

University of British Columbia
SOCI 473: SOCIOLOGY OF MENTAL ILLNESS
Fall Term 1, 2015
M-W-F 10:00-11:00
ANSO 205

Instructor: Rafael Wainer
Office: ANSO 158
Office Hour: Monday 11a-12p, or by appointment.
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COURSE OVERVIEW:

Welcome! Sociology 473 is a student lead discussion-driven seminar that provides a sociological approach to the meaning of mental illness, the organization of psychiatric treatment, and the problems in the explanation of the distribution of mental illness in a population. Its main focus is to bring different material to analytically engage students with key questions about the social, economic, historical, and political determinants of mental well-being. Throughout the course students will explore and critically think about how we understand mental health problems in their social context and how sociologists have theorized and researched mental health and illness. By doing so, students will be exposed to the sociological literature that seeks to understand and interpret the wide diversity of individual and social experiences associated with “mental illness.” The course will require students to draw conceptual connections between theoretical literature and empirical historical cases.

COURSE EVALUATION:

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| 1. In-class participation and course engagement: | 25% |
| a. Weekly commentary @ connect | 10% |
| b. Presentation/lead discussion of one article | 15% |
| 2. Mid-term take home exam | 25% |
| 3. 1-page Response Paper to EM’s Bipolar Expeditions | 10% |
| 4. Final take home exam | 40% |

Grading Guidelines: (see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>)

90-100% = A+	64-67% = C+
85-89% = A	60-63% = C
80-84% = A-	55-59% = C-
76-79% = B+	50-54% = D
72-75% = B	00-49% = F
68-71% = B-	

Scaling of Grades: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student’s academic record.

1. In-class participation and course engagement (25%):

This part of your grade will evaluate the quality of your engagement with the course material. Participation includes demonstration of effective preparation for class as well as active and thoughtful engagement with the ideas of the instructor and other students. Effective preparation for class includes completing a thorough reading of the assigned texts as well as taking note of questions you have about the readings and examples that could illustrate the concepts being articulated. While attendance at all classes is the basis for participation, marks will not be assigned for simply being present in class.

1a. Weekly commentary @ connect (10%): Participation also includes sharing your ideas about the course material with the instructor and other students. As part of your participation, you will also have to submit one commentary each week over the course of the term (single space 500 words max). These commentaries will help you to digest the main topics discussed in each week throughout the term. You can ask questions to give the instructor some sense of what and how you are thinking about the course material, you ask for clarification about a particular concept or passage of a reading or advance a more open-ended discussion about the class theme. Commentaries will neither be marked nor returned but together with your engagement in class will shape your 10% of participation. Each commentary will consist of one paragraph. At the end of the commentary students will add: “Learning =” and “Relevancy =” and students will rate from A to F both how much they learned and how relevant that particular reading was for this course. These commentaries will be closed each Thursday at midnight. You will not be able to submit it after the deadline.

1b. Presentation/Lead discussion (15%): Each student will be required to lead one class. This is not intended to be a summary of the readings, but a mode of generating critical and thematic discussion. Each student will sign up to design a brief presentation that will spark a group discussion around one reading for a given class. The presentation should be ****10-12 minutes total****. The presentation will be followed by class discussion led by the presenting student(s); students will design 5 questions in consultation with the instructor that will help to spark the discussion after the presentation. Each student will email the instructor **the week prior to taking responsibility for the class discussion and not later than 2 days before the presentation (Saturday, Monday or Wednesday) a 1p outline of the presentation included the 5 potential questions (this outline will be handed it at the end of the class).**

Each presentation should aim to generate provocative questions focusing on the *theoretical* and *methodological* strengths and weaknesses of the readings, specifically with a focus on the theme under discussion in a given week. Each student will decide on how to lead discussion for that class. When presentations are made by more than one student all members will receive the same grade, as long as I am assured that everyone is equally involved in the preparation and presentation.

2. Mid-term take home exam (25%)

Students will write two critical essays following some critical questions. Each essay should be a brief, critical analysis of themes linking the readings considered up to the week the essay is due (Week 6) with the questions raised in the exam. Each essay should be 1-2 pages single spaced (or 2-4 double-spaced pages, no more!). The critical essays should not simply summarize the

readings. Essays will not be accepted late. Essays longer than 2pp (or 4pp double-spaced) will not be read.

3. 1-page Response Paper to EM's Bipolar Expeditions (10%):

Students will write a 1-page single-spaced Times New Roman 11-font paper in which they will critically reflect on the topics discussed on EM's book. The main aim of this very short paper is to engage with the book's strengths and weakness and its main theoretical and methodological points.

4. Final take home exam (40%):

The final take home exam (10-12pp. double-spaced) will focus on the material discussed throughout the term and will keep the same format as the mid-term take home exam. The paper will be evaluated according to the following criteria: clarity of thesis, quality of analysis and engagement with the literature, writing style, and reflection of original thought. Appropriate citations will also be considered, and, please, use a consistent style in citing sources such as the ASA style or APA style.

Be aware: Throughout this course we will discuss profound and sensitive issues related to mental health and illness; we will critically analyze many delicate issues from a sociological perspective. We need to remind us that this is an academic setting and not a therapeutic setting. We will try our best to collectively build a friendly and safe environment but as your instructor I will ask you to be aware that disclosing deep, personal issues related to mental health and illness is not part of this class. Also be aware that at any point during the term you can contact counselling services at UBC (<http://students.ubc.ca/livewell/services/counselling-services>).

Disability Accommodation

Academic accommodations are available for students who have a documented disability. Please, notify me during the first week of class of any accommodations that are required for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Centre.

Academic Integrity

Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication Plagiarism Avoided on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism. <http://www.arts.ubc.ca/faculty-mpstaff/resources/academic-integrity/resources/plagiarism-avoided.html>.

Students must abide by the academic integrity rules of the Faculty of Arts. The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism, using notes during a test, or copying from another student will result in a failed grade for the course. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://www.library.ubc.ca/clc/airc.html> (www.students.ubc.ca/access).

Student Needs: This course welcomes and seeks to accommodate students with physical or learning disabilities or chronic illnesses. If you require any assistance or adaptation of teaching or evaluation, please feel free to discuss your needs with us. The Disability Resource Centre in Brock Hall is available for further consultation and resource provision.

OTHER MISCELLANEOUS REQUESTS:

1. If you have any questions or concerns about the course material or course requirements, please contact me. I am here to act as a resource to guide you through the difficult terrain of sociology and help you improve your critical reading, thinking, and writing abilities.
2. Please, follow proper professional etiquette in all email communications. For instance, begin all email communication with a proper salutation.
3. Please, arrive to class on time and, whenever possible, limit the number of times you exit and re-enter the room during classes.
4. Computers should only be used in the classroom for typing notes or, when necessary, accessing online reference information. The use of email, entertainment and social networking websites during class are prohibited. **I reserve the right to ban the use of computers in the classroom should this rule be repeatedly ignored.**
5. If you miss a class, please contact another student for the class notes. Below is a space for you to collect the email addresses of three of your classmates who will be able to provide you with their notes.

a. _____

b. _____

c. _____

READINGS:

The required book for this course is:

(EM) Martin, Emily. 2007. *Bipolar Expeditions: Mania and Depression in American Culture*. Princeton: Princeton University Press.

Other readings will be listed on Connect website and must be completed prior to the assigned due date. Completing the required readings on time will significantly improve your chances of receiving a high grade in the course.

Outline of topics and readings – (I reserve the right to make modifications)

COURSE SCHEDULE:

Week 1, Sept 9, 11 Introduction: Sociology of Mental Health and Illness

- 1) Introduction to the course, discussion of syllabus and course expectations
- 2) Rogers, A. and Pilgrim D. 2011. Medical Sociology and Its Relationship to Other Disciplines: The Case of Mental Health and the Ambivalent Relationship Between Sociology and Psychiatry. In B.A. Pescosolido et al. (eds.), *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century*. Springer.

Week 2, Sept 14, 16, 18 Sociological perspectives on Mental Health and Illness

- 1) Rogers, A. and Pilgrim D. 2014. Ch1: Perspectives on Mental Health and Illness. In *A Sociology of Mental Health and Illness*. Buckingham; Philadelphia: Open University Press.
- 2) Conrad, Peter and Schneider, Joseph. 1990. Medical Model of Madness: The Emergence of Mental Illness. In *Deviance and Medicalization from Badness to Sickness*. Temple University Press.
- 3) EM Introduction and Chapter 1.

Week 3, Sept 21, 23, 25 Problems in living

- 1)a. Szasz, Thomas S. 1960. The Myth of Mental Illness. *American Psychologist* 15(2): 113–118.
b. Szasz, Thomas S. 2010. Fifty Years After The Myth of Mental Illness. In *The Myth of Mental Illness: Foundations of a Theory of Personal Conduct*. New York: Harper Perennial.
- 2) Roberts, Marc. 2007. Capitalism, psychiatry, and schizophrenia: a critical introduction to Deleuze and Guattari's Anti-Oedipus. *Nursing Philosophy: An International Journal for Healthcare Professionals*, 8(2), 114–127.
- 3) Fanon, Frantz. 2008. Chapter 1: The Negro and Language. In *Black Skin White Masks*, pp. 1-27. New York: Atlantic.

Week 4, Sept 28, 30, Oct 2 Pathologies of the Psyche

- 1)a. Estroff, S. E. 1989. Self, identity, and subjective experiences of schizophrenia. *Schizophrenia Bulletin*, 15(2): 189-196.

- b. Cassell, E. J. 1999. Diagnosing suffering: a perspective. *Annals of Internal Medicine*, 131(7): 531–534.
- 2) Margree, Victoria. 2002. Normal and Abnormal: Georges Canguilhem and the Question of Mental Pathology. *Philosophy, Psychiatry, & Psychology* 9(4):299–312.
- 3) EM Ch. 2

Week 5, Oct 5, 7, 9 Institutions and de-institutionalization

- 1) Goffman, Erving. 1961. The Characteristics of Total Institutions. In *Asylums: Essays on the social situation of mental patients and other inmates*. Anchor Books.
- 2)a. Basaglia, Franco. 1964. The Destruction of the Mental Hospital as a Place of Institutionalization. Thoughts Caused by Personal Experience with the Open Door System and Part Time Service. First International Congress of Social Psychiatry. London.
- b. Quirk, A., & Lelliott, P. 2001. What do we know about life on acute psychiatric wards in the UK? A review of the research evidence. *Social Science & Medicine*, 53(12): 1565–1574.
- 3) EM Ch. 3
- ***Oct 11: Take Home Exam*****

Week 6, Oct 14, 16 Stigma

- 1) Hayward, Peter & Bright, Jenifer. 1997. Stigma and mental illness: A review and critique. *Journal of Mental Health*, 6(4): 345–354.
- 2) Pescosolido, Bernice. 2013. The Public Stigma of Mental Illness: What Do We Think; What Do We Know; What Can We Prove? *Journal of Health and Social Behavior* 2013 54(1): 1-21.
- 3) EM Ch. 4
- ***Take Home Exam DUE Oct 18*****

Week 7, Oct 19, 21, 23 The “divided self” or “schizo-phrenia”
Oct 13: Thanksgiving NO CLASS

- 1) Bateson, Gregory Don D. Jackson, Jay Haley, and John Weakland, Veterans Administration Hospital, Palo Alto, California; and Stanford University. 1956. Toward a Theory of Schizophrenia. *Behavioral Science* 1(4): 251-264
- 2) EM Ch. 5

Week 8, Oct 26, 28, 30 “Magic Bullet” Approach and the Big-Pharma

- 1) Metzl, J. 2003. The Gendered Psychodynamics of Pharmaceutical Advertising, 1964–97. In *Prozac on the Couch: Prescribing Gender in the Era of Wonder Drugs*, pp. 127–164. Durham, NC: Duke University Press.
- 2) Mayes, Rick and Horwitz, Allan. 2005. DSM-III and the revolution in the classification of mental illness. *Journal of the History of the Behavioral Sciences*, 41(3): 249–267.
- 3) EM Ch. 6

Week 9, Nov 2, 4, 6 Labelling

- 1) Conrad, P., & Potter, D. 2000. From Hyperactive Children to ADHD Adults: Observations on the Expansion of Medical Categories. *Social Problems*, 47(4), 559–582.

2) EM Ch. 7

3) Buchbinder, M. 2012. "Sticky" brains and sticky encounters in a U.S. pediatric pain clinic. *Cult. Med. Psychiatry* 36(1):102-23.

Week 10, Nov 9, 11, 13 Experience of Mental Illness

1) Anspach, R. R. 1979. From stigma to identity politics: Political activism among the physically disabled and former mental patients. *Social Science & Medicine. Part A: Medical Psychology & Medical Sociology*, 13, 765–773.

2)a. Barham, P. and Hayward, R. 1991. The Person (Mental Patient) Predicament. In *From the Mental Patient to the Person*. London: Routledge, pp. 143-161.

b. Barczewska, Anna. 2005. A Child Unlike Any Other. NFB. 11’.

3)a. Biehl, João. 2012. Part 1: Vita. In *Vita : Life in a Zone of Social Abandonment* (2nd Edition). Berkeley: University of California Press., pp. 35-66.

b. EM Ch. 8

Week 11, Nov 16, 18, 20 Survivorship and Reappropriation of the Body

1) Adame, A.L. and Knudson, R.M. 2008. Recovery and the good life: How psychiatric survivors are revisioning the healing process. *Journal of Humanistic Psychology*, 48(2): 142-164.

2) Murray, Siple. 2008. Carts of Darkness. NFB. 59’.

3) EM Ch. 9

Week 12, Nov 23, 25, 27 Mental Health and Age

1) David Maimon, David and Kuhl, Danielle. 2008. Social Control and Youth Suicidality: Situating Durkheim's Ideas in a Multilevel Framework. *American Sociological Review*, December; 73(6): 921-943.

2) Ballenger, J. 2006. The Biomedical Deconstruction of Senility and the Persistent Stigmatization of Old Age in the United States. In *Thinking About Dementia: Culture, Loss, and the Anthropology of Senility*. New Jersey: Rutgers University Press, pp. 106-120.

3) EM Conclusions

Week 13, Nov 30-Dec 2, 4 In Pursue of Happiness and Well-being

1) Louv, Richard. 2008. Climbing the Tree of Health. In *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder*; pp. 39-54. Chapel Hill, NC: Algonquin Books.

2) Wrapping up EM

*****Dec 2: 1-page EM’s Response Paper DUE*****

3) Wrapping up the course

Workshop: How to be healthy?

*****Dec 4: Final take home exam (due in 1 week @ connect)*****