This course is designed to provide students with an overview of the broad field of mental health and illness research. Although the interests of many disciplines converge around issues related to mental health and psychological disorder, the course will focus on the sociological aspects of mental health and illness.

We begin with the problems and implications of defining and measuring mental illness, and their consequences for notions of personhood. We then explore the contributions of systems of inequality to mental illness, with a specific focus on gender. Next, we consider the social consequences of labeling mental illness, including the ways in which these responses affect the lives of persons with mental illness. Finally, we investigate the ways in which widely held values and beliefs about mental health, attitudes towards the mentally ill, and professional ideologies and treatment preferences shape the political climate, economic priorities and type of services available to the mentally ill.

Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.

PREREQUISITES:

SOC 224 or SOC 382 or consent of the instructor.

COURSE TEXT:

A coursepack is available in the U of A bookstore.

EVALUATION:

Your grade for the course will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Writing assignments</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Project #1</td>
<td>20%</td>
<td>October 31, 2018</td>
</tr>
<tr>
<td>Project #2</td>
<td>20%</td>
<td>December 5, 2018</td>
</tr>
<tr>
<td>Class facilitation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
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</table>
WRITING ASSIGNMENTS

Each student will submit four writing assignments worth 10% each. The assignment is a response (in essay format) to the required readings of a particular week and must accurately summarize and critically evaluate the main arguments. Ideas generated from class discussion may also be integrated into the writing assignment.

Each written assignment must be no longer than two single-sided, typed, double-spaced pages. An assignment must be submitted on the Monday following the week in which the topic is discussed. To maximize the quality of our weekly group discussion, students will be asked to indicate ahead of time if they plan to submit a writing assignment on the weekly readings and will be expected to come prepared with ideas/questions.

Students may choose to submit up to a maximum of five assignments. The instructor will take the four highest marks.

INDIVIDUAL PROJECTS

Students will be asked to select a movie that depicts a particular mental disorder or a character with a mental disorder, and will watch the movie on their own time. Students will be required to obtain instructor approval for their selection to ensure that the film chosen is appropriate to the assignment and not selected by anyone else in the class. Based on their analysis of the movie and some library research, students will submit two papers. The first paper (due October 31, 2018) evaluates the depiction of mental illness in the selected movie by contrasting a medical model of disease causation versus a sociological approach. The second paper (due December 5, 2018) considers how stereotypes and representations of mental illness in the selected movie might influence acceptance or rejection of people with mental illness. Students looking for a film to choose may find it helpful to consult the following website:


Each paper will be approximately 8 - 9 pages in length. Students must number the pages and use APA citation and referencing format. Late papers will be penalized 5% per day. Papers submitted by e-mail should be accompanied by a hard copy version delivered to the sociology main office (Tory 5-21).

CLASS FACILITATION

Working in small groups (3 or 4 people), students will take turns being responsible for facilitating class discussion of the two reading assignments for a given week. They should prepare questions for discussion and be knowledgeable about the key concepts/issues. Students will be assessed individually and this mark comprises 10% of the final mark.

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1 I am indebted to Kathy Livingston (2004) for these ideas.
CLASS PARTICIPATION

The class participation grade (worth 10% of the final mark) will be determined by attendance and participation in general class discussions.

GRADING:

Final letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Percentage</th>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
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<td>Excellent</td>
<td>95-100</td>
<td>A+</td>
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<tr>
<td></td>
<td>89-94</td>
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<td>A-</td>
<td>3.7</td>
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<td>79-83</td>
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<td>75-78</td>
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<td>70-74</td>
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<td></td>
<td>62-65</td>
<td>C</td>
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<td>58-61</td>
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<tr>
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<tr>
<td>Fail</td>
<td>0-49</td>
<td>F</td>
<td>0.0</td>
</tr>
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ACADEMIC DISHONESTY:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

AUDIO/VIDEO RECORDING:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).
SCHEDULE FOR THE TERM:

** weeks that students may choose to prepare a written assignment on required readings

Sept. 5  Introduction: Course overview

Sept. 10 - 12  Sociological perspectives of mental illness


Sept. 17 - 19  Mental illness and conceptions of personhood I


**Sept. 24 - 26  Mental illness and conceptions of personhood II


**Oct. 1 - 3  Measuring mental illness


Oct. 8  Thanksgiving (no classes)

**Oct. 10, 15  Blurring the boundaries


Oct. 17 class cancelled or Age of Anxiety video (student choice)

**Oct. 22 - 24** Women and mental illness


**Oct. 29 - 31** Masculinity and mental illness


Oct. 31 Project #1 due

**Nov. 5 - 7** Social labeling and stigma


Nov. 12 - 14 Fall Reading Week

**Nov. 19 - 21** Eliminating stigma?


Nov. 26 - 28 Rights and care of people with mental illness


Dec. 3 Wrap-up

Dec. 5 Project #2 due