

University of British Columbia  
**SOCIOLOGY OF MENTAL ILLNESS**

Sociology 473  
Days M-W-F 10-11  
**Office:** AnSo 3118  
Fall 2014 T1

**Instructor:** Rafael Wainer  
**AnSo 205**  
**Office Hour:** Tuesday 11:30-12:30, 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 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:     | 20% |
| a. Per class commentary card                         | 5%  |
| b. Presentation/lead discussion of one article       | 15% |
| 2. Critical annotated bibliography (20% x 2)         | 40% |
| 3. 1-page Response Paper to EM’s Bipolar Expeditions | 10% |
| 4. Final Paper                                       | 30% |

**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 (20%):*

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. Commentary cards (5%):* 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 card each class over the course of the term. These cards will help you to come prepared to each class and will be hand it in to the instructor at the end of each class. Because these questions are intended to give the instructor some sense of what and how you are thinking about the course material, they can ask for clarification about a particular concept or passage of a reading or advance a more open-ended discussion about the class theme.

Commentary cards will neither be marked nor returned. Each commentary card will consist of one paragraph. At the end of the commentary card 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.

*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. Critical Annotated Bibliography (20% x 2)*

Students will write two critical essays. Each essay should be a brief, critical analysis of themes linking the readings considered up to the week the essay is due (Oct 3 and Nov 21), with an emphasis on the **assigned readings for the particular week you choose to focus on** (ie. “problems in living”, “pathologies of the psyche”, etc.). The essay should be 1-2 pages single spaced (or 2-4 double-spaced pages, no more!), and should: (1) very briefly address key points raised in the readings, and (2) very briefly criticize or raise questions about the readings. Please, include one quotation, and one central question with each week’s critical essay. The critical essays should not simply summarize the readings. Essays will not be accepted late since they are meant to create productive discussion on the given day they are due; 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 Paper (30%):*

The research paper (10-12pp. double-spaced) should focus on either a contemporary or historical question, but in either case an historical and cultural context should be adequately provided. Each student must consult with me during the process of preparation for the final paper. 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 American Sociological Association style guide.

**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](http://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 3,5 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 8, 10, 12 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 15, 17, 19 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. Introduction and Chapter 1: The Negro and Language. In *Black Skin White Masks*, pp. 1-27. New York: Atlantic.

### **Week 4, Sept 22, 24, 26 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  
Workshop: “Psychopath”

**Week 5, Sept/Oct 29, 1, 3      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 3: Critical Annotated Bibliography 1 DUE\*\*\***

**Week 6, Oct 6, 8, 10              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

**Week 7, Oct 15, 17              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  
Workshop: Where is the mind?

**Week 8, Oct 20, 22, 24              “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  
Workshop: “Health For Sale” Video and debate on Big-Pharma’s role on DSM-V

**Week 9, Oct 27, 29              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

**Oct 31: Halloween NO CLASS (Note: Think on mental health, emotions and Halloween!)**

**Week 10, Nov 3, 5, 7 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 10, 12, 14 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 17, 19, 21 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) Cohen, L. 2006. Thinking about Dementia. In *Thinking About Dementia: Culture, Loss, and the Anthropology of Senility*. New Jersey: Rutgers University Press.
- 3) EM Conclusions

**\*\*\*Nov 21: Critical Annotated Bibliography 2 DUE\*\*\***

**Week 13, Nov 24, 26, 28 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

**\*\*\*Nov 26: 1-page EM’s Response Paper DUE\*\*\***

- 3) Wrapping up the course

Workshop: How to be healthy?

**\*\*\*Nov 28: Final Paper due\*\*\***