
Evaluation and Grading

Midterm (25%): The midterm will be a take-home exam, and you will be free to use any readings, notes, and other sources (with proper citation) in your completion of the exam. I will make the mid-term available via Canvas on 10/10. **It is due by 11:59pm on 10/22. Please email all completed mid-terms to Jason.Houle@Dartmouth.edu.** Late papers (yes, even those that are time stamped at 12:00am 10/23) will be graded according to the late paper policy.

Research Paper Prospectus (5%): The research prospectus is a short summary (approx. one page) of your final paper research topic. The prospectus must include: a brief summary of your paper topic, and at least five citations from academic sources, which must be formatted in ASA style. I will provide you with feedback on your prospectus that you must incorporate into the final draft of your paper. The research prospectus is **due by the beginning of class on 10/16 (either email or bring the hard copy to class).** Please make an appointment with me BEFORE 10/16 if you have any questions about the assignment or want to bounce some ideas off me.

Student Mini-Lectures/Seminars (10%) On the last day of each unit, a group of 2-4 students will be responsible for presenting the findings of one of the optional readings from the unit to the class for 12 minutes max. Students can select any of the optional readings **listed in bold** at the end of the syllabus (and listed in the unit readings for the week). Alternatively, students are also welcome to present on an alternative reading/study, provided that I approve it in advance. As part of these mini lectures, groups should focus on: 1) communicating the main points of the reading to the audience (what is the author asking/arguing? Why is this important?); 2) reflecting on how this article builds on/complicates/challenges what we have learned so far in this unit (and perhaps other units); 3) the implications for policy and/or future research. When presenting, keep in mind that 1) you should focus on broad brush strokes, and not get tripped up in the data/methods unless you argue these details are integral to understanding the piece; and 2) you are effectively teaching new material to your fellow classmates, who will not have read the piece you selected for the day.

In-Class Writing Prompts/Activities (10%): Most classes will include a brief (5-10 minute) writing prompt on the readings for the day **OR** a group writing prompt/activity. **Some of these prompts will be ungraded, and some of them will be graded.** For instance, I may provide you with a prompt (perhaps a quote from a reading, or a topic) and you will need to reflect on that prompt based on the readings. For example, I may provide you with a prompt (perhaps a quote from a reading, or a topic) and you will need to reflect on that prompt based on the readings. As part of the prompt, you should begin with a brief summary of the authors’ argument, findings, and conclusions, as well as your reflections on the topic. For example—did you find the study useful? Did something bother you about the question/theory/methods? This is the place to get some of these ideas down. You can only get credit for the writing prompts/activities if you are present on the day of class. If you are absent, you are not allowed to turn in the prompts via email. If you come into class, complete the prompt, and duck out the back door, you will not get credit. For this reason, I will drop the two lowest reading prompt/activity grades. In essence, each student has two freebies.

Reading Questions (5%): In addition to the prompts, you will need to submit at least **ONE question** for each reading for every class (so, 2 readings x 1 questions = 2 questions). This can be a critical question about the article, or a more basic question about how the study was conducted or the theories driving the study. The questions must be submitted on the discussion forum on Canvas **no later than 11:00am on the day of the class.** I have set up the discussion forum so it will not accept posts after that time. These questions are extremely important, as they will help me guide discussion and let me know if anything from the readings needs to be clarified. Like the in-class prompts/activities, each student gets two freebies.
The purpose of the reading prompts and questions are fourfold: (1) to encourage the practice of note-taking and critically engaging with the readings; (2) to help spark class discussion; (3) to alert me if anything needs to be clarified from the readings; and (4) to let me know that you have, in fact, done the reading.

Class Participation (5%): Although I will lecture during this course, over half of the course will be a seminar-style class discussion of the readings and topics at hand. Thus, class participation is imperative to the success of this class. What does class participation entail? It means you must be an active participant in the class. This includes: 1) contributing to class discussion; 2) actively contributing to small group exercises. If you come into class, sit quietly every day, and do not contribute to class discussion you will receive a 0 for class participation. Please note that this grade is separate from your writing prompt/activity grades.

End of Term Student-Led Seminars (15%): During the last week of class, small groups of students will be responsible for leading a seminar on the topic of their choice. This can be a more in-depth look at a topic already covered in class, or it can be a topic that wasn’t covered in the course. Early in the term, you will join a group of 3-5 classmates and select your topic. During the last week of the term, each group will lead seminar for 20-25 minutes. Each group should inform me of their topic no later than 10/20 (a few sentences will suffice, and I will provide you feedback on how best to move forward). Groups will select 1-2 readings to assign to the class, and must submit the reading(s) for my approval no later than 11/1 (by the start of class). I am happy to offer suggested readings. You are also welcome to use the optional readings on the syllabus, provided they cover new ground. I will then distribute the readings to the rest of the class in time for the student-led seminars via Canvas. Groups are welcome to lead seminar in any way they see fit—be as creative as you want! That said, you will need to make explicit connections back to the theory and research covered this term. Keep in mind that unlike mini lectures, your fellow students will have read the assigned papers, so the need for summary is less, and the need for context, and drawing connections to theories presented in the course, is more important. Note: unless I approve otherwise, the readings must be from sociological books or journals. Note: if you are not present for your group presentation day, your student led seminar grade will be reduced by 35 percentage points.

Final Research Paper (25%) Final research papers will be due 11/21 by 11:59pm. Final papers must be handed in to me before the deadline, or emailed to me by the deadline. Late papers will be graded according to the late paper policy. These research papers should be structured like the academic journal articles we read in this class, including: 1) a short introduction; 2) a literature review where you summarize prior research, identify the gap in the literature you intend to fill, and your study hypotheses; 3) a methods section that states how you would go about testing your study hypotheses; 4) a concluding section that summarizes the implications and importance of your study. Please note that you do not have to analyze data or do fieldwork in this paper. Alternatively, you could write a theoretical “think piece” that challenges and attempts to advance sociological theories of mental health and illness (Dr. Tony Brown’s piece on Critical Race Theory is a terrific example of this format).

I will use the following scale in assigning grades:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95%-100%</td>
<td>A</td>
</tr>
<tr>
<td>92%-94.9%</td>
<td>A-</td>
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<tr>
<td>89%-91.9%</td>
<td>B+</td>
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<tr>
<td>83%-88.9%</td>
<td>B</td>
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<tr>
<td>73%-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>70%-72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>60%-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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Please note the following about grades: 1) I do not round grades; 2) I do not negotiate final grades unless an error was made 3) When grading, I follow the Dartmouth Scholarship Guidelines (http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html)
**Attendance Policy**

As a general rule, I do not believe in attendance policies for college-aged students. If you must miss class, you do not need to provide me with an explanation. More importantly, do not ask whether you missed anything important (if the material you missed wasn’t important, it wouldn’t have been covered in class). Do not ask me for lecture notes—ask your classmates. I will assume that you are serious about your commitment to this class. As such, I presume that if you miss class you have a good reason (e.g., you are very sick, you are caring for someone who is very sick, or you are trapped under something very heavy). **One exception:** If your absences become chronic, or if you anticipate chronic absences, then it’s time to consult with me.

All that said, if you blow off class and do so on a regular basis, your class participation and writing prompt/group activity grades will suffer.

**Late Policy**

On any assignment, your grade will be reduced by 8 percentage points for each day late (e.g., 1 day late a grade of 100 would be reduced to a 92; 2 days, 84; and so on). Assignments that are more than 5 days late will not be graded and will receive a 0. Given that assignments are posted far in advance, no exceptions to the late policy will be made, including for planned and unplanned absences.

*Make-up exams:* There will be no make-up examinations except in extremely rare cases in which some unforeseen crisis/emergency arises. If you know ahead of time that you have a conflict with the exam schedule, discuss this with me as soon as possible to make arrangements for the exam. Do not expect to arrange different exam schedules simply because it is more convenient.

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth Academic Honor Principle will be notified and reported to the appropriate authorities (http://student-affairs.dartmouth.edu/policy/academic-honor-principle). Cheating and other forms of dishonesty (such as plagiarizing) often result when students feel too much pressure to perform and that they do not have the tools to achieve their goals. If you are falling behind or feeling overwhelmed, please come sit down and chat with me BEFORE you decide to cheat. For additional resources on the Academic Honor Code, plagiarizing, and proper citation of sources, please see the following link: http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth

**Disability Needs**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall, Suite 125, 646-9900). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential, but please note that the Student Disabilities Coordinator may be consulted to verify the disability. See http://www.dartmouth.edu/~accessibility/ for more information.
Mental Health Resources
Please see the attached flyer at the back of the syllabus for information regarding Dartmouth’s mental health resources (compiled by former students).

Course Readings


*Note: The Ronson reading is what I would consider to be a “companion” reader to this course. As a popular paperback book, it repackages much of the course material in a very accessible and entertaining way. You will be responsible for the Ronson material (don’t be surprised if you see it on a midterm…), but we will not discuss it in class, for the most part, unless you choose to bring it up in discussion. Consider this book your light, entertaining reading for the term.

All readings for this course will be available on Canvas, with the exception of Ronson. You are expected to complete the readings by the date listed on the syllabus and come to class prepared to discuss these readings—if you were at all confused or lost by the readings, then you must come to class with questions for discussion.

A general note on reading academic journal articles in this course: Much of the reading in this course will be from the major sociological journals (e.g. American Journal of Sociology, American Sociological Review, Journal of Health and Social Behavior). For this reason, the reading may be a bit more arduous for those of you who are unfamiliar with the technical style of academic journal articles. Please do not get too caught up or tripped up by the details of the analytical methods and results. I’m more concerned that you come away with the general arguments and conclusions of an article than I am with whether you understand the intricacies of multiple regression (or whatever method is used). Thus, you should pay closest attention to the “front end” of the paper (that is, the literature review and hypotheses) and the conclusion section. You should do your best with the methods and results sections of the paper, as they can provide important clues about the strengths and weaknesses of the study (e.g. how well do their variables actually measure the concepts they’re interested in? Do their data actually allow a good test of their hypothesis? Do we believe their findings?), but don’t let yourself get lost in the weeds. For those of you unfamiliar with reading academic articles, I will provide useful tips on how to read academic articles during the first X hour.

TENTATIVE COURSE SCHEDULE

Unit 1 (9/1-9/14): Introduction and Overview: What is the Sociology of Mental Health?

Monday: Introduction to the Course

Wednesday: An Overview of the Field
Thursday: (X Hour-Optional): A primer on reading (and writing) academic articles

Unit 2 (9/15-9/20): The Social Construction of Mental Illness, Diagnostic and Statistical Manual of Mental Disorders (DSM) and Pharmaceuticals

Friday

Monday:

Wednesday: Student Led Mini Lecture: ______________________

Unit 3 (9/22-9/27): How Does Society Respond to Mental Illness? Labeling and Stigma

Friday:

Monday:

Wednesday; Student Led Mini Lecture: ______________________

Unit 4 (9/29-10/2): Mental Health Care and Social Policies in the U.S.
Friday:
*note: for broader historical context, see the Mechanic piece in the optional readings.
Monday; Student Led Mini Lecture: ____________________________

Unit 5 (10/4-10/6): Mental Health: How do we define it? How do we measure it?
Wednesday

Friday; Student Led Mini Lecture: ____________________________

Unit 6 (10/9-10/11): Social Causation and Social Selection

Monday

Wednesday; Student Led Mini Lecture:

Unit 7 (10/12-10/16): How does social status get under the skin? The Variants of Social Stress Theory

Thursday (X Hour)
*****NO CLASS FRIDAY*****

**Monday; Student Led Mini Lecture:**


**Unit 8 (10/18-10/23): Stratification and Mental Health I: Social Class and Social Inequality:**

**Wednesday**


Link, Bruce and Jo Phelan*. 1995. “Social Conditions as Fundamental Causes of Disease.” *Journal of Health and Social Behavior* 35:80-94. *Note: this paper tends to focus on physical health, but it has important implications for mental health, and the general framework is important for understanding sociological perspectives on the social causes of health and mental health more generally*

**Friday**


**Monday Student Led Mini Lecture:**


AND **Pick one of the following two:**


-**OR**-

Unit 9 (10/25-10/30): Stratification and Mental Health II: Gender

Wednesday

Friday
Aneshensel, Carol S., Carolyn M. Rutter, and Peter A. Lachenbruch. 1991. “Social Structure, Stress, and Mental Health: Competing Conceptual and Analytic Models.” American Sociological Review 56:166-178. (**Because we’ve discussed this before, SKIM as a refresher)

Monday; Student Led Mini Lecture: __________________

Unit 10 (11/1-11/6): Stratification and Mental Health III: Race, Ethnicity, and Legal Status

Wednesday

AND Select one of the following:


-OR-

Patler, Caitlin and Whitney Laster Pirtle. 2017. “From Undocumented to Lawfully Present: Do Changes to Legal Status Impact Psychological Well-being Among Latino Immigrant Young Adults?” Social Science & Medicine Forthcoming (Online First).

-OR-

Friday

Monday; Student Led Mini Lecture: ___________


Unit 11: Student Led Seminars (11/8, 11/9, 11/10, 11/13)
Optional Readings by Unit

Unit 1

Unit 2

Unit 3


Phelan, Jo C, and Bruce Link. 2004. “Fear of People with Mental Illnesses: The Role of Personal and Impersonal Contact and Exposure to Threat or Harm.” *Journal of Health and Social Behavior* 45:68-80


Saloner, Brendan, and Benjamin Lê Cook. 2014. “An ACA Provision Increased Treatment For Young Adults with Possible Mental Illnesses Relative To Comparison Group.” *Health Affairs* 33:1425-1434.


Unit 5


Horwitz, Allan. 2002. Outcomes in the Sociology of Mental Health and Illness: Where Have We Been and Where are We Going?” *Journal of Health and Social Behavior* 42:143-151.


Unit 6


Unit 7


Unit 8


Hsieh, Ning. 2015 “Economic Security, Social Cohesion, and Depression Disparities in Post-


Unit 9


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**Unit 10**


Mouzon, Dawne M. 2013. “Can Family Relationships Explain the Race Paradox in Mental
Health?” *Journal of Marriage and Family* 75:470-485.


*For interested parties, some additional optional texts (I'm happy to lend out copies):*


Classical Sociological Perspectives on Mental Health and Illness
Dartmouth’s Resources

1. Dick’s House
   a. 10-12 free counseling sessions per academic year
   b. 24hr Counselor-on-Call for crisis counseling

2. Dartmouth Peak Performance
   a. DP2 Mentors
   b. Free Counseling sessions with Mark Hiatt Ph. D

3. Other Resources:
   a. Counseling and Human Development: 603-646-9442
   b. Safety and Security: 603-646-4000
   c. UGAs

(Compiled by Jared Boyce, Will de Chatellus, Justin Halloran, Morgan McCalmon, and Keegan O’Hern)