SOCIOLOGY 6023
SOCIOLOGY OF MENTAL HEALTH:
MENTAL HEALTH AS A SOCIAL MIRROR

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Room: 17146
Day: Monday 2-4

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ACKNOWLEDGMENT

OVERVIEW

While sociologists share with psychologists, epidemiologists, and psychiatrists an interest in mental health via the diagnostic concept of disorder, sociologists also typically pair this interest with a focus on the broader implications of mental health as a "social mirror" (Avison, McLeod, and Pescosolido, 2007) --- an efficient marker which "reflects" the emotional and functioning consequences of experience in varying social environments, social conditions, as well as the social contexts and individual histories in individual's lives. In this role, mental health is aggregated shorthand, a reference point, for the meanings that flow from the summed impact of past and current experience.

The phrase "mental health is everyone's ultimate dependent variable" (Wheaton, 2001) captures this role. This statement is designed to point to the prevalence of implicit concern for the subjective well-being of individuals buried in the manifest research questions that constitute fundamental sociological issues across the entire landscape of the discipline. If you have not had a course in the sociology of mental health before, we start from the position that mental health is endemic in a broad range of theorizing and research in sociology.

In this course we will examine mental health as a social mirror. The course is organized around general and specific special topic stages. In the early stages, we examine the state of the canon in the sociology of mental health pertaining to its role as a reflection of social inequalities. We begin by considering the difficult and sometimes controversial issue of designating mental health differences in categories (disorder) vs a continuum (distress), and the role sociology has played in this debate. We continue by considering a range of inequalities and the nexus of those inequalities, starting with the foundational role of social class, and moving on to gender, race, immigration, marital status, work, and age and the life course. Putting together those inequalities is a major issue. We will then consider the most general framework for understanding these inequalities – the stress process. I

will present ongoing research testing a generalized stress process model using longitudinal data in Canada.

The specific stages involve three special topics: : 1) the ***internationalization*** of mental research, beyond North America, including an assessment of the generality vs specificity of "Western" explanations of mental health differences, 2) The effects of ***social contexts*** on mental health, starting with neighbourhoods and ending with macro historical events – this year: 9/11, natural disasters, and COVID; and 3) A discussion of whether and how specific forms of social change affect the mental health of populations.

CORE TOPICS AND READINGS

This section details the week by week content of the course and readings we will choose from for consideration in class.

Important*: each week, we <u>select</u> readings from the list – we do not consider all readings. Usually, we consider two per presenting student, or three if short articles; in some weeks, there may be two students presenting and thus more articles will be chosen.*

Suggested "must discuss" readings are highlighted in *purple.*

WEEK 1: OVERVIEW OF THE AREA

Carol S. Aneshensel, Jo C. Phelan, and Alex Bierman. "The Sociology of Mental Health: Surveying the Field." Pp. 1-23 in Carol S. Aneshensel, Jo, C. Phelan, and Alex Bierman (eds.). Handbook of the Sociology of Mental Health. New York: Springer, 2013.

Blair Wheaton. 2001. "The Role of Sociology in the Study of Mental Health…and the Role of Mental Health in the Study of Sociology." Journal of Health and Social Behavior 42 (September). 221-234.

WEEK 2: DEFINING AND MEASURING MENTAL HEALTH

Horwitz, Allan V. 2007. "Distinguishing distress from disorder as psychological outcomes of stressful social arrangements." **Health***:* 11(3):273-289.

Wheaton, B. 2007. "The twain meet: distress, disorder and the continuing conundrum of categories (comment on Horwitz)." **Health** 11(3):303-319.

Schnittker, Jason. "The Proximity of Common Unhappiness and Misery." **Society and Mental Health** 2012: 135-153.

WEEK 3: SOCIAL PATTERNS AND THE FOUNDATIONAL ROLE OF SOCIAL CLASS.

Kessler, Ronald C., Patricia A. Berglund, Olga Demler, Robert Jin, Kathleen R. Merikangas and Ellen E. Walters. 2005. "Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication." **Archives of General Psychiatry** 62(6):593-602.

Mirowsky, J., & Ross, C.E. (2017). **Social Causes of Psychological Distress** (2nd ed.). Routledge. "Basic and New Social Patterns. Selected pages from Pp. 75-156 (selected pages).

Warren, John Robert. "Socioeconomic Status and Health across the Life Course: A Test of the Social Causation and Health Selection Hypotheses." **Social Forces** 87, no. 4 (2009): 2125-153. Accessed July 26, 2021. http://www.jstor.org/stable/40345010.

Ross, Catherine E., and John Mirowsky. 1989 "Explaining the Social Patterns of Depression: Control and Problem-solving or Support and None Talking." Journal of Health and Social Behavior. 30(2,Jun): 206-19.

WEEK 4: WHAT DO WE KNOW ABOUT RACE, GENDER, AND IMMIGRATION?

2-4 readings selected from:

David R. Williams et al. 1997. Racial Differences in Physical and Mental Health Socio-economic Status, Stress and Discrimination. **Journal of Health Psychology** 2: 335-351.

Anita Raj, Sangeeta Chatterji, Nicole E. Johns, Jennifer Yore, Arnab K. Dey, David R. Williams, 2023. "The associations of everyday and major discrimination exposure with violence and poor mental health outcomes during the COVID-19 pandemic". Social Science & Medicine, Volume 318, 2023,

Patricia Louie and Blair Wheaton . 2019. The Black-White Paradox Revisited: Understanding the Role of Counterbalancing Mechanisms during Adolescence. **Journal of Health and Social Behavio**r June (60): 169-187.

Blair Wheaton. 2023. ""Quantitative Perspectives on Intersectional Understandings of Mental Health Disparities." Presented at the American Sociological Association meetings in Philadelphia, PA, August 11-15.

Simon, R. W. (2014). Twenty years of the sociology of mental health: The continued significance of gender and marital status for emotional well-being. In R. J. Johnson, R. J. Turner, & B. G. Link (Eds.), **Sociology of mental health: Selected topics from forty years, 1970s-2010s** (pp. 21–51). Springer Science + Business Media

Louie, P., Upenieks, L., Erving, C. L., & Thomas Tobin, C. S. (2022). Do Racial Differences in Coping Resources Explain the Black–White Paradox in Mental Health? A Test of Multiple Mechanisms. *Journal of Health and Social Behavior*, *63*(1), 55–70. https://doi.org/10.1177/00221465211041031

Hughes, M., Kiecolt, K. J., Keith, V. M., & Demo, D. H. (2015). Racial identity and well-being among African Americans. **Social Psychology Quarterly**, 0190272514554043

Joly, Marie-Pier, and Blair Wheaton. "Human rights in countries of origin and the mental health of migrants to Canada.**" SSM - population health"** vol. 11 100571. 20 Mar. 2020, doi:10.1016/j.ssmph.2020.100571

Joly M-P, Reitz JG. Emotional Stress and the Integration of Muslim Minorities in France and Canada. **International Migration Review**. 2018;52(4):1111-1129.

Shirin Montazer and Blair Wheaton. 2017. "Economic Conditions in Countries of Origin and Trajectories in Distress after Migration to Canada: Results from the National Population Health Survey." **Society and Mental Health** 7, #1: 1-20

WEEK 5: INEQUALITIES II: WHAT DO WE KNOW ABOUT AGE AND THE LIFE COURSE?

2-4 readings selected from:

Mirowsky, John, and Catherine E. Ross. "Age and Depression." **Journal of Health and Social Behavior**, vol. 33, no. 3, 1992, pp. 187–205. JSTOR, www.jstor.org/stable/2137349. Accessed 26 July 2021.

Mirowsky, John, and Catherine Ross. 2010. "Well-Being Across the Life Course." Pp. 361-383 in Scheid and Brown, (eds**.) A Handbook for the Study of Mental Health, Second Edition**. New York: Cambridge University Press.

George, L. K. (2013). Life-course perspectives on mental health. In C. S. Aneshensel, J. C. Phelan, & A. Bierman (Eds.), **Handbook of the sociology of mental health** (pp. 585–602). Springer Science + Business Media. https://doi.org/10.1007/978-94-007-4276-5_28

WEEK 6: INSTITUTIONAL RESOURCES? – MARRIAGE AND WORK

Simon, R. W. (2014). Twenty years of the sociology of mental health: The continued significance of gender and marital status for emotional well-being. In R. J. Johnson, R. J. Turner, & B. G. Link (Eds.), **Sociology of mental health: Selected topics from forty years, 1970s-2010s** (pp. 21–51). Springer Science + Business Media

Simon, Robin 2002. "Revisiting the Relationships among Gender, Marital Status, and Mental Health." **The American Journal of Sociology** 107:4 (1065-1096).

Williams. Kristi. 2003.." Has the future of marriage arrived? A contemporary examination of gender, marriage, and psychological well-being." J Health Soc Behav. 2003 Dec;44(4):470-87. PMID: 15038144; PMCID: PMC4018193

Scott, K., Wells, J., Angermeyer, M., Brugha, T., Bromet, E., Demyttenaere, K., . . . Kessler, R. (2010). Gender and the relationship between marital status and first onset of mood, anxiety and substance use disorders. *Psychological Medicine, 40*(9), 1495-1505.

Wight, Richard. G., Leblanc, A. J., & Lee Badgett, M. V. (2013). Same-sex legal marriage and psychological well-being: findings from the California Health Interview Survey. **American Journal of Public Health**, 103(2), 339–346.

Kessler, Ronald C., J. Blake Turner, and James S. House. "Unemployment, Reemployment, and Emotional Functioning in a Community Sample." *American Sociological Review* 54, no. 4 (1989): 648–57. https://doi.org/10.2307/2095885.

Mirowsky, J. (2011). Wage Slavery or Creative Work? *Society and Mental Health*, 1(2), 73–88. https://doi.org/10.1177/2156869311413141

Ross, Catherine E., and John Mirowsky. "Does Employment Affect Health?" Journal of Health and Social Behavior 36, no. 3 (1995): 230–43. https://doi.org/10.2307/2137340.

Hussam, Reshmaan, Erin M. Kelley, Gregory Lane, and Fatima Zahra. 2022. "The Psychosocial Value of Employment: Evidence from a Refugee Camp." American Economic Review, 112 (11): 3694-3724.

Sarah Rosenfield. 1989. "The Effects of Women's Employment: Personal Control and Sex Differences in Mental Health" Journal of Health and Social Behavior, Vol. 30, No. 1 (Mar., 1989), pp. 77-91

WEEK 7: EXPLAINING INEQUALITIES: INTRO TO THE STRESS PROCESS

Aneshensel C.S., Mitchell U.A. (2014) The Stress Process: Its Origins, Evolution, and Future. In: Johnson R., Turner R., Link B. (eds) Sociology of **Mental Health. Springer Briefs in Sociology.** Springer, Cham. https://doi.org/10.1007/978-3-319-07797-0_3

Blair Wheaton, Shirin Montazer, Marisa Young, and Katie Stuart-Lahman. 2012. "Social Stress in the 21st Century. "Pp. 299-324 in in Carol S. Aneshensel, Jo, C. Phelan, and Alex Bierman (eds.). **Handbook of the Sociology of Mental Health**. New York: Springer, 2012.

Wheaton, Blair. 2021. "A Generalized Test of the Stress Process in a National Population." Under revision.

WEEK 8: GENERALIZATIONS OF THE STRESS PROCESS.

2-4 readings selected from:

Blair Wheaton. 2023. "Generalizations of the Stress Process." *Forthcoming in the Handbook of the Sociology of Mental Health.* New York: Springer.

Adam, Z., Ward, C. (2016). Stress, religious coping and well-being in acculturating Muslims. **Journal of Muslim Mental Health**, 10, 3–26.

HeeSoon Lee & Derek Mason (2015) A Comparative Study of Coping Strategies and Optimism among Korean, Korean-American, and Caucasian American Older Men, **Journal of Ethnic & Cultural Diversity in Social Work**, 24:1, 39-55, DOI: 10.1080/15313204.2014.929995

Cheng, Cheng. 2017. Anticipated support from children and later-life health in the United States and China, **Social Science & Medicine**, Volume 179, 201-209.

Narisada A, Schieman S. "A Quintessentially American Thing?": The Unexpected Link between Individualistic Values and the Sense of Personal Control. **Society and Mental Health**. 2016;6(3):147-167. doi:10.1177/2156869316667448 **.**

Narisada, A. (2023). Work Stressors and the Buffering Functions of the Sense of Control in the United States and Japan: A Test of the Diminished Buffering Hypothesis. **Society and Mental Health**, 13(2), 131–150. https://doi.org/10.1177/21568693231161108

Strohschein, L., & Ram, U. (2017). Gender, Marital Status, and Mental Health: A Test of the Sex Role Hypothesis in India. **Journal of Family Issues**, 38(13), 1899–1922.

Matthew Parbst and Blair Wheaton. 2023. "The Effect of Welfare State Policy Spending on the Equalization of Socioeconomic Status Disparities in Mental Health**" Journal of Health and Social Behavior** 63: 1-18.

Lin N. Measuring depressive symptomatology in China. The Journal of Nervous and Mental Disease. 1989 Mar;177(3):121-131.

WEEK 9: SPECIAL TOPCS I: INTERNATIONAL AND COMPARATIVE STUDIES

2-4 readings selected from:

Kessler, Ronald C., et al., 2007. "Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's World Mental Health Survey Initiative**" World Psychiatry**: 168-176.

Karam, Elie G., Zeina N. Mneimneh, Hani Dimassi, John A. Fayyad, Aimée N. Karam, Soumana C. Nasser, Somnath Chatterji and Ronald C. Kessler. 2008. "Lifetime prevalence of mental disorders in Lebanon: first onset, treatment, and exposure to war." **PLoS Medicine** 5(4): Article e61.

Lee, Sing, Adley Tsang, Ming-Yuan Zhang, Yue-Qin Huang, Yan-Ling He, Zhao-Rui Liu, Yu-Cun Shen and Ronald C. Kessler. 2007. "Lifetime prevalence and inter-cohort variation in DSM-IV disorders in metropolitan China." **Psychological Medicine** 37(1):61-71.

Ludermir, A., Lewis, G. Links between social class and common mental disorders in Northeast Brazil. **Soc Psychiatry Psychiatr Epidemiol** 36, 101–107 (2001). https://doi.org/10.1007/s001270050297

Jenny Rose Smolen Edna Maria de Araújo. 2017. Race/skin color and mental health disorders in Brazil: a systematic review of the literature. **Ciência & Saúde Coletiva**. 22 (12): 4021-4030

Campbell O. L. K., Bann D., Patalay P. (2021). The gender gap in adolescent mental health: A cross-national investigation of 566,829 adolescents across 73 countries. **SSM - Population Health**, 13, 100742. http://dx.doi.org/10.1016/j.ssmph.2021.100742

Eloul L, Ambusaidi A, Al-Adawi S. Silent Epidemic of Depression in Women in the Middle East and North Africa Region: Emerging tribulation or fallacy? **Sultan Qaboos Univ Med J.** 2009;9(1):5-15.

WEEK 10: SPECIAL TOPCS II: SOCIAL CONTEXTS I: NEIGHBORHOODS, SCHOOLS, COMMUNITIES

2-4 readings selected from:

Carol Aneshensel . 2009. "Neighborhood as a Social Context of the Stress Process." Pp. 35-50 in William R. Avison, Carol S. Aneshensel, Scott Schieman, and Blair Wheaton (eds.), **Advances in the Conceptualization of the Stress Process**. New York: Springer.

Sally Mcintyre and Anne Ellaway. 2003. "Neighborhoods and Health: An Overview." Pp. 20-42 in Kawachi, Ichiro; Berkman, Lisa F.. (2003). **Neighborhoods and Health.** Oxford University Press, USA.

Ross, Catherine E., John Mirowsky and Shana Pribesh. 2001. "Powerlessness and the Amplification of Threat: Neighborhood Disadvantage, Disorder, and Mistrust." **American Sociological Review** 66(4):568-591.

Wheaton, Blair and Philippa Clarke. (2003). "Space Meets Time: Integrating Temporal and Contextual Influences on Mental Health in Early Adulthood**." American Sociological Review** 68:680–706.

Marisa Young and Blair Wheaton 2013. The Impact of Neighborhood Composition on Work-Family Conflict and Distress. **Journal of Health and Social Behavior** 54: 481-497.

WEEK 11: SPECIAL TOPCS III: SOCIAL CONTEXTS II: MACRO/HISTORICAL

2-4 readings selected from:

Jason Schnittker. 2021. Unnerved: Anxiety, Social Change, and the Transformation of Modern Mental Health. New York: Columbia University Press. Chapters 4, 5, 7, and 8.

Blair Wheaton and Shirin Montazer. 2021. "The Impact of 9/11 on the Subjective Welfare of Mid to Later Life Americans." Under review.

Sandro Galea, Chris R. Brewin, Michael Gruber, Russell T. Jones, Daniel W. King, Lynda A. King, Richard J. McNally, Robert J. Ursano, Maria Petukhova, Ronald C. Kessler, "Exposure to Hurricane-Related Stressors and Mental Illness After Hurricane Katrina." **Archives of General Psychiatry**. 2007: 64(12):1427-1434.

Kessler, R., Galea, S., Gruber, M. et al. Trends in mental illness and suicidality after Hurricane Katrina. **Molecular Psychiatry** 13, 374–384 (2008). https://doi.org/10.1038/sj.mp.4002119

Bierman A, Schieman S. Social Estrangement and Psychological Distress before and during the COVID-19 Pandemic: Patterns of Change in Canadian Workers. 2020**. Journal of Health and Social Behavior.**;61(4):398-417.

Schieman S, Badawy PJ, A. Milkie M, Bierman A. Work-Life Conflict During the COVID-19 Pandemic. Socius. January 2021.

O'Connor, R., Wetherall, K., Cleare, S., McClelland, H., Melson, A., Niedzwiedz, C.,. Robb, K. (2021). Mental health and well-being during the COVID-19 pandemic: Longitudinal analyses of adults in the UK COVID-19 Mental Health & Wellbeing study. **The British Journal of Psychiatry**, 218(6), 326-333. do

Ravi Philip Rajkumar. 2020. COVID-19 and mental health: A review of the existing literature, **Asian Journal of Psychiatry**, Volume 52, 102066.

Wu, Cary, Yue Wian, and Rima Wilkes. 2021. "Anti-Asian Discrimination and the Asian-White Mental Health Gap during COVID-19." Ethnic and Racial Studies 44(5):819-835

Donnelly, R., & Farina, M. P. (2021). How do state policies shape experiences of household income shocks and mental health during the COVID-19 pandemic? Social science & medicine, 269, 113557.

Ying Sun, et al. 2022. Comparison of Mental Health Symptoms Prior to and During COVID-19: Evidence from a Systematic Review and Meta-analysis of 134 Cohorts. : BMJ2023;380:e074224

WEEK 12: SPECIAL TOPICS IV: SOCIAL CHANGE AND MENTAL HEALTH

This class will be a discussion of two topics: the noise in research findings and how beliefs and theories "of the moment" affect our beliefs and thus our choices of credible evidence, using sociology of mental health examples, and a broad discussion of how social change affects population mental health.

Blair Wheaton. 2001. "The Role of Sociology in the Study of Mental Health…and the Role of Mental Health in the Study of Sociology." Journal of Health and Social Behavior 42 (September). 221-234.

Jason Schnittker. 2021. Unnerved: Anxiety, Social Change, and the Transformation of Modern Mental Health. New York: Columbia University Press. Chapter 10.

Upenieks, L., Sendroiu, I., Levi, R., & Hagan, J. (2022). Beliefs about Legality and Benefits for Mental Health. *Journal of Health and Social Behavior*, *63*(2), 266–282. https://doi.org/10.1177/00221465211046359

Moen, P. (2022). The Uneven Stress of Social Change: Disruptions, Disparities, and Mental Health. *Society and Mental Health*, *12*(2), 85–98. https://doi.org/10.1177/21568693221100171

Timothy Fraser, Daniel P Aldrich, Costas Panagopoulos, David Hummel, Daniel Kim, The harmful effects of partisan polarization on health, *PNAS Nexus*, Volume 1, Issue 1, March 2022, pgac011, https://doi.org/10.1093/pnasnexus/pgac011

S. S. Nayak. "Is divisive politics making Americans sick? Associations of perceived partisan polarization with physical and mental health outcomes among adults in the United State*s*?" Social science & medicine. , 2021, Vol.284, p.113976

CLASSES

Make-up Day: This is a Monday class. It will be necessary to add a make-up day on Thursday December 7th to complete 12 weeks in class.

Class Structure. In this seminar, we *typically* begin with student presentations on assigned papers. Students who posted comments on these papers will be expected to raise their questions as part of the presentation. In the latter weeks of the course, students will give short (10-15 minutes) overviews of their paper topics. I will reserve the last 15 to 20 minutes for commentary and a zoomed-out view of each topic.

Note that I present in weeks 1 through 3, week 6, and in week 12.

REQUIRED WORK

There are now three pieces of work to be completed in this class: 1) one in-class presentation on 2-3 assigned readings for a chosen week; 2) two posted comments on readings at any time during the semester; and 3) a final paper – one of the following: an original research paper, a "theory" paper speaking to materials in the course, or a extended critical analysis paper of an entire topic in the course, on a topic ***you did not present on during the course.*** See below for specifics about each type of paper.

Those who sign up early for presentations will have the most choice, and we will limit presentations to two per day at most. Specific readings will be chosen from week to week. Initially, choose a topic to cover so that we can schedule presentations.

COMMENTS

All students will post **two** comments on the course website offering questions, critiques, or analysis of readings discussed week to week. Each posted comment will focus on an essential issue in one of the readings, or across readings. There will be some scheduling of these comments so that there are some posted comments to be addressed in each week of the class – but no more than two per week. Each posted comment will be one to two paragraphs at most, and intended for discussion during the class. Comments must be posted by Sunday at 6pm for the Monday class that will discuss that reading. This gives presenters a chance to be aware of class comments before their presentation. incorporate comments into their presentation.

Comments can raise critical questions, argue for the importance of the reading and its contribution, suggest what is missing and should be considered, connect the reading to other readings, or propose research which follows up the reading and resolves questions in the reading or tests the generality of findings in the reading. These comments should mention the parts of the paper that led to the comment you make.

PRESENTATIONS

In-class presentations should focus on *essential* issues in the paper or chapter, and attempt to give a balanced assessment of the strengths and weaknesses. I encourage students to take a critical perspective, but the mandate does not end there. I also encourage students to imagine promoting an idea, a theory, a different research design, or a new research question that follows from your analysis of the reading. It is helpful to think of this as an "Annual Review" exercise that argues for the role of the contributions of the reading, including its original ideas, what it clarifies, and the importance of what it proposes or concludes, but also balance this with a critical appraisal of the

ambiguities, gaps, "fit" of the various section of the reading to each other, if relevant, and any weaknesses in the evidence presented.

PAPER

Students will have the option of choosing from three different types of papers as a final paper. Papers should be between 8,000 and 10,000 words in total, including references.

Option 1 is a research-based paper, written with an eye to the requirements of submission either to a conference, or to a peer-reviewed journal, or as a draft of a dissertation paper, or as a preliminary version of a paper to be followed up in the Research Practicum. This paper should analyze data you already have access to at the beginning of the course. Data can be qualitative, or quantitative, and can include content analyses, online data, or archival data. In this paper you argue for a unique role for the ideas / hypotheses proposed in the paper and test them using your data. It is expected you follow a standard structure in writing this paper.

Option 2 is a "theoretical" paper on one of the following topics:

- An analysis of the problem of generalizing work on mental health in North America either comparatively, or cross-culturally, with some discussion of differences in mental health concepts.

- An application of course theories, concepts, and models to research in other areas of sociology, with a discussion of implications for the chosen literature(s).

- The importation of theoretical frameworks in other areas of sociology to the sociology of mental health, with discussion of implications for research in the sociology of mental health.

Option 3 is an extended critical review of an entire topic in the course – thus focusing on all of the readings from one of the weeks, plus additional relevant readings you find that may support your analysis. I need to emphasize one essential feature of this option: a critical analysis does ***not*** mean to me a simply critical stance. This paper should focus on the balance of strengths, contributions, and weaknesses of that topic as represented by the literature, leading in the final section to a broad research proposal that will help clarify, resolve, extend, or modify major questions in that area.

WEIGHTS FOR SCENARIO I

The table below states the weights assigned for each piece of work in this course:

Required Work	Number / Weight	Total Weight
In-class presentation	1 x 30%	30%
Comments online	2 x 15%	30%
Final paper, ***due December 18th.***	1 x 40%	40%

GRADING DETAILS

I use the following guidelines for translating letter grades into numeric equivalents. This is important because you can only derive an overall numeric grade by using this translation. In general, I use a midpoint equivalent at each letter grade level.

I also add "borderline" grades, reflecting what I feel is appropriate for work clearly on the border between two grade levels. This helps create finer distinctions in final grades.

Letter Grade	Numerical Equivalent
A+	95
A / A+	90
A	87
A- / A	85
A-	82
B+ / A-	80
B+	78
B / B+	77
B	75
B- / B	73
B-	71
FZ**	0 - 69%

CLASS SCHEDULE

Week	Date	Topic	Presentations		Who?
			Me	*Readings*	
1	Sept. 11	Overview	⬜		
2	Sept. 18	Defining and Measuring Mental Health	⬜		
3	Sept. 25	Social Patterns and Social Class	⬜		
4	October 2	Race, Gender, Immigration	⬜		
	October 9	*No class*			
5	October 16	Age and the Life Course			
6	October 23	Institutional Resources?: Marriage and Work	⬜		
7	October 30	Explaining Inequalities: Intro to the Stress Process	⬜		
	Nov. 6	*No class*			
8	Nov. 13	Generalizations of the Stress Process	⬜		
9	Nov. 20	Special Topics I: International and Comparative Studies			
10	Nov. 27	Special Topics Ii: Social Contexts I: Neighborhoods, Schools, Communities.			

| 11 | Dec. 4 | Special Topics III: Social Contexts II: Macro / Historical | | | |
| 12 | Dec. 7 | Social Change and Mental Health. | | | |

The following parts of the syllabus are a required template, but also express important principles, procedures, and values.

PENALTY FOR LATENESS CLAUSE

For both undergraduate and graduate courses, instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate.

In this course, the required work schedule is determined by choices of week in the initial class. Comments can be posted in any week from weeks 2 through 12. The paper is due December 18th. Please note: a late paper must be accompanied by a medically certified explanation. In these cases, and only in these cases, papers may be accepted up to three weeks after the end of class. Late papers without a medical explanation will receive a 10% discount in the grade – not in the weight.

ACADEMIC INTEGRITY CLAUSE

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters) and *Code of Student Conduct* (http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

ACCESSIBILITY SERVICES

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at

http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at http://www.studentlife.utoronto.ca/as, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, http://www.studentlife.utoronto.ca/hwc, or Student Crisis Response, 416-946-7111.

EQUITY AND DIVERSITY

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at http://equity.hrandequity.utoronto.ca.