Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts
   Department: Sociology, Anthropology, and Social Work

2. Course Prefix and Number: SOCY 5400/6400
   3. Effective Term: Fall, 2011

4. Course Title: Sociology of Mental Health
   Abbreviated Title (30 characters or less): Sociology of Mental Health

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

   Current Course Number:
   Proposed Course Number: 5400/6400
   Type of Revision:

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 3</td>
<td>lecture</td>
<td>weekly</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

   P – SOCY 1000

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [X] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    The social analysis of the nature, development, identification, and treatment of mental illness.

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "NA" if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type (e.g., minor, major, etc.)</th>
<th>Program Title (e.g., MS in Chemistry, Performance Option, Minor in Art)</th>
<th>Requirement or Elective? (required or optional?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>BA and minor in sociology (5400)</td>
<td>optional</td>
</tr>
<tr>
<td>major</td>
<td>MA in sociology (6400)</td>
<td>optional</td>
</tr>
</tbody>
</table>

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [X] Not Applicable
14. Justification: Mental health is a conventional field of study in sociology and is the substantive teaching and research area for a new faculty member.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: The course will not require new resources and will be taught regularly

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean – where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: General Learning Outcomes
1. Critical thinking: students must have "sociological insight" in order to see through official explanations of social life, common sense conclusions, and conclusions based solely on personal experience. Using the tools of the discipline, sociologists analyze social life while minimizing the influence of personal emotions and political agendas.

2. Abstract thinking: sociology is a discipline of theory testing. Sociology's contribution is its ability to create abstract representations, or models, of social phenomena and use research techniques to describe social phenomena and evaluate theoretical statements.

3. Persistence: just because we live in a society does not mean we automatically know everything about it. Hard study is required, and thinking is mandatory! Sociology helps us see through the veneer of the official accounting of the world around us. Sociology is about persistent curiosity.

4. Flexibility: remember that learning never ends. Karl Marx' famous saying, "Criticize everything," compels us never to be satisfied with what we think is true. If nothing else, sociology is about the discovery of hidden social processes. It is imperative that we become flexible in our thinking and willing to think through what we think we know. Students should be active agents in their own learning.

5. Expansion of knowledge: this course aims to expand students' breadth of knowledge of social behavior, organization, and diversity within populations.

Specific Learning Objectives
Students will be exposed to and expected to understand the following issues, concepts, and theories:
1. Controversies in how mental health is defined;
2. The history of mental illness treatment;
3. The medical model of diagnosing and treating mental illness;
4. Social and psychological theories of mental illness;
5. Social epidemiology, i.e. the social distribution of mental illness and health (the focus is on mental health differences by gender, race and ethnicity, age, place of residence, and religion);
6. The effect of social stratification on mental well-being;
7. Cross-cultural approaches to mental health;
8. The social "career" of mental illness patients, mental illness as deviant behavior, and institutionalization; and
9. Public policies and treatment systems.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline: Readings


Week 1
Definitions of Mental Illness
Tausig et al. Chapter 1

Week 2
History of Social Responses to Mental Illness
Tausig et al. Chapter 13
Whitaker Chapters 1-5

Week 3
Medical and Psychological Models of Mental Illness
Tausig et al. Chapter 2

Week 4
Sociological Models of Mental Illness: Labeling Theories
Tausig et al. Chapter 15

Week 5
Sociological Models of Mental Illness: Stress Theory
Tausig et al. Chapter 15

Week 6
Critical Theory and Social Constructionism, Medicalization, Labeling, and Deviance
Tausig et al. Chapters 10, 12

EXAM 1

Week 7
Sociological Causes of Psychological Distress
Tausig et al. Chapter 9

Week 8
Epidemiology Concepts and Methods
Karp Chapter 1

Week 9
Social Distribution of Mental Illness: Gender, Race/Ethnicity
Tausig et al. Chapters 4, 5

Week 10
Social Distribution of Mental Illness: Marital Status, SES, Residence, Age
Tausig et al. Chapters 6, 7

Week 11
Social Distribution of Mental Illness: Global Trends
Tausig et al. Chapter 8

EXAM 2
FIRST CHAPTER SUMMARIES DUE

Week 12
The Experience of Depression
Karp Chapter 2
Week 13
The Patient "Career"
Karp Chapters 3, 4

Week 14
Hospitalization, Psychiatric Institutions, and Mental Health Policy
Karp Chapters 5-7
Tausig et al chapters 11, 14

Week 15
Special Topics: (The topic of the final week will rotate based on instructor expertise and student interest. As currently planned, these topics include the mental health components of substance abuse, domestic violence, and sexual abuse.)

EXAM 3
LAST SET OF CHAPTER SUMMARIES DUE

(Provides a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Undergraduate
3 exams (final is not comprehensive; essay, short answer, and multiple choice) — measures students’ knowledge of concepts and principles, ability to apply theoretical abstractions, and the degree to which they can integrate and synthesize course materials.

Chapter summaries (from readings other than textbook; 1-2 page review of content and reaction) — provides opportunities for students to integrate readings, demonstrate an understanding of the ideas, and write a reaction to or comment on the assigned readings.

Graduate
Class participation — measures students’ understanding of concepts and ability to process course material; assessed on a 3-point scale where 3 = active participation, high-level understanding, and ability to make "additive" statements that promote further questions and/or resolves questions at a higher level of comprehension; 2 = contributes to discussions, makes contributions of a general nature, and demonstrates sufficient understanding of the concepts; and, 1 = does not participate, or participates in ways that show a lack of understanding or impedes the discussion

Research paper — measures students’ ability to write a theoretically-driven qualitative or quantitative paper, present a sociological argument, develop professional/scholarly writing skills, and analyze data or other information to draw conclusions or inferences or assess the value of a theoretical argument

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Grading scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

Undergraduate requirements:
Three exams each worth 100 points, 30% of grade
Chapter summaries (both sets combined) worth 100 points, 10% of grade.

Graduate student requirements: participation in discussions worth 25% of grade.
Paper is worth 75% of grade.
20. Justification for Graduate Credit:

The graduate component of the course requires different and higher standards than those required from undergraduates. The required readings at the graduate level are more extensive and research orientated and will vary from term to term as research practices and findings change. Grad students are expected to write at 20-30 page paper that may be a theoretical, qualitative piece, a research proposal, or an empirical paper. Grad students will also be given access to various data sets for analysis during the course of the class.

(include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (VITT).