

SOCIOLOGY OF MENTAL HEALTH
SOCY 35
Fall Quarter 2014
(MWF, 1:45-2:50pm; x-period, Th 1:00-1:50pm)
Location: 317 Silsby

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Office Hours: Monday, 3:30pm-5:15pm, or by appointment

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Course Description:

Poor mental health and mental illness are often viewed as biological or genetic flaws. Sociologists, however, argue that mental illness is socially constructed, and that population mental health is profoundly shaped by social conditions. In this course, we will explore sociological understandings of mental health and illness. We will focus on a range of topics, including (but not limited to):

- The medicalization of deviant behavior; and how the definition of mental illness changes across time and place
- How sociologists think about, define, and measure mental health in research
- The social determinants of stress and mental health
- How inequalities in resources, power, and status “get under the skin” and influence the prevalence of mental health and well-being
- Societal responses to the mentally ill and the stigma of mental illness
- Innovative new research that brings together perspectives from multiple disciplines (sociology, economics, epidemiology, public health, etc.)

This course is intended to give you an introduction to the Sociology of Mental Health, but because it is such a broad field, there will be many topics that are left uncovered. Due to my own research interests and expertise, this course will skew more towards contemporary, quantitative, and U.S. focused sociological research. In addition, we will mainly examine research that appears in academic journals—rather than textbooks—so that you can get a feel for the types of questions researchers are addressing in the major journals, and better understand the types of questions social science researchers are asking as well as potential gaps in the literature. You will have an opportunity to explore topics not covered in class in your research paper or in the student-led seminars in the final week (see below). For those of you who would like to further explore the topics that we do cover, I also include a list of optional readings (some of which will be lectured on) to peruse at your leisure. You may also use these optional readings in your student-led seminars. I am also happy to point you in the direction of other relevant research if you are so inclined.

Course Structure

This course will skew heavily towards seminar so students are expected to come prepared to discuss and critically engage with the readings. My hope is that we can have an engaging discussion about the topics, with little need for powerpoint lectures.

Evaluation and Grading

Midterm (25%) – The midterm will be a take-home exam, and you will be free to use any readings, notes, and other sources (with proper citation) in your completion of the exam. I will make the mid-term available via Canvas on 10/24. **It is due by 11:59pm on 11/2. Please email all completed mid-terms to Jason.Houle@Dartmouth.edu.** Late papers (yes, even those that are time stamped at 12:00am 11/3) will be graded according to the late paper policy.

Research Paper Prospectus (5%): The research prospectus is a short summary of your final paper research topic. The prospectus must include: a brief summary of your paper topic, and at least five citations from academic sources. I will provide you with feedback on your prospectus that you must incorporate into the final draft of your paper. The research prospectus is **due at the beginning of class on 10/6**. Please make an appointment with me BEFORE 10/6 if you have any questions about the assignment or want to bounce some ideas off me.

In-Class Writing Prompts (15%): We will start off most classes with a brief (5-10 minute) writing prompt on the readings for the day. I will provide you with a prompt (perhaps a quote from a reading, or a topic) and you will need to reflect on that prompt based on the readings. As part of the prompt, you should begin with a brief summary of the authors' argument, findings, and conclusions, as well as your reflections on the topic. For example—did you find the study useful? Did something bother you about the question/theory/methods? This is the place to get some of these ideas down. You will receive feedback on these reading prompts. You can only turn in the reading prompts in-person on the day of class. If you are absent, you are not allowed to turn in the prompts via email. If you come into class, complete the prompt, and duck out the back door, you will not get credit. For this reason, I will drop the two lowest reading prompt grades. In essence, each student has two freebies.

Reading Questions (10%): In addition to the prompts, you will need to submit at least ONE question for each reading for every class (so, 2 readings x 1 questions = 2 questions). This can be a critical question about the article, or a more basic question about how the study was conducted or the theories driving the study. The questions must be submitted on the discussion forum on Canvas **no later than 9:00am on the day of the class**. I have set up the discussion forum so it will not accept posts after that time. These questions are extremely important, as they will help me guide discussion and let me know if anything from the readings needs to be clarified. Like the reading summaries, each student gets two freebies.

The purpose of the reading prompts and questions are fourfold: (1) to encourage the practice of note-taking and critically engaging with the readings; (2) to help spark class discussion; (3) to alert me if anything needs to be clarified from the readings; and (4) to let me know that you have, in fact, done the reading.

Class Participation (5%): Although I will lecture during this course, over half of the course will be a seminar-style class discussion of the readings and topics at hand. Thus, class participation is imperative to the success of this class. What does class participation entail? It means you must be an active participant in the class. This includes: 1) contributing to class discussion; 2) actively contributing to small group exercises. if you come into class, sit quietly every day, and do not contribute to class discussion you will receive a 0 for class participation.

Student Lead Seminars (15%): During the last week of class, small groups of students will be responsible for leading a seminar on the topic of their choice. This can be a more in-depth look at a topic already covered in class, or it can be a topic that wasn't covered in the course. Early in the semester, you will join a group of 3-5 classmates and select your topic. During the last week of the term, each group will lead seminar for 20-25 minutes. Each group should schedule a meeting with me during X hour and inform me

of their topic **no later than 10/14**. Groups will select 1-2 readings to assign to the class, and must submit the reading(s) for my approval **no later than 11/4**. I am happy to offer suggested readings. You are also welcome to use the optional readings on the syllabus. I will then distribute the readings to the rest of the class in time for the student-led seminars via Canvas. Groups are welcome to lead seminar in any way they see fit—be as creative as you want! Note: unless I approve otherwise, the readings must be from sociological books or journals. The student-led seminars are considered part of your class participation grade.

Final Research Paper (25%) Final research papers will be **due 11/23 by 11:59pm**. Final papers must be handed in to me before the deadline, or emailed to me by the deadline. Late papers will be graded according to the late paper policy. These research papers should be structured like the academic journal articles we read in this class, including: 1) a short introduction; 2) a literature review where you summarize prior research, identify the gap in the literature you intend to fill, and your study hypotheses; 3) a methods section that states how you would go about testing your study hypotheses; 4) a concluding section that summarizes the implications and importance of your study. Alternatively, you could write a theoretical “think piece” that challenges and attempts to advance sociological theories of mental health and illness. Please note that you will not actually have to analyze data or do fieldwork in this paper.

I will use the following scale in assigning grades:

93%-100%:	A	83%-86.9%:	B	73%-76.9%:	C	Below 60%:	F
90%-92.9%	A-	80%-82.9%	B-	70%-72.9%	C-		
87%-89.9%:	B+	77%-79.9%:	C+	60%-69.9%:	D		

Attendance Policy

As a general rule, I do not believe in attendance policies for college-aged students. If you must miss class, you do not need to provide me with an explanation. More importantly, do not ask whether you missed anything important (if the material you missed wasn’t important, it wouldn’t have been covered in class). Do not ask me for lecture notes—ask your classmates. I will assume that you are serious about your commitment to this class. As such, I presume that if you miss class you have a good reason (e.g., you are very sick, you are caring for someone who is very sick, or you are trapped under something very heavy). One exception: If your absences become chronic, or if you anticipate chronic absences, then it’s time to consult with me.

All that said, if you blow off class and do so on a regular basis, your class participation and reading summary grades will suffer.

Late Policy

On any assignment, your grade will be reduced by one unit for each day late (e.g., 1 day, from A to A-; 2 days, B+; 3 days, B; and so on). **One exception: reading prompts and questions will not be accepted if they are late.**

Make-up exams: There will be no make-up examinations except in extremely rare cases in which some unforeseen crisis/emergency arises. If you know ahead of time that you have a conflict with the exam schedule, discuss this with me as soon as possible to make arrangements for the exam. Do not expect to arrange different exam schedules simply because it is more convenient.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth honor code will be notified and reported to the appropriate authorities. Cheating and other forms of dishonesty (such as plagiarizing) often result when students feel too much pressure to perform and that they do not have the tools to achieve their goals. If you are falling behind or feeling overwhelmed, please come sit down and chat with me BEFORE you decide to cheat.

Disability Needs

Any student with a disability-related need for modifications or reasonable accommodations in this course must let me know as soon as possible (by the second week of the term) and contact the Student Disabilities Coordinator. I will keep this information strictly confidential, but please note that the Student Disabilities Coordinator may be consulted to verify the disability. See <http://www.dartmouth.edu/~accessibility/> for more information.

Course Readings

Ronson, Jon. 2011. *The Psychopath Test: A Journey Through the Madness Industry*. London: Picador*

*Note: The Ronson reading is what I would consider to be a “companion” reader to this course. As a popular paperback book, it repackages much of the course material in a very accessible and entertaining way. You will be responsible for the Ronson material (don’t be surprised if you see it on a midterm...), but we will not discuss it in class, for the most part, unless you choose to bring it up in discussion. Consider this book your light, entertaining reading for the term.

All readings for this course will be available on Canvas, with the exception of Ronson. You are expected to complete the readings by the date listed on the syllabus and come to class prepared to discuss these readings—if you were at all confused or lost by the readings, then you must come to class with questions for discussion.

A general note on reading academic journal articles in this course: Much of the reading in this course will be from the major sociological journals (e.g. *American Journal of Sociology*, *American Sociological Review*, *Journal of Health and Social Behavior*). For this reason, the reading may be a bit more arduous for those of you who are unfamiliar with the technical style of academic journal articles. Please do not get too caught up or tripped up by the details of the analytical methods and results. I’m more concerned that you come away with the general arguments and conclusions of an article than I am with whether you understand the intricacies of multiple regression (or whatever method is used). Thus, you should pay closest attention to the “front end” of the paper (that is, the literature review and hypotheses) and the conclusion section. You should do your best with the methods and results sections of the paper, as they can provide important clues about the strengths and weaknesses of the study (e.g. how well do their variables actually measure the concepts they’re interested in? Do their data actually allow a good test of their hypothesis? Do we believe their findings?), but don’t let yourself get lost in the weeds.

TENTATIVE COURSE SCHEDULE

Unit 1 (9/15-9/17): Introduction and Overview: What is the Sociology of Mental Health?

Monday: Introduction to the Course

Wednesday: An Overview of the Field

- Horwitz, Allan. 2010. "An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness." Pp. 6-19 in *A Handbook for the Study of Mental Health*, edited by T.L. Schied and T.N. Brown. Cambridge: Cambridge University Press.
- Hortwitz, Allan. 2014. "The Sociological Study of Mental Illness: A Critique and Synthesis of Four Perspectives." Pp. 95-112 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.
- Ritzer, George. 2010. "Emile Durkheim: Suicide" Pp. 198-203 in *Classical Sociological Theory*. 6th ed. New York: McGraw Hill.

Unit 2 (9/19-24): The Social Construction of Mental Illness, Diagnostic and Statistical Manual of Mental Disorders (DSM) and Pharmaceuticals

Friday:

- Szaz, Thomas. 1960. "The Myth of Mental Illness" *American Psychologist* 15:113-118.
- Rosenhan, David L. 1973. "On Being Sane In Insane Places." *Science* 179:250-258.
- Conrad, Peter and Caitlin Slodden. 2013. "The Medicalization of Mental Disorder." Pp. 61-74 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.

Monday:

- Horwitz, Allan. 2011. "Creating an Age of Depression: The Social Consequences and Construction of the Major Depression Diagnosis" *Society and Mental Health* 1:41-54.
- This American Life Podcast. "81 Words" Chicago Public Radio. (Listen at: <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>)

Wednesday:

- King, Marissa, and Peter Bearman. 2009. "Diagnostic Change and the Increased Prevalence of Autism." *The International Journal of Epidemiology* 38:1224-1234.
- Whooley, Owen. 2014. "The Failure of DSM-5, the Emergence of RDoC, and the Decontextualization of Mental Distress." *Society and Mental Health* 4:92-110.

Unit 3 (9/26-10/1): How does society respond to the mentally ill? Labeling and Stigma

Friday:

- 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* 54:1-21.
- Link, Bruce and Jo Phelan. 2013. "Labeling and Stigma." Pp. 525-542 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.

Monday:

- Link, Bruce G, Francis T Cullen, James Frank, and John F. Wozniak. 1987. "The Social Rejection of Former Mental Patients: Understanding Why Labels Matter." *The American Journal of Sociology* 92:1461-1500.
- Link, Bruce G. and Jo Phelan. 2014. "Stigma Power." *Social Science & Medicine* 103: 24-32.

Wednesday

- Hatzenbuehler, Mark L Jo C. Phelan, and Bruce G. Link. 2013. "Stigma as a Fundamental Cause of Population Health Inequalities." *American Journal of Public Health* 103:813-821.
- Hatzenbuehler, Mark L et al. 2010. "The Impact of Institutional Discrimination on Psychiatric Disorders in Lesbian, Gay, and Bisexual Populations: A Prospective Study." *American Journal of Public Health* 100:452-459.
- Cummings, Janet R., Stephen M. Lucas, and Benjamin G. Druss. 2013. "Addressing Public Stigma and Disparities Among Persons With Mental Illness: The Role of Federal Policy." *American Journal of Public Health* 103:781-785.

Unit 4 (10/3-6): Mental Health Care and Social Policies in the U.S.

Friday:

- Mechanic, David, Donna D McAlpine, and David A. Rochefort. 2014. "A Brief History of Mental Health Policy in the United States." P. 45-69 in *Mental Health and Social Policy*, 6th ed. New York: Pearson
- Gionfriddo, Paul. 2012. "How I Helped Create a Flawed Mental Health System That's Failed Millions—And My Son." *Health Affairs* 31:2138-2142.

Monday:

- Hernandez, Elaine M and Christopher Uggen. 2012. "Institutions, Politics, and Mental Health Parity." *Society and Mental Health* 2:154-171.
- Saloner, Brendan, and Benjamin Lê Cook. 2014. "An ACA Provision Increased Treatment For Young Adults with Possible Mental Illnesses Relative To Comparison Group." *Health Affairs* 33:1425-1434.
- Stuckler, David and Sanjay Basu. 2013. Excerpts from *The Body Economic: Why Austerity Kills: Recessions, Budget Battles, and the Politics of Life and Death*. Pp. ix-xxi and 109-121. New York: Basic Books.

Unit 5 (10/8-10/10): Mental Health: How do we define it? How do we measure it?

Wednesday

- Wakefield, Jerome C. and Mark F. Schmitz. 2010. "The Measurement of Mental Disorder." Pp. 20-45 in *A Handbook for the Study of Mental Health* Cambridge: Cambridge University Press.
- Mirowsky, John and Catherine Ross. 2002. "Measurement for a Human Science." *Journal of Health and Social Behavior* 43:152-170.

Friday

- Schwartz, Sharon. 2002. "Outcomes for the Sociology of Mental Health." *Journal of Health and Social Behavior* 43:223-235.
- Keyes, Corey. 2002. "The Mental Health Continuum: From Languishing to Flourishing in Life." *Journal of Health and Social Behavior* 43:207-222.

Unit 6 (10/13-10/15): Social Causation and Social Selection

Monday

- Dohrenwend, Bruce P. et al. 1992. "Socioeconomic Status and Psychiatric Disorders: The Causation-Selection Issue." *Science* 255:946-952.
- Costello, E. Jane, Scott N Compton, Gordon Keeler, and Adrian Angold. 2003. "Relationships Between Poverty and Psychopathology." *Journal of the American Medical Association* 290:2023-2029.

Mezuk, Briana et al. 2013. "Integrating Social Science and Behavioral Genetics: Testing the Origin of Socioeconomic Disparities in Depression Using a genetically Informed Design." *American Journal of Public Health*. Forthcoming.

Wednesday

Miech, Richard A, Avshalom Caspi, Terrie E. Moffitt, Bradley R. Entner Wright, and Phil A. Sliva. 1999. "Low Socioeconomic Status and Mental Disorders: A Longitudinal Study of Selection and Causation During Young Adulthood." *American Journal of Sociology* 104:1096-1131.

McLeod, Jane D and Danielle L. Fettes. 2007. "Trajectories of Failure: The Educational Careers of Children with Mental Health Problems." *American Journal of Sociology* 113:653-701.

Unit 7 (10/17-10/20): How does social status get under the skin? Social Stress Theory

Friday

Pearlin, Leonard I. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241-256.

Turner, R. Jay, Blair Wheaton, and Donald A. Lloyd. 1995. "The Epidemiology of Social Stress." *American Sociological Review* 60:104-125.

Monday

Mitchell, Colter, Daniel Notterman, Jeanne Brooks-Gunn, John Hobcraft, Irwin Garfinkel, Kate Jaeger, Iulia Kotenko, and Sara McLanahan. 2011. "Role of Mother's Genes and Environment in Postpartum Depression." *Proceedings of the National Academy of Sciences (PNAS)* 108:8189-8193.

Horwitz, Allan V. 2007. "Transforming Normality into Pathology: The DSM and the Outcomes of Stressful Social Arrangements." *Journal of Health and Social Behavior* 48:211-222.

Unit 8 (10/22-10/27): Stratification and Mental Health I: Social Class and Social Inequality:

Wednesday

Hollingshead, August and Frederick Redlich. 2007*. "Voices from the Past: Excerpts from Social Class and Mental Illness: A Community Study" *American Journal of Public Health* 97:1756-1757.

*note: these are excerpts from a classic study in the sociology of mental health—Hollingshead and Redlich's *Social Class and Mental Illness* (1958).

McLeod, Jane D. 2013. "Social Stratification and Inequality." Pp. 229-254 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.

Link, Bruce and Jo Phelan*. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior* 35:80-94. *Note: this paper tends to focus on physical health, but it has important implications for mental health, and the general framework is important for understanding sociological perspectives on the social causes of health and mental health more generally

Friday

Clouston, Sean P, Marcie S. Rubin, Cynthia G. Colen, and Bruce G. Link. "Social Inequalities in Suicide: The Role of Selective Serotonin Reuptake Inhibitors." *American Journal of Epidemiology*. Forthcoming

Silver, Eric, Edward P. Mulvey, and Jeffrey W. Swanson. 2002. "Neighborhood Structural Characteristics and Mental Disorder: Faris and Dunham Revisited." *Social Science & Medicine*. 55: 1457-1470.

Monday:

- King, Marissa D. and Peter S. Bearman. 2011. "Socioeconomic Status and the Increased Prevalence of Autism in California." *American Sociological Review* 76:320-346.
- Schaller, Mark. 1997. "The Psychological Consequences of Fame: Three Tests of the Self-Consciousness Hypothesis." *Journal of Personality* 65: 291-309

Unit 9 (10/29-11/3: Stratification and Mental Health II: Gender**Wednesday**

- Rawlings, Edna I and Dianne K. Carter. 1977. "The Intractable Female Patient" Pp. 77-86 in *Psychotherapy for Women: Treatment Toward Equality*. Springfield: Charles C. Thomas.
- Rosenfeld, Sarah and Dawne Mouzon. 2013. "Gender and Mental Health." Pp. 277-298 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.

Thursday (X HOUR—no class Friday)

- Aneshensel, Carol S., Carolyn M. Rutter, and Peter A. Lachenbruch. 1991. "Social Structure, Stress, and Mental Health: Competing Conceptual and Analytic Models." *American Sociological Review* 56:166-178.
- Mirowsky, John. 1996. "Age and the Gender Gap in Depression." *Journal of Health and Social Behavior* 37:362-380.

Monday

- Williams, Kristi. 2003. "Has the Future of Marriage Arrived? A Contemporary Examination of Gender, Marriage, and Psychological Well-Being." *Journal of Health and Social Behavior* 44:470-487.
- Beauboeuf-Lafoontant, Tamara. 2007. "You Have to Show Strength: An Exploration of Gender, Race, and Depression." *Gender and Society* 21:28-51.

Unit 10 (11/5-11/10): Stratification and Mental Health III: Race, Ethnicity, and Legal Status**Wednesday**

- Evans-Campbell, Teresa, Karen D. Lincoln, and David T. Takeuchi. 2007. "Race and Mental Health: Past Debates, New Opportunities." Pp. 169-190 in *Mental Health, Social Mirror*, edited by W.R. Avison, J.D. McLeod, and B.A. Pescosolido. New York: Springer.
- Gonzales, Robert, Carola Suarez-Orozco, and Maria Cecilia Dedios-Sanguinetti. 2013. "No Place to Belong: Contextualizing Concepts of Mental Health Among Undocumented Immigrant Youth in the United States." *American Behavioral Scientist* 57:1174-1199.

Thursday X Hour (NO CLASS FRIDAY)

- Metzl, Jonathan M. 2009. *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Preface-Chapter 2) Boston: Beacon Press.
- Brown, Tony N. 2003. "Critical Race Theory Speaks to the Sociology of Mental Health: Mental Health Problems Produced by Racial Stratification." *Journal of Health and Social Behavior* 44:292-301.

Monday

- Bratter, Jennifer L. and Karl Eschbach. 2005. "Race/Ethnic Differences in Nonspecific Psychological Distress: Evidence from the National Health Interview Survey." *Social Science Quarterly* 86:620-644.
- Mezuk, Briana, Cleopatra M. Abdou, Darrell Hudson, Kiarri N. Kershaw, Jane A. Rafferty, Hedwig Lee, and James S. Jackson. 2013. "'White Box' Epidemiology and the Social Neuroscience of Health Behaviors: The Environmental Affordances Model." *Society and Mental Health* 3:79-95.

Unit 11: Student Led Seminars (11/12-11/17)

Optional Readings by Unit

Unit 1

- Aneshensel, Carol S and Jo C. Phelan. 2013. "The Sociology of Mental Health: Surveying the Field." Pp. 1-22 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.
- Thoits, Peggy A. 2010. "Sociological Approaches to Mental Illness" Pp. 106-124 in *A Handbook for the Study of Mental Health*, edited by T.L. Schied and T.N. Brown. Cambridge: Cambridge University Press.
- Wheaton, Blair. 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* 42:221-234.

Unit 2

- Conrad, Peter. 1975. "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior." *Social Problems* 23:12-21.
- Conrad, Peter and Deborah Potter. 2000. "From Hyperactive Children to ADHD Adults: Observations in the Expansion of Medical Categories." *Social Problems* 47:559-582.
- Frances, Allen. 2012. "Diagnosing the DSM." *New York Times Op-Ed*. May 12
<http://www.nytimes.com/2012/05/12/opinion/break-up-the-psychiatric-monopoly.html>
- Frances, Allen. 2013. "Chapter 4: Fads of the Past" & "Chapter 5: Fads of the Present" Pp. 117-170 in *Saving Normal: An Insider's Revolt Against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life*. New York: Harper Collins
- Frances, Allen. 2013. "Chapter 3: Diagnostic Inflation" Pp. 77-113 in *Saving Normal: An Insider's Revolt Against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life*. New York: Harper Collins
- Frances, Allen. 2013. "Chapter 6: Fads of the Future" Pp. 170-205 in *Saving Normal: An Insider's Revolt Against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life*. New York: Harper Collins
- Hacking, Ian. 2013. "Lost in the Forest." *London Review of Books*.
<http://www.lrb.co.uk/v35/n15/ian-hacking/lost-in-the-forest>
- Hansen, Helena B, Zoe Donaldson, Bruce Link, Peter Bearman, Kim Hopper, Lisa Bates, Keely Cheslack-Postava, Kristin Harper, Seth Holmes, Gina Lovasi, Kristen Springer and Julien Teitler. 2013. "Independent Review of Social and Population Variation in Mental Health Could Improve Diagnosis in DSM Revisions." *Health Affairs* 32:984-993.
- Miller, Lisa. "Listening to Xanax" *New York Magazine*, March 18 2012.
- Payton, Andrew R. and Peggy A. Thoits. 2011. "Medicalization, Direct-to-Consumer Advertising, and Mental Illness Stigma." *Society and Mental Health* 1:55-70.

Unit 3

- Pescosolido, Bernice A. and Jack K. Martin. 2007. "Stigma and the Sociological Enterprise." Pp. 307-328

- in *Mental Health, Social Mirror*, edited by W.R. Avison, J.D. McLeod, and B.A. Pescosolido. New York: Springer.
- Carter, Rosalynn, David Satcher, and Tony Coelho. 2013. "Addressing Stigma Through Social Inclusion." *American Journal of Public Health* (Forthcoming).
- Corrigan, Patrick W. and Mandy W.M. Fong. 2014. "Competing perspectives on erasing the stigma of illness: What says the dodo bird?" *Social Science & Medicine* 103: 110-117.
- Kroska, Amy, Sarah K. Harkness, Lauren S. Thomas and Ryan P. Brown. 2014. "Illness Labels and Social Distance." *Society and Mental Health* (Forthcoming)
- Link, Bruce G, Elmer Struening, Michael Rahav, Jo Phelan, and Larry Nuttbrock. 1997. "On Stigma and Its Consequences: Evidence from a Longitudinal Study of Men with Dual Diagnoses of Mental Illness and Substance Abuse." *Journal of Health and Social Behavior* 38:177-190.
- Phelan, Jo C., Bruce Link, Ann Stueve and Bernice A. Pescosolido. 2000. "Public Conceptions of Mental Illness in 1950 and 1996: What is Mental Illness and Is it to be feared? *Journal of Health and Social Behavior* 41:188-207.
- Teachman, Bethany A., Joel G. Wilson, and Irina Komarovskaya. 2006. "Implicit and Explicit Stigma of Mental Illness in Diagnosed and Healthy Samples. *Journal of Social and Clinical Psychology* 25:75-95.
- Thoits, Peggy. 2005. "Differential Labeling of Mental Illness by Social Status: A New Look at an Old Problem." *Journal of Health and Social Behavior* 46:102-119.

Unit 5

- Aneshensel, Carol S. 2005. "Research in Mental Health: Social Etiology versus Social Consequences." *Journal of Health and Social Behavior* 46:221-228.
- Bruce, Martha and Patrick J. Raue. 2013. "Mental Illness as Psychiatric Disorder." Pp. 41-60 in *Handbook of the Sociology of Mental Health*, edited by C.S. Aneshensel, J.C. Phelan, and A. Bierman. New York: Springer.
- Horwitz, Allan. 2002. Outcomes in the Sociology of Mental Health and Illness: Where Have We Been and Where are We Going?" *Journal of Health and Social Behavior* 42:143-151.
- Kessler, Ronald C. 2002. "The Categorical versus Dimensional Assessment Controversy in the Sociology of Mental Illness." *Journal of Health and Social Behavior* 43:171-188.
- Link, Bruce G., Lawrence H. Yang, Jo C. Phelan, and Pamela Y. Collins. 2004. "Measuring Mental Illness Stigma." *Schizophrenia Bulletin* 30:511-541.
- Schnittker, Jason. 2012. "The Proximity of Common Unhappiness and Misery. *Society and Mental Health*. 2:135-153
- Umberson, Debra, Kristi Williams and Kristin Anderson. 2002. "Violent Behavior: A Measure of Emotional Upset?" *Journal of Health and Social Behavior* 43:189-206.

Unit 6

- Fox, John W. 1990. "Social Class, Mental Illness, and Social Mobility: The Social Selection-Drift Hypothesis for Serious Mental Illness." *Journal of Health and Social Behavior* 31:344-353.
- Schnittker, Jason, Michael Massoglia, and Christopher Uggen. 2012. "Out and Down: Incarceration and Psychiatric Disorders." *Journal of Health and Social Behavior* 53:448-464.

Unit 7

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