

**SOCIOLOGY OF MENTAL HEALTH**  
**SOCY 35**  
**Fall Quarter 2023**  
MWF, 2:10-3:15pm; x-period, Th 1:20-2:10pm  
Location: 108 Kemeny

*Professor:* Jason Houle  
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*Office:* 308B Blunt Hall

*Office Hours:* Schedule a virtual or in-person appointment @ [www.calendly.com/jnhoule](http://www.calendly.com/jnhoule)

\*\*\*Office hours are an open period in my schedule that I reserve for meeting with students in my courses. If you have any questions about the course material or assignments, or just want to chat, you should feel free to drop by my office hours anytime.

**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. 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**

In a perfect world, we will meet in-person every class period and have a normal face-to-face class. My hope is that we will be fully “back to normal” in this term. But the virus may have other ideas, which could necessitate us to shift to a remote delivery without warning. For these reasons, pre-recorded lectures will be made available upon request. Otherwise, my expectation is that all students will be attending class regularly. All other course materials (handouts, powerpoints, etc) will be available on canvas.

We will be using **Slack** for all virtual discussion this term. You will need to download Slack onto your machine, and join the **SOCY 35** workspace (click here for more information about [Slack](#)).

### **COVID-19 Safety Regulations**

In accordance with [current College policy](#), mask use will be optional in the classroom this term. However, those who test positive for COVID-19 should not attend class, and all students who are identified as a close contact should mask for at least 10 days after exposure. If you refuse to comply with masking or other safety protocols, and to ensure the health and safety of our community, I am obligated to report you to the Dean's office for disciplinary action under Dartmouth's [Standards of Conduct](#). Additional COVID-19 protocols may emerge. Pay attention to emails from the senior administrators at the College. I will communicate any changes and their resulting implications for our class community.

**For the health and safety of our class community, please: do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home.**

### **Evaluation and Grading**

*Discussion Posts (10%):* We will be using **Slack** for all of our asynchronous virtual discussion this term. You will need to download Slack onto your machine, and join the **SOCY 35** workspace (for more info, see <https://services.dartmouth.edu/TDClient/1806/Portal/KB/?CategoryID=16984>). For each unit, we will discuss the material through two slack channels: 1) a #Prompt channel, where students will respond to a question or prompt posed by Prof Houle ; 2) an #Open channel, where students are free to start a discussion/respond to others on an issue of their choosing. This is an "open" discussion, so post freely on anything that is of interest to you, provided that it is relevant to the material in the unit. For example: what is an issue you feel strongly about that is addressed (or unaddressed!) in the material? What are some questions you have about the research, evidence, or theory covered? What is the most important, actionable solution to these issues? And so on. I want to hear your voice. **To get full credit for this assignment, students must post to the #Open channel and the #Prompt channel at least once per Unit. Students must post within three days of the end of the unit in order to receive credit.** For example, to get full credit in the Stigma unit, students must post at least once to the #StigmaPrompt channel and once to the #StigmaOpen channel over the course of the unit.

*Student Mini-Lectures/Seminars (10%)* On the last day of each unit, a group of 3-5 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 on the unit wikipage on canvas). 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.

*Midterm (20%)* – The midterm will be a take-home essay 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 or before 10/5. I \*highly recommend\* you get started early. **It is due by 11:59pm on 10/18 and should be submitted via Canvas.**

*In-Class Activities/Writing Prompts (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. 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. I understand that due to sickness or competing obligations, students may not be able to attend every class period. For this reason, I will drop the two lowest reading prompt/activity grades. In essence, each student has two freebies.

*Final Paper (45%)* — For your final writing assignment, you must complete one of two final paper options. The first option is a traditional research paper, written for an academic audience. The second is an op-ed (opinion) piece, written for a public audience, similar to those that run in major newspapers and online outlets. In both paper options, your goal is to craft an original argument, drawing from the research and theory covered this term. Further instructions, including due dates, are available on Canvas.

*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.*

*I will use the following scale in assigning grades:*

95%-100%:	A	83%-88.9%:	B	73%-76.9%:	C	Below 60%:	F
92%-94.9%:	A-	80%-82.9%:	B-	70%-72.9%:	C-		
89%-91.9%:	B+	77%-79.9%:	C+	60%-69.9%:	D		

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](http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html))

### **Late Policy**

All students will receive one 24-hour extension on a major class assignment of their choosing, no questions asked (final draft of final paper or midterm). Students should notify me via email if/when they plan to use their extension. After that, on any assignment, your (completion) 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).

### **Basic Needs**

Your safety and wellbeing are more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing their food or housing or personal safety is urged to contact the Dean of the College for support. Please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can.

### **Disability Needs**

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage; student.accessibility.services@dartmouth.edu; 1-603-646-9900](#)) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential. See <http://www.dartmouth.edu/~accessibility/> for more information.

### **Statement of Mental Health and Resources**

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

Please also see the attached flyer at the back of the syllabus for information regarding Dartmouth's mental health resources (compiled by former students).

One final note: there are times this term where we will discuss material that may be sensitive or triggering to students. If the material for the day is triggering (and I will include warnings where appropriate), you are welcome to leave the classroom at any time with no further explanation.

### **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>

### **Religious Observance Policy**

Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you

have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

### **Writing Center**

The Writing Center is a free support service that is dedicated to helping students through all stages of the writing process and at any point in their undergraduate careers. In one-on-one appointments, peer tutors use facilitative approaches to engage students in active dialogue about writing and help them grow as writers. Tutors can help students develop strategies for generating ideas, find and evaluate research sources, outline and organize information, and revise completed drafts. Students may schedule an appointment with a peer tutor by visiting [dartgo.org/writingcenter](http://dartgo.org/writingcenter).

### **Use of Generative AI Tools**

Generative AI tools such as ChatGPT and similar technologies are rapidly becoming part of our professional lives. Used properly, these tools can enhance our work; used improperly, they can result in plagiarism, academic dishonesty, and false information. While I would prefer you not use these tools and instead commit to the productive struggle that is learning, I recognize that these tools are not going away. Rather than ban them, we will treat them similarly to other resources you use. Use of these tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts
- Formatting references in ASA style
- Checking grammar, style, and clarity when revising drafts

The use of generative AI tools is not permitted in this course for the following activities:

- Writing entire sentences, paragraphs or papers to complete class assignments and exams. You are expected to compose your written assignments yourself.
- Composing discussion board prompts.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

If you use Generative AI tools on anything you submit for SOCY 35, you must provide sufficient documentation or attribution, just as you would for any other source or reference. In an appendix to your assignment, please include an explanation as to (a) your original prompt to the chatbot; (b) some examples of incorrect data that the chatbot provided to you; and, (c) how you reworked and revised so that your final document was both factually accurate and reflected your writing voice and style. Please exercise caution in using AI for research assistance, as all existing AI apps ‘hallucinate’ and supply false information. Do not rely on AI for accurate information, but always fact-check.

Any violation of this policy is a violation of the Dartmouth Academic Honor Principle and will be reported to the Committee on Standards.

### **Course Readings**

Ronson, Jon. 2012. *The Psychopath Test: A Journey Through the Madness Industry*. New York: Riverhead Books\*

\*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...), and you should feel free to discuss it on the Slack channels. Consider this book your light, entertaining reading for the term. New copies of the book are available locally at [Still North Books](#), and used copies are available from online retailers for less than \$5. Dartmouth Library has access to a limited number of copies [here](#) and [here](#). If you are not able to afford a copy of the book, please let me know as soon as possible.

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 **before** our class period, and come to class prepared to discuss the readings. If you were at all confused or lost by the readings, then you must come to class with questions for discussion (or raise these questions on Slack).

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 in the first or second week of the term.

All academic articles will be available on canvas, but if you want to access other academic journal articles, you will need to use the [GlobalProtect VPN](#) to access Dartmouth's journal subscriptions.

## **COURSE SCHEDULE**

### **Unit 1 (9/11-9/15): Introduction and Overview: What is the Sociology of Mental Health?**

**Monday:** Introduction to the Course

Thompson, Derek. 2022. "[Why American Teens are So Sad.](#)" *The Atlantic*, April 11.

Tiffany, Katilyn. 2023. "[No One Knows Exactly What Social Media is Doing to Teens.](#)" *The Atlantic*, June 13.

**Wednesday: An Overview of the Field**

Horwitz, Allan. 2010. "An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness." Pp. 6-19 in *A Handbook for the Study of Mental Health*, edited by T.L. Schied and T.N. Brown. Cambridge: Cambridge University Press.

Ritzer, George. 2010. "Emile Durkheim: Suicide" Pp. 198-203 in *Classical Sociological Theory*. 6<sup>th</sup> ed. New York: McGraw Hill.

**Friday: A primer on reading (and writing) academic articles**

**Unit 2 (9/18-9/22): The Social Construction of Mental Illness, Diagnostic and Statistical Manual of Mental Disorders (DSM) and Pharmaceuticals**

**Monday**

Szaz, Thomas. 1960. "The Myth of Mental Illness" *American Psychologist* 15:113-118.

Rosenhan, David L. 1973. "On Being Sane In Insane Places." *Science* 179:250-258.

Carr, Danielle. 2022. "[Mental Health Is Political](#)." *The New York Times*, Sept 20.

**Wednesday:**

Horwitz, Allan. 2011. "Creating an Age of Depression: The Social Consequences and Construction of the Major Depression Diagnosis" *Society and Mental Health* 1:41-54.

**Friday: Student Led Mini Lecture:**

This American Life Podcast. "81 Words" Chicago Public Radio. (Listen at: <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>)

Documentary: [The Medicated Child](#). PBS Frontline.

**Unit 3 (9/25-9/29): How Does Society Respond to Mental Illness? Labeling and Stigma**

**Monday:**

Schnittker, Jason. 2008. "An Uncertain Revolution: Why the Rise of a Genetic Model of Mental Illness Has Not Increased Tolerance." *Social Science & Medicine* 9:1370-1381.

**Wednesday:**

Link, Bruce G, Francis T Cullen, James Frank, and John F. Wozniak. 1987. "The Social Rejection of Former Mental Patients: Understanding Why Labels Matter." *The American Journal of Sociology* 92:1461-1500.

**Friday; Student Led Mini Lecture:**

Link, Bruce G. and Jo Phelan. 2014. "Stigma Power." *Social Science & Medicine* 103: 24-32.

**Unit 4 (10/2-10/4): Mental Illness, Health Care, and Social Policy**



## **Monday**

Gionfriddo, Paul. 2012. "How I Helped Create a Flawed Mental Health System That's Failed Millions—And My Son." *Health Affairs* 31:2138-2142.

Perera, Isabel M and Dominic A. Sisti. 2019. "Mass Shootings and Psychiatric Deinstitutionalization, Here and Abroad." *American Journal of Public Health* 109: S176-S177

Documentary: [The New Asylums. PBS Frontline](#)

## **Wednesday; Student Led Mini Lecture:**

Gong, Neil. 2019. "Between Tolerant Containment and Concerted Constraint: Managing Madness for the City and the Privileged Family." *American Sociological Review* 84:664-689.

[Gong, Neil. 2020. "How Defunding Abusive Institutions Goes Wrong, And How We Can Do it Right." \*LA Review of Books\*](#)

## **Unit 5 (10/6-10/9), Methods I: Mental Health: How do we define it? How do we measure it?**

### **Friday**

Mirowsky, John and Catherine Ross. 2002. "Measurement for a Human Science." *Journal of Health and Social Behavior* 43:152-170.

### **Monday: Student Led Mini Lecture:**

Keyes, Corey. 2002. "The Mental Health Continuum: From Languishing to Flourishing in Life." *Journal of Health and Social Behavior* 43:207-222.

Grant, Adam. 2021. "[There's a Name for the Blah You're Feeling: It's Called Languishing](#)" *The New York Times*, April 19

## **Unit 6 (10/11-10/13), Methods II: Social Causation and Social Selection**

### **Wednesday**

Costello, E. Jane, Scott N Compton, Gordon Keeler, and Adrian Angold. 2003. "Relationships Between Poverty and Psychopathology." *Journal of the American Medical Association* 290:2023-2029.

### **Thursday (X Hour): A Primer on Writing Op-Eds (Optional)**

### **Friday: Student Led Mini Lecture:**

McLeod, Jane and Eliza K Pavalko. 2008. "From Selection Effects to Reciprocal Processes: What Does Attention to the Life Course Offer?" *Advances in Life Course Research* 13:75-104.



## **Unit 7 (10/16-10/18): How does social status get under the skin? The Variants of Social Stress Theory**

### **Monday**

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

### **Wednesday: Student Led Mini Lecture**

Mitchell, Colter, Daniel Notterman, Jeanne Brooks-Gunn, John Hobcraft, Irwin Garfinkel, Kate Jaeger, Iulia Kotenko, and Sara McLanahan. 2011. "Role of Mother's Genes and Environment in Postpartum Depression." *Proceedings of the National Academy of Sciences (PNAS)* 108:8189-8193.

## **Unit 8 (10/20-10/25): Stratification and Mental Health I: Social Class and Social Inequality:**

### **Friday**

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

[Wilkinson, Richard. "How Economic Inequality Harms Societies" Ted Talk](#)

Optional: Clouston, Sean P, Marcie S. Rubin, Cynthia G. Colen, and Bruce G. Link. 2014. "Social Inequalities in Suicide: The Role of Selective Serotonin Reuptake Inhibitors." *American Journal of Epidemiology* 180:696-704

### **Monday (Special Guest: Katie Billings, Dartmouth '16)**

Billings, Katie R and Kathryn M. Young. 2022. "How Cultural Capital Shapes Mental Health Care Seeking in College." *Sociological Perspectives* 65:637-660.

### **Wednesday: Student Led Mini Lecture:**

Mueller, Anna S. and Seth Abrutyn. 2016. "Adolescents Under Pressure: A New Durkheimian Framework for Understanding Adolescent Suicide in a Cohesive Community." *American Sociological Review*. 81:877-899.

Thompson, Derek. 2023. "[We're Missing a Key Driver of Teen Anxiety](#)" *The Atlantic*, March 8

## **Unit 9 (10/27-11/2): Stratification and Mental Health II: Gender**

### **Friday**

Rawlings, Edna I and Dianne K. Carter. 1977. "The Intractable Female Patient" Pp. 77-86 in *Psychotherapy for Women: Treatment Toward Equality*. Springfield: Charles C. Thomas.

Platt, Jonathan, Seth Prins, Lisa Bates, and Katherine Keyes. 2016. "Unequal Depression for Equal Work? How the Wage Gap Explains Gendered Disparities in Mood Disorders." *Social Science and Medicine* 149:1-8.

### **Monday**

[Coontz, Stephanie. 2020. "How to Make Your Marriage Gay." \*The New York Times\*](#)

(for link to the research cited in this article, see the Garcia and Umberson paper in the optional readings):

Miller, Lisa R and Eric Anthony Grollman. 2015. "The Social Costs of Gender Nonconformity for Transgender Adults: Implications for Discrimination and Health." *Sociological Forum* 30:809-831.

### **Wednesday: Student Led Mini Lecture:**

Beauboeuf-Lafontant, Tamara. 2007. "You Have to Show Strength: An Exploration of Gender, Race, and Depression." *Gender and Society* 21:28-51.

## **Unit 10 (11/3-11/8): Stratification and Mental Health III: Race, Ethnicity, and Legal Status**

### **Friday**

Williams, David R. 2018. "Stress and the Mental Health of Populations of Color: Advancing our Understanding of Race Related Stressors." *Journal of Health and Social Behavior* 59:466-485.

Press, Eyal. 2022. "[The Deadly Collision of Racism and Mental Illness.](#)" *The New York Times*, October 24.

### **Monday**

Metzl, Jonathan M. 2009. *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Preface-Chapter 2) Boston: Beacon Press.

Brown, Tony N. 2003. "Critical Race Theory Speaks to the Sociology of Mental Health: Mental Health Problems Produced by Racial Stratification." *Journal of Health and Social Behavior* 44:292-301.

### **Wednesday; Student Led Mini Lecture:**

Mezuk, Briana, Cleopatra M. Abdou, Darrell Hudson, Kiarri N. Kershaw, Jane A. Rafferty, Hedwig Lee, and James S. Jackson. 2013. "'White Box' Epidemiology and the Social Neuroscience of Health Behaviors: The Environmental Affordances Model." *Society and Mental Health* 3:79-95.

**Friday 11/10: \*\*\*\*NO CLASS\*\*\*\***

## **Monday 11/13: Course Debrief: What's Missing, What's Next?**

Revisit:

Thompson, Derek. 2022. "[Why American Teens are So Sad.](#)" *The Atlantic*, April 11.

Richtel, Matt. 2022. "[It's Life or Death: The Mental Health Crisis Among U.S. Teens.](#)" *The New York Times*, May 3.

For more, check out this two-part podcast series from the Ezra Klein Show on the teen mental health crisis (optional):

[The Teen Mental Health Crisis, Part 1](#)

[The Teen Mental Health Crisis, Part 2](#)

## **Optional Readings by Unit**

### **Unit 1**

- Aneshensel, Carol S and Jo C. Phelan. 2013. "The Sociology of Mental Health: Surveying the Field." Pp. 1-22 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.
- Horwitz, Allan. 2014. "The Sociological Study of Mental Illness: A Critique and Synthesis of Four Perspectives." Pp. 95-112 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.
- Thoits, Peggy A. 2010. "Sociological Approaches to Mental Illness" Pp. 106-124 in *A Handbook for the Study of Mental Health*, edited by T.L. Schied and T.N. Brown. Cambridge: Cambridge University Press.
- Wheaton, Blair. 2001. "The Role of Sociology in the Study of Mental Health...and the Role of Mental Health in the Study of Sociology." *Journal of Health and Social Behavior* 42:221-234.
- Wray, Matt, Cynthia Colen, and Bernice Pescosolido. 2011. "The Sociology of Suicide." *Annual Review of Sociology* 37:505-528.

### **Unit 2**

- Allsopp, Kate, John Read, Rhiannon Corcoran, and Peter Kinderman. 2019. "Heterogeneity in Psychiatric Diagnostic Classification." *Psychiatry Research* 279:15-22.**
- Aronson, Brian. 2016. "Peer Influence as a Potential Magnifier of ADHD Diagnosis." *Social Science and Medicine* 168:111-119.**
- Barker, Kristin and Tasha R. Galardi. 2015. "Diagnostic Domain Defense: Autism Spectrum Disorder and the DSM-5" *Social Problems*, 62:120-140.**
- Conrad, Peter. 1975. "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior." *Social Problems* 23:12-21.
- Conrad, Peter and Caitlin Slodden. 2013. "The Medicalization of Mental Disorder." Pp. 61-74 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.
- Conrad, Peter and Deborah Potter. 2000. "From Hyperactive Children to ADHD Adults: Observations in the Expansion of Medical Categories." *Social Problems* 47:559-582.
- Frances, Allen. 2012. "Diagnosing the DSM." *New York Times Op-Ed*. May 12  
<http://www.nytimes.com/2012/05/12/opinion/break-up-the-psychiatric-monopoly.html>
- Frances, Allen. 2013. *Saving Normal: An Insider's Revolt Against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life*. New York: Harper Collins (Select Chapters Available on Canvas)
- Gong, Neil. 2017. "That proves you mad, because you know it not" Impaired Insight and the**

**Dilemma of Governing Psychiatric Patients as Legal Subjects. *Theory and Society* 46:201-228.**

- Hacking, Ian. 2013. "Lost in the Forest." *London Review of Books*.  
<http://www.lrb.co.uk/v35/n15/ian-hacking/lost-in-the-forest>
- Halpin, Michael. 2016. "The DSM and Professional Practice: Research, Clinical, and Institutional Perspectives." *Journal of Health and Social Behavior* 57:153-167.
- Hansen, Helena B, Zoe Donaldson, Bruce Link, Peter Bearman, Kim Hopper, Lisa Bates, Keely Cheslack-Postava, Kristin Harper, Seth Holmes, Gina Lovasi, Kristen Springer and Julien Teitler. 2013. "Independent Review of Social and Population Variation in Mental Health Could Improve Diagnosis in DSM Revisions." *Health Affairs* 32:984-993.
- Johnson, Amy L. 2021. "Changes in Mental Health and Treatment, 1997-2017." *Journal of Health and Social Behavior* 62:53-68.**
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# 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)