

# SOCIOLOGY OF MENTAL ILLNESS (01:920:307)

## SPRING 2023

Dr. Linda Carelli

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Office hours: Mondays (by zoom, email or phone as needed)

This course requires a prerequisite of Sociology 101. No exceptions

### Course Format: Synchronized

You will have to attend class meetings on Mondays and Wednesday, 2:00 - 3:20. Throughout the course materials (class objectives, assignment etc.) will be put on Canvas weekly modules.

### Technology:

This course will use Canvas which is located in the Office of Information Technology (IOIT) For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>. If you do not have the appropriate technology for financial reasons, please email Dean of students [keanofstudents@echo.rutgers.edu](mailto:keanofstudents@echo.rutgers.edu) for assistance. Please visit the Rutgers Student Tech Guide page for technology resources available to all students.

Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult the resources available here:

[https://rlc.rutgers.edu/remote\\_instruction](https://rlc.rutgers.edu/remote_instruction)

### Readings:

There are no out of pocket expenses for this course. Some readings will be from the e-book on "Library Resources": Teresa Scheid and Tony Brown, A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems, Second Edition, Cambridge Press, 2010 (e-book). Readings (articles and "resources"/power points) and media (i.e., YouTube, podcast, documentaries) are given on Canvas Modules.

**Note: Additional readings will be listed weekly on Canvas.**

### Grading:

Three multiple choice exams = 85% + three written assignments = 15%

Final grades will apply the Rutgers undergraduate grading scale:

A = 90-100            C+ = 76-79            F = below 60

B+ = 86-89            C = 70-75

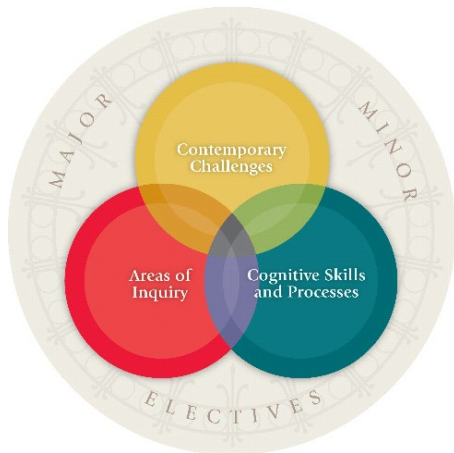
B = 80-85            D = 60-69

### **Learning Goals:**

***“There are times in life when the question of knowing if one can think differently than one thinks, and perceive differently than one sees, is absolutely necessary if one is going to go on looking and reflecting at all.” (Michael Foucault 1985)***

Overall, the purpose of this course is to present a sociological perspective for understanding Mental Illness. Mental Illness is not randomly distributed, but rather is socially patterned - and likewise is the availability of and access to mental health services. This purpose is compliant with:

**Core Curriculum Goal: SCL-1** Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.



- Develop an understanding of the key questions addressed by the discipline, specifically regarding the conceptualization of mental illness as primarily a social construct,
- Explore the ways in social structure and social interaction shape behaviors that are identified as mental illnesses.

Specifically, these goals are reflected in the following goals for each of the three sections of this course:

### **Part one**

- Identifying the limitations both in the definition and categories of mental illness as given in the DSM5.

- Understanding perspectives for explaining the “causes” of mental illness presented in an overview of the biological and psychological perspectives and in the thorough emphasize on the sociological perspective.
- Studying how mental illnesses are measured, some of the research findings and the limitations and utility of these finding.

### **Part two**

- Develop an understanding of the social stress process theory.
- Understanding how selected social factors, including terrorism, social class, race, ethnicity, work, and gender, are related to mental health and illness.

### **Part three**

- Applying labeling theory and stigma to the response to mental distress.
- Identify various aspects of mental health systems of care and mental health policies that dictate this care.
- Explore the criminal justice response to individuals with mental illness.

## **Course Schedule**

**Note: This schedule will be modified with additional readings on Canvas**

### ***Part One: Theoretical PERSPECTIVES ON MENTAL ILLNESS***

- |                 |   |
|-----------------|---|
| Jan. 17 - 19    | Introduction to the design of the course<br>Overview and course requirements<br>Definitions and Categories of Mental Illnesses<br>e-book Chapter 1<br>Resource #1 and #1a |
| Jan. 24 - 26    | Continue definitions and conceptions<br>Epidemiology: Measuring Mental Illness<br>e-book Chapter 2 and Chapter 3<br>Resource #2   |
| Jan 31 – Feb. 2 | Biological Psychodynamic Approaches to Mental illness<br>e-book Chapter 6   |
| Feb. 7 – 9      | Sociological Approaches to Mental Illness<br>e-book Chapter 7   |

Feb. 14 – 16 Social Stressors and Social Support  
Feb. 21 e-book Chapter 9 and 10  
Resource 2c

### **Exam #1 February 23**

#### ***Part Two: SOCIAL CORRELATES OF MENTAL DISORDERS***

Feb. 28 Terrorism  
e-book Chapter 18  
Resources #3 and #3a

March 2 Work and unemployment  
e-book Chapter 11  
["https://nytimes.com/2021/10/22/opinion/work-resignations-covi=d.html"](https://nytimes.com/2021/10/22/opinion/work-resignations-covi=d.html)  
Resource #4  
Article "The Work That Drains Us"

March 7 – 9 Social Class and Mental Illness  
e-book Chapter 12

### **March 11 – 19 Spring Break**

March 21 Gender and Mental Health  
e-book Chapter 13  
Resource #5 Male Depression  
Resource #5a Transgender

March 23 - 28 Race/Ethnicity and Intersectionality in Mental Health  
e-book Chapter 14  
e-book Chapter 15

### **March 30 Exam #2**

#### ***Part Three: THE SOCIAL RESPONSE TO MENTAL ILLNESS***

April 4 Labeling Theory  
e-book Chapter 19

- YouTube - "Boy with Autism Kicked out of Church"
- April 6 From Mental Hospitals to Deinstitutionalization  
Documentary – "Kings Park"
- April 11 Mental Health Services: Integrating Service Delivery Systems  
e-book Chapter 22
- April 13 Consumers - Recovering and Peer Support  
Article -Treatment Advocacy July 2020
- April 18 - 20 Laws/Legal Policies  
Resources – laws/policies:
- Americans with Disability Act 1990
  - Mental Health Parity and Addiction Equity Act of 2008
- Resource # 6 Mental Health Reform
- April 25 – 27 Legal/Criminal Justice  
e-book Chapter 23

## **Exam May TBA**

### **Additional Information**

Academic Integrity: For questions about academic integrity, please go to <http://academicintegrity.rutgers.edu/resources>. A 20 minute interactive tutorial on plagiarism and academic integrity is at <http://www.soc.rutgers.edu/douglass/sal/plagiarism/intro.html>.

Diversity Statement: The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

Disability Services: If you need accommodations for a disability or chronic illness please contact the Office of Disability Services at [dsoffice@rce.rutgers.edu](mailto:dsoffice@rce.rutgers.edu) for an accommodation letter or contact them at (848) 445-6800 / Lucy Stone Hall, Suite A, 145, Livingston Campus, 54Joyce Kilmer Avenue, Piscataway, NJ 08854 /<https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation - <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at <https://ods.rutgers.edu/students/registration-form>. Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>

#### Learning Resources:

Learning Centers: <https://rlc.rutgers.edu/>

Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>  
Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Search path and RefWorks <http://www.libraries.rutgers.edu/tutorials>

#### Other Resources for Students:

Depending on our individual circumstances, we may be more or less affected by the difficulties of the last few years. At the very least, we have all collectively endured an ongoing pandemic, civil unrest, racism, gun violence, hostile politics, and climate change, all while balancing work/school and personal lives. This individual and collective trauma impacts our wellbeing and ability to work, both as instructors and as learners. Take a minute to acknowledge our moment and its potential impact on all of us. If at any point, you experience anything impacting your performance or ability to participate in this class, please reach out to me. Please also see the academic, health, and mental wellness resources on the syllabus as well as others searchable at <https://success.rutgers.edu/> for further support.

#### Counseling, ADAP & Psychiatric Services (CAPS):

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

<http://health.rutgers.edu/medical-counseling-services/counseling>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance and psychiatric services staffed by a team of professionals within Rutgers Health services that include: individual therapy,

group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>.

Rutgers Health Services is available to support students' efforts to succeed

Violence Prevention & Victim Assistance (VPVA)

848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

[www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/). The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Attendance and Self-Reporting Absence: While this course is "by arrangement" and does not expect students to attend all classes, if for any reason you are Unable to participate in requirements for the course they can use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the reason and date for your absence. An email is automatically sent to me.

University attendance and religious holiday policies are at

<http://catalogs.rutgers.edu/generated/nb-ug-current/pg1433.html>

SAS attendance policy is at

<http://sasundergrad.rutgers.edu/avademics/courses/registration-and-course-policies/attendance-and-va-nvellation-of-class>

Financial Concerns:

Contact the Dean of [Students@echo.rutgers.edu](mailto:Students@echo.rutgers.edu) for assistance if you are facing financial hardships, please visit the Office of Financial Aid at

<https://financialaid.rutgers.edu/>