

# SYA 4930 SOCIOLOGY OF MENTAL HEALTH AND MENTAL ILLNESS

FALL 2022

100% ONLINE, ASYNCHRONOUS VIA CANVAS

**INSTRUCTOR AND CONTACT INFORMATION:** Jennifer Applebaum,  
[jennyapplebaum@ufl.edu](mailto:jennyapplebaum@ufl.edu)

**VIRTUAL OFFICE HOURS:** Wednesdays from 3-5pm Eastern time\* on Zoom:  
<https://ufl.zoom.us/j/93725457392?pwd=YUpYVDNTNzdwdm4xYXZPREJsd01nQT09>  
Meeting ID: 937 2545 7392  
Passcode: 745597

\*Subject to change – I will send a course announcement via Canvas if office hours are rescheduled on any given week

You can also e-mail me to set up a meeting outside of designated office hours if necessary.

**COURSE WEBSITE:** <http://elearning.ufl.edu>

**COURSE COMMUNICATIONS:** I frequently post announcements through Canvas about course matters. I post introductory videos to each unit. I check Canvas email daily during the work week.

**REQUIRED OR RECOMMENDED TEXTBOOKS:** None, all readings and video lectures are free to the public, open educational resources, or accessible through the UF libraries ARES system.

**COURSE DESCRIPTION:** Examines mental health and illness in the United States from a sociological perspective. Compares biomedical and social perspectives on causes and consequences of mental health and illness. Includes attention to demographic variation and individual, community, and societal trauma.

## **COURSE GOALS AND/OR OBJECTIVES:**

- Students will acquire state-of-the-art scientific knowledge of the character, causes, and consequences of mental health and illness in the United States.
- Students will learn to compare and contrast social science and biomedical perspectives and data.
- Students will learn to read and hear original scientific video lectures, scientific journal articles, and technical reports.
- Students will learn to communicate scientific debates and evidence through discussions of relevant materials.

**HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE SOCIOLOGY PROGRAM:** The following SLOs in Sociology are accomplished through completing this course:

- Identify, explain and apply basic concepts in sociology
- Analyze, critique and interpret sociological scientific literature
- Effectively communicate in writing sociological concepts and research

**INSTRUCTIONAL METHODS:** The course is structured into 14 discrete modules. The first three modules orient us to definitions of mental health and illness, the historical foundations of mental health research, and data and measures commonly used in mental health and illness research. The next three modules compare and contrast several key explanatory perspectives to understand the determinants and consequences of mental health and illness. The next 5 modules focus on demographic variation in mental health and illness. The remaining modules focus on trauma experience at the individual, community, and societal levels.

Students engage materials through instructor lectures, public talks and lectures, documentaries, health reports, and scientific journal articles. Students demonstrate their understanding of the content and analytic skills through quizzes and discussions.

### **COURSE POLICIES:**

**ATTENDANCE POLICY:** All work must be completed as it is sequenced and by published deadlines. There are sufficiently wide windows for reviewing course materials and completing activities to accommodate your other commitments or unexpected personal circumstances. Delaying the start of reviewing materials, taking quizzes, submitting discussion post, and submitting graded assignments places you at risk of incomplete or poor performance. To see UF attendance policies, feel free to [browse the catalog](#).

All of this said, life happens. Please contact me as soon as possible if you are experiencing any type of hardship or event that will impact your ability to complete the course requirements on time. I am happy to work out accommodations within my abilities per UF policy.

**QUIZ/EXAM DATES/POLICIES:** Quizzes and discussions are to be completed at the assigned date and time frame. Carefully note the day and time that assignments are due. **Because computer issues may arise at the last moment, I recommend that you plan to complete your work at least one hour before the published deadline. Computer problems encountered 5-15 minutes before the deadline are rarely solved in time for you to make adjustments.**

If you experience technical difficulties, please contact UF's computing help desk to open a ticket to solve the technical difficulty. <https://helpdesk.ufl.edu/> Write down the ticket number issued to you for your reference and possibly mine.

**MAKE-UP POLICY:** Refer to the catalog link above for UF-sanctioned absences. Approved make-up work for absences will be a different version of the original assignment. Missed work due to technology problems will be reviewed on a case-by-case basis but completing work at least one hour before the deadline is the best way to avoid challenges. There is no partial credit available for incomplete discussion assignments, no resubmission of discussion assignments in order to earn a better grade, or extra credit work.

If you experience a health, family, or personal emergency that interferes with your ability to complete the course materials please contact me via e-mail ASAP to discuss accommodations.

**ASSIGNMENT POLICY:** Complete all assignments as specified and meeting published deadlines. Assignment rubrics are provided for each activity and will guide my grading of your assignment.

**COURSE TECHNOLOGY:** The course management system is Canvas. Be sure that your hardware and software are compatible with UF and Canvas. Take full advantage of the UF Help Desk.

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

**ONLINE COURSE EVALUATION:** “Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments for faculty are [available to students online](#).”

## UF POLICIES:

### **UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:**

“Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

**UNIVERSITY POLICY ON ACADEMIC CONDUCT:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates

academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**CLASS DEMEANOR OR NETIQUETTE:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Review the course netiquette posted on the course website.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

### GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

**Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

Other resources are available on the [Distance Learning website](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

## GRADING POLICIES:

### METHODS BY WHICH STUDENTS WILL BE EVALUATED AND THEIR GRADE DETERMINED

There are 2 categories of graded work to accumulate 560 total points. Quizzes comprise 20 points each for a total of 280 points and worth 50% of the final course grade. You will answer 20 quiz questions within a 30 minute window. Quizzes require respondus lockdown browser. You may attempt each quiz once. Because I can observe each time you open the quiz, I will give you the grade earned on the first attempt. Quizzes use a combination of multiple choice, fill in the blanks, and true/false questions.

Discussions are worth 20 points each for a total of 280 points and worth 50% of the final course grade. The discussion assignment will open automatically after completion of the quiz. The discussion is comprised of a post worth 15 points and a reply post worth 5 points. Please review the instructions carefully for how to complete the post and reply post. If the post is late, then the entire discussion is late and will not be graded, including the reply post. Course policies do not allow for partial credit for incomplete or late discussion assignments or resubmissions to earn a better grade.

I will make the course content available 2-3 weeks ahead of the module opening, but the quizzes and discussion posts deadlines remain. This will allow you to review the material well before the deadlines.

### INFORMATION ON CURRENT UF GRADING POLICIES FOR ASSIGNING GRADE POINTS

#### GRADING SCALE:

A 93+, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 63-67, D- 60-62, F 59 and lower

For more information, see [UF's FAQ for minus grades](#)

## COURSE SCHEDULE:

### A WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

**NOTE:** The Canvas syllabus tool automatically generates a listing of assignment deadlines.

Module Topic	Content available week of:	<b>Quiz</b> Opens 12am on <b>Wednesdays</b> and closes same day <b>11:50pm</b> <i>*no quiz week of Thanksgiving</i>	<b>Discussion Post</b> opens on <b>Thursdays at 12am</b> , closes on <b>Mondays at 11:50pm</b> <i>*no discussion due over Thanksgiving break</i>	
			<b>First post due</b>	<b>Reply post due</b>
1. Introduction and Course Scope	8.24.2022	8.31.2022	9.3.2022	9.5.2022
2. History	8.24.2022	9.7.2022	9.10.2022	9.12.2022
3. Measurement and Prevalence	8.24.2022	9.14.2022	9.17.2022	9.19.2022
4. Biomedical Perspective	9.7.2022	9.21.2022	9.24.2022	9.26.2022
5. Social Psychological Perspective	9.14.2022	9.28.2022	10.1.2022	10.3.2022
6. Social Institutions Perspective	9.21.2022	10.5.2022	10.8.2022	10.10.2022
7. Childhood	9.28.2022	10.12.2022	10.15.2022	10.17.2022
8. Adulthood	10.5.2022	10.19.2022	10.22.2022	10.24.2022
9. Sex and Gender	10.12.2022	10.26.2022	10.29.2022	10.31.2022
10. Social Class	10.19.2022	11.2.2022	11.5.2022	11.7.2022
11. Race and Ethnicity	10.26.2022	11.9.2022	11.12.2022	11.14.2022
12. Individual Trauma	11.2.2022	11.16.2022	11.19.2022	11.21.2022
13. Community Trauma	11.9.2022	11.30.2022	12.3.2022	12.5.2022
14. Societal Trauma	11.16.2022	12.7.2022	12.10.2022	12.12.2022

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

*This syllabus has been adapted from a course developed by Dr. Barbara Zsembik. Many thanks to Dr. Zsembik for sharing her materials.*