

Course Outline

SOCIOLOGY OF MENTAL ILLNESS
SOCI 4445-01

Kennesaw State University
Fall 2016

Melvyn L. Fein, PH.D., C.C.S.
Social Science., Room 14054
470-578-6599
mfein@kennesaw.edu
professionalized.blogspot.com

Course Description: This course examines the social aspects of mental illness. Mental illness is not just a psychological or a biological affliction. Because these conditions are also, in part, socially created and controlled, the course is designed to help students understand who gets labeled "sick" and why. Included are a review of the social history of mental illness and an examination of the institutions assigned to manage it. Among the topics considered will be how mental disorder is defined and diagnosed, and how it is treated. Also considered will be the social factors that influence its severity and course. One of the questions addressed will be whether all "mental disorders" are "diseases." The applicability of a resocialization model to this issue will likewise be studied.

Required Texts:

Cockerham, William C. 2004. The Sociology of Mental Disorder (Sixth Edition) Upper Saddle River, NJ: Prentice-Hall. (Or later edition)

Fein, M. 2011 On Loss and Losing: Beyond the Medical Model of Personal Distress. Piscataway, NJ: Transaction Publishers.

Recommended Readings:

Rebach, H.M. and Bruhn, J.G. (Eds.) 1991. Clinical Sociology: An Agenda for Action. New York: Plenum Publishing.

Fein, M. 1990. Role Change: A Resocialization Perspective. New York: Praeger.

Fein, M. 1992. Analyzing Psychotherapy: A Social Role Interpretation. New York: Praeger.

Fein, M.1993. I.A.M.: A Common Sense Guide to Coping with Anger. Westport, Conn.: Praeger.

Fein, M. 1999. The Limits of Idealism: When Good Intentions Go Bad. New York: Plenum Publishing.

American Psychiatric Association; Task Force on DSM-V. 2013. Diagnostic and Statistical Manual of Mental Disorders; Fourth Edition. Washington, D.C. (Or later editions of the DSMs)

American Psychiatric Association; Task Force on DSM-IV. 1994. Diagnostic and Statistical Manual of Mental Disorders; Fourth Edition. Washington, D.C. (Or later editions of the DSMs)

American Psychiatric Assn. 1987. Diagnostic and Statistical Manual of Mental Disorders. (Third Edition, Revised)

Eaton, William E. 1986. The Sociology of Mental Disorders Second Edition). New York: Praeger Publishing.

Kirk, Stuart A. & Kutchins, Herb 1992. The Selling of DSM: The Rhetoric of Science in Psychiatry New York: Aldine de Gruyter.

Mirowsky, John & Ross, Catherine E. 1989. Social Causes of Psychological Distress. New York: Aldine d Gruyter.

Scull. Andrew 1989. Social Order/Mental Disorder: Anglo-American Psychiatry in Historical Perspective. Berkeley: U. of California Press.

Foucault, Michel 1982. Madness and Civilization: A History of Insanity in the Age of Reason. New York: Random House.

Goffman, Erving 1961. Asylums. New York: Anchor.

Course Outline:

Week I. 8/15 - 8/17 Introduction: An overview of the course. The nature of craziness, bizarre behavior, and deviance.

Readings: Cockerham, chapt. 1; Fein, 1.

Week II. 8/22 – 8/24 An initial review of the disease concept of mental illness. A brief history of psychiatric interventions. The nature of psychiatric diagnoses.

Readings: : Cockerham, chapt. 2; Fein, 2.

Week III. 8/29 – 8/31 The distinction between psychoses and neuroses. Symptoms vs. disease entities. Introduction to DSMs.

Readings: Cockerham, chapt. 2. (DSM-IV-R)

Week IV. 9/7 The DSM III, its creation and marketing. The rhetoric of science and contemporary psychiatry. The history of psychiatric diagnoses, with specific reference to homosexuality, personality disorders and conduct disorders.

Readings: (Recommended) Kirk & Kutchins, Chapt. 1 - 9.

Week V. 9/12 – 9/14 An examination of the origins of DSM-III diagnoses continued. The relationship of morality and science in the diagnostic process.

Readings: Kirk & Kutchins continued.

Week VI. 9/19 – 9/21 Modes of intervention. Beyond the medical model. The resocialization paradigm, role theory, and stress as they apply to mental disorder.

Readings: Cockerham, chapt. 3. Fein, 3, 4.

First Exam 9/21

Week VII. 9/28 – 9/30 Introduction to clinical sociology. Its history and general orientation.

Readings: Fein, 5.

Week VIII. 10/3 – 10/5 Mental Illness as deviance. Anomie, labeling and social learning theory.

Readings: Cockerham, chapt. 4.

Week IX. 10/10 – 10/12 Social Epidemiology. The prevalence of mental disorder and its social precursors. Social class, age, and gender. The hidden injuries of class.

Readings: Cockerham, chapt. 5, 6, 7; Fein, 6.

Week X. 10/17 – 10/19 Social Epidemiology continued. Marital status, urbanism and race.

Readings: Cockerham, chapt. 7, 8, 9; Fein, 7.

Second Exam 10/19

Week XI. 10/24 – (10/26) Institutionalization. The hospital experience. Institutionalism. Deinstitutionalization. A review of the mental health professions, their patterns of client intervention, and their professional status.

Readings: Cockerham, chapt. 11. (Goffman)

Paper Outline Due 10/24

Week XII. 10/31 – 11/2 Institutional and treatment factors continued. Post-patient experience and community care. The effects of family status on the creation and perpetuation of mental disorder and stress. Homelessness.

Readings: Cockerham, chapt. 12, 13.

Week XIII. 11/7 – 11/9 Mental disorder and the law. Institutions and social control. Social commitment. The insanity defense.

Readings: Cockerham, chapt. 14.

Week XIV. 11/14 – 11/16 Culture and mental illness. National policies toward treatment, etc. Implications for clinical approaches.

Readings: Cockerham, chapt 15; Fein, 10

Week XV. 11/28 – 11/30 Treatment with selected populations. Families, criminal justice settings, and drug abuse. Cognitive communities and moral communities.

Readings: (Rebach & Bruhn, chapt. 9, 14, 22.) Fein, 8, 9.

Paper Due 11/30

Week XVI. 12/5 The resocialization paradigm. A role problem perspective. Coercion, conflict, and hierarchy.

Readings: Fein, 10.

Final Exam 12/12 3:30 PM

Term Paper

Students will be responsible for researching and writing a 10 to 12 page paper, the topic of which shall be one of the following:

- 1) The history and current status of a diagnostic category to be found in the DSM-IVR. What are the social origins if this "disease" entity and what role does it play in contemporary society? Be specific and critical.
- 2) An ethnography of a local mental health institution, with specific attention to how it treats mental illness. This is to entail on-site observations, and must relate to such social factors the definition of client problems, choice of treatment, and social control. The paper should incorporate library research. The more specific and informative the paper is, the better it will complete the assignment.
- 3) Explorations into the Resocialization Paradigm.

Grading criteria include: organization, documentation, clarity of expression, persuasiveness, originality, and creativity.

The paper should be double spaced 10 or 12 point font Times Roman, with margins of no more than 1.25 inches. The Reference page does not count as a page, nor does the title page. (Nor do pictures)

The Course Grade will depend equally on the three (3) examinations, and the student's paper. (Value 25% each). Class attendance and participation will be monitored. Attendance is further encouraged because examinations will include materials covered only in class.

(I would appreciate hearing from anyone who has a special need that may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it seating, testing, or other accommodation. Please see me after class, as soon as possible, if you have such a need.)

Academic Integrity: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the undergraduate and graduate Catalogs. Section II of this Code addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.