

## Course Syllabus – Mental Health and Illness

### **Course Information**

*Course Number/Section*           SOCI 4371. 0W1  
*Course Title*                       Mental Health and Illness  
*Term*                                   Spring 2026

### **Professor Contact Information**

*Professor*                           Soyoung Kwon, PhD  
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*In-Person Office Hours*         Monday 12:00-3:00 a.m. or by appointment  
*TEAMS Office Hours*             Email me to set up an appointment.  
*Other Information*               Check your email frequently as this is how I will communicate changes to our class schedule or important course information.

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I usually respond within 1-2 business days. Emailing me directly from your UTD email to my UTD email is preferable to Blackboard.

### **Course Catalog Description**

An overview of how society has identified and treated mental illness over time and in different cultures. Topics include causes and cures, social determinants and mental health, history of societal responses to mental illness, including public policies, and how mental illness is represented in media.

### **Student Learning Objectives/Outcomes**

1. To understand mental health problems in their social, cultural, and institutional contexts
3. To understand social inequalities in the experience of mental illnesses.
4. To understand how societies have attempted to treat or control mental illnesses.
5. To think critically about contemporary mental health debates, creating your own informed perspective, with the capability to support your arguments with evidence

### **Required Textbooks and Materials**

All reading and course materials will be provided in Blackboard.

Readings in this course are clearly labeled as “Required” or “Optional / Enrichment.”

Required readings must be completed and will be the basis for homework, quizzes, and discussions. Optional readings are not required and will not be tested directly. They are provided for students who wish to deepen their understanding of the topic or explore related issues in more detail. When relevant, optional readings may be highlighted or referenced in lecture slides to provide additional context.

### **Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

### **Course Access and Navigation**

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### **Communication**

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

### **Distance Learning Student Resources**

Online students have access to resources including the McDermott Library, Academic Advising, The AccessAbility Resource Center, and many others. Please see the [eLearning Current Students](#) webpage for more information.

### **Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

### **Course Guideline**

**Open/Close Times and Weekly Module Structure:** This online course is organized as a weekly, module-based class. Each module includes learning objectives, required readings, lecture content and video clips, external links, exercises, and discussion forums. Course materials for each week will open at 9:00 a.m. on Mondays.

Assignments may be completed at any time during the week they are due; however, all assignments must be submitted by the due date indicated in the course outline below. To support student progress and time management, the instructor will typically send weekly reminders, including:

- a Monday reminder to mark the opening of the weekly module,
- a Friday reminder highlighting upcoming deadlines, and
- midweek reminders (usually Wednesday) when necessary.

### **A general note on reading academic journal articles in this course:**

Much of our course reading will come from articles published in major academic journals. If you are not yet familiar with the technical writing style of scholarly research, some articles may initially feel challenging—but you will become more comfortable with practice. Please do not get stuck on the technical details, complex methods, or statistical models if they are difficult to

follow. What matters most is that you understand the main ideas, arguments, and conclusions of each article.

To help with this, focus your attention on the introduction, literature review, hypotheses, and the discussion/conclusion sections. These parts will give you the core message without requiring you to interpret advanced methodology. I will also provide guidance early in the semester on how to effectively read academic articles.

Both required and optional (enrichment) readings are listed on the syllabus, and lecture slides may reference both. However, you are only responsible for the required readings when completing assignments.

## Course Requirements and Assignments

- A. Introduction posting (1<sup>st</sup> week):** Please post an introduction of yourself to the discussion forum that I have started entitled “Introductions” in the discussion forum. The specific prompt is posted on Bb in the Week 1 folder.
- B. Course syllabus quiz (1<sup>st</sup> week):** This quiz will be based on the information contained in this syllabus. Students will be able to take this quiz an unlimited number of times to earn up to 100% until the quiz window closes. After the quiz window closes, students will not be allowed to take the quiz. The purpose is to ensure that students clearly understand the course requirements and how to use the course online tools.
- C. (Bi-weekly) Quizzes:** There will be mastery quizzes to check that you are completing and understanding the material. These quizzes are intended to help you understand and learn the material in the readings.
- There will be NO MAKE-UP quizzes offered unless arranged in advance and/or based on the instructor’s discretion.
  - They are open books/open notes, but you CANNOT work together. NOTE: You will have 30 minutes to take each quiz, and you will be allowed **3 attempts**. The highest scores will be recorded.
  - You CANNOT skip questions to go back to them later, so make sure you choose the answer you want the first time around. Finally, be sure to use a secure line and use a desktop computer if possible.
  - NO make-up quizzes.
  - Blackboard will automatically score your quiz after you submit it, so you should see your score immediately after submission. Please contact me if you do not see your score or if you have an issue submitting it.
  - You are responsible for having a working internet connection, etc., when you take the quizzes and for completing them within the given time.
- D. Weekly Check-In and Engagement Activity (Monday Starter):** Each Monday, when the new weekly learning folder becomes available, you are required to complete a brief check-in mini activity designed to introduce the week’s topic and encourage early engagement with the course materials. These activities will appear in quiz format on Blackboard and are graded on a **complete/incomplete** basis—there are no right or wrong answers. As long as you submit your reflection/response by **Monday at 09:00 pm**, you will receive full credit. This weekly check-in helps set the tone for the week, supports consistent participation in our online format, and prepares you for the readings, lectures, and assignments that follow.

- E. Homework.** This course does not use a textbook. All required learning will come from the weekly learning materials posted on Blackboard, including assigned readings, videos, podcasts and lecture slides. To complete the weekly homework—which will typically be a short essay or written response to a prompt based on the week’s readings—you must thoroughly review all posted materials. Homework assignments are designed to assess your understanding of the concepts, theories, and empirical findings covered each week; therefore, completing the readings and lecture slides is essential for success in the course.
- F. Discussion Posts:** Typically, at the end of each module, there will be a discussion forum assignment.

Students are required **to answer a minimum of one question and to respond meaningfully to others’ posts.** Your grade for the discussion forum will be an “average” of the two posts:

- *Initial post/Prompt post(Due on Thursdays at 9:00 p.m.):* Post your responses to all of the assigned questions by the middle of the lesson period. This post should answer the question(s), but not merely “review” or repeat the lesson notes or reading. It is often helpful to include an example.
- *Response post (Due on Saturdays at 9:00 p.m.):* Respond to at least one of your classmates’ comments on each question by the last day of the lesson period. This is where you “discuss” the material with your classmates. You may disagree, extend, or challenge another student—just be sure to be respectful and sociological! I will also include questions after the initial posts are completed to help stimulate conversation.
- You may post a new question, start a new thread, or simply respond to other students. For this to happen, we need a couple of guidelines: post or reply and then follow up. You will not achieve full points by just logging on in the last hour of the last day and posting a couple of random comments on others’ posts. Ideally, you will post something, check back in a few hours, and check in again over the course of several days to interact.
- If you don’t participate, or don’t follow the discussion forum requirements, you will receive **0 points** for that week.
- Discussion board assignments CANNOT be made up.

- G. Film Analysis:** Students are required to analyze concepts in the sociology of mental health through films.

### Grading Policy

Graded Assignment		Possible Points
Syllabus quiz		10 points
Introduction posting		10 points
Weekly Check-In and Engagement Activity	5 pts for each	
Weekly HW assignments	20 pts for each	
Discussion Forums	3*30 pts for each	90 points
Quizzes	6 *20 pts for each	120 points
Film analysis	3*40pts for each	120 points

**Grading Scale:** A+ 97- 100, A 93-96, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 63-66, D+ 60-62, F 59 or less

### Course Schedule

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

*Note: The specific due time is 9:00 p.m. (CST) unless otherwise specified.*

<b>Unit 1</b>
<b>Introduction: What is the Sociology of Mental Health?</b>
<b>Week 1 &amp; 2 — January 20 Introduction &amp; Class Overview</b>
<i>Readings (Required)</i> <ul style="list-style-type: none"><li>• Aneshensel, C.S., Phelan, J.C., Bierman, A. (2013). The Sociology of Mental Health: Surveying the Field. In: Aneshensel, C.S., Phelan, J.C., Bierman, A. (eds) Handbook of the Sociology of Mental Health. Handbooks of Sociology and Social Research.</li><li>• Horwitz, Allan V. 2007. <i>Distinguishing Distress from Disorder as Psychological Outcomes of Stressful Social Arrangements</i>. <i>Health</i>, 11(3):273–289.</li><li>• Hoffman, Jan. 2020. “<u>Young Adults Report Rising Levels of Anxiety and Depression in Pandemic.</u>” <i>The New York Times</i>, August 13.<ul style="list-style-type: none"><li>– <a href="#">*Click here*</a> to access the CDC report this article is based on.</li></ul></li></ul>
<i>Optional / Enrichment</i> <ul style="list-style-type: none"><li>• Horwitz, Allan. 2011. <i>Creating an Age of Depression: The Social Consequences and Construction of the Major Depression Diagnosis</i>. <i>Society and Mental Health</i>, 1:41–54.</li><li>• Wheaton, B. 2007. <i>The Twain Meet: Distress, Disorder and the Continuing Conundrum of Categories (Comment on Horwitz)</i>. <i>Health</i>, 11(3):303–319.</li><li>• Schnittker, Jason. 2012. <i>The Proximity of Common Unhappiness and Misery</i>. <i>Society and Mental Health</i>, 2:135–153.</li></ul>
<b>Assignments (Due Friday by 9:00 PM)</b> <ul style="list-style-type: none"><li>• Homework 1</li><li>• Introduction posting</li><li>• Syllabus quiz</li></ul>
<b>Week 3 Feb. 2: Issues in Conceptualization, Definition, Measurement &amp; Diagnosis</b>
<i>Readings (Required)</i> <ul style="list-style-type: none"><li>• Keyes, Corey. 2002. <i>The Mental Health Continuum: From Languishing to Flourishing in Life</i>. <i>Journal of Health and Social Behavior</i> 43:207–222.</li><li>• Mirowsky, John, and Catherine Ross. 2002. <i>Measurement for a Human Science</i>. <i>Journal of Health and Social Behavior</i> 43:152–170.</li><li>• Rosenhan, David L. 1973. <i>On Being Sane in Insane Places</i>. <i>Science</i> 179:250–258.</li></ul> <p>Video: <a href="#">What DSM-5 Means for Diagnosing Mental Health Problems</a> (8 min)</p>
<i>Optional / Enrichment</i> <ul style="list-style-type: none"><li>• Horwitz, Allan V., and Jerome C. Wakefield. 2006. <i>The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?</i> <i>Contexts</i> 5(1):19–23</li><li>• Aneshensel, Carol S., Carolyn M. Rutter, and Peter A. Lachenbruch. 1991. “Social Structure, Stress, and Mental Health: Competing Conceptual and Analytic Models” <i>American Sociological Review</i> 56:166-78.</li><li>• Spiegel, Alex. 2005. <i>The Dictionary of Disorder</i>. <i>The New Yorker</i>, January 3, pp. 56–63.</li><li>• Greenberg, Gary. <i>Inside the Battle to Define Mental Illness</i>. <i>Wired Magazine</i>.</li><li>• Grant, Adam. 2021. <i>There’s a Name for the Blah You’re Feeling: It’s Called Languishing</i>. <i>The New York Times</i>, April 19.</li></ul>

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 1
- Homework 2
- Quiz 1

**Unit 2**

**Theoretical Perspectives: What are the Sources of Mental Health Problems?**

**Week 4 Feb. 9: The Social Construction of Mental Health**

*Readings (Required) :*

- Carr, Danielle. 2022. "Mental Health Is Political." *The New York Times*.
- Conrad, Peter & David Potter. 2000. "From Hyperactive Children to ADHD Adults." *Social Problems* 47:559–582.
- Scott, Willard J. 1990. "PTSD in DSM-III: A Case in the Politics of Diagnosis and Disease." *Social Problems* 37:294–310.
- Podcast: *This American Life*. "81 Words". **Listen** - the first 30 minutes (Part 1).

*Optional / Enrichment*

- Loring, Marti & Brian Powell. 1988. "Gender, Race, and DSM-III." *Journal of Health and Social Behavior* 29:1–22.
- Link, Bruce G., Francis T. Cullen, James Frank, & John F. Wozniak. 1987. "The Social Rejection of Former Mental Patients: Understanding Why Labels Matter." *American Journal of Sociology* 92:1461–1500.
- **African Americans more likely to be misdiagnosed with schizophrenia**

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 2
- Homework 3

**Week 5 Feb. 16 Theories of Mental Illness – Social, Psychological, and Biological Frameworks**

*Readings (Required)*

- Pearlin, Leonard I. 1989. *The Sociological Study of Stress*. *Journal of Health and Social Behavior* 30:241–256.
- Hatzenbuehler, Mark L. 2009. *How Does Sexual Minority Stigma "Get Under the Skin"? A Psychological Mediation Framework*. *Psychological Bulletin* 135:707–730.
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, 52, 145–161.
- *The Selling of Attention Deficit Disorder*. *The New York Times*. (18 pages)

*Optional /Enrichment*

- 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.
- Pescosolido, Bernice A. et al. 2008. *Under the Influence of Genetics: How Transdisciplinarity Leads Us to Rethink Social Pathways to Illness*. *American Journal of Sociology* 114:S171–S201.

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 3

<ul style="list-style-type: none"> <li>• Homework 4</li> <li>• Quiz 2</li> </ul>
<b>Week 6 Feb. 23 Film #1 (about origins of mental illness) and Discussion #1</b>
Documentary: <u>Mysteries of Mental Illness</u> -Episode 1 Evil or Illness (PBS)
<b>UNIT 3</b> <b>Social Causation – Who Gets Sick? Why?</b>
<b>Week 7 Mar. 2 Patterns, Stress, and Social Determinants of Mental Illness</b>
<p><i>Readings (Required)</i></p> <ul style="list-style-type: none"> <li>• Turner, R. Jay, Blair Wheaton, and Donald A. Lloyd. 1995. <i>The Epidemiology of Social Stress</i>. <i>American Sociological Review</i> 60:104–125.</li> <li>• Marcia Angell. 2011 <i>The Epidemic of Mental Illness: Why?</i> <i>New York Review of Books</i>.</li> <li>• Costello, E. Jane, Scott N. Compton, Gordon Keeler, and Adrian Angold. 2003. <i>Relationships Between Poverty and Psychopathology</i>. <i>JAMA</i> 290:2023–2029.</li> </ul> <p><i>Optional / Enrichment</i></p> <ul style="list-style-type: none"> <li>• Pearlin, Leonard I. 1989. <i>The Sociological Study of Stress</i>. <i>Journal of Health and Social Behavior</i> 30:241–256.</li> <li>• Robert, John. 2009. <i>Socioeconomic Status and Health Across the Life Course: A Test of the Social Causation and Health Selection Hypotheses</i>. <i>Social Forces</i> 87(4):2125–2153.</li> </ul> <p><b>Assignments (Due Friday by 9:00 PM)</b></p> <ul style="list-style-type: none"> <li>• Check-in mini activity 4</li> <li>• Homework 5</li> </ul>
<b>Week 8 Mar. 9: Social Class, Inequality, and Mental Health – Stress Process and Conflict Models</b>
<p><i>Readings (Required)</i></p> <ul style="list-style-type: none"> <li>• Tausig, M., &amp; Fenwick, R. 1999. <i>Recession and Well-Being</i>. <i>Journal of Health and Social Behavior</i> 40(1):1–16.</li> <li>• Prins, Seth J. et al. 2015. <i>Anxious? Depressed? You Might be Suffering From Capitalism: Contradictory Class Locations and the Prevalence of Depression and Anxiety in the USA</i>. <i>Sociology of Health and Illness</i> 37:1352–1372.</li> <li>• McEwen, C. A., &amp; McEwen, B. S. (2017). Social Structure, Adversity, Toxic Stress, and Intergenerational Poverty: An Early Childhood Model. <i>Annual Review of Sociology</i>, 43, 445–472.</li> <li>• Thompson, Derek. 2023. <i>We’re Missing a Key Driver of Teen Anxiety</i>. <i>The Atlantic</i> (March 8).</li> </ul> <p><i>Optional/Enrichment</i></p> <ul style="list-style-type: none"> <li>• Muntaner, C., Eaton, W. W., &amp; Diala, C. C. 2000. <i>Social Inequalities in Mental Health: A Review of Concepts and Underlying Assumptions</i>. <i>Health</i> 4(1):89–113..</li> <li>• Pudrovska, T. (2013). Job Authority and Breast Cancer. <i>Social Forces</i>, 92(1), 1–24.</li> <li>• Kessler, Ronald C., Patricia A. Berglund, Olga Demler, Robert Jin, Kathleen R. Merikangas, and Ellen E. Walters. 2005. <i>Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication</i>. <i>Archives of General Psychiatry</i> 62(6):593–602.</li> <li>• Podcast: <u>Mental Health and Health Inequity</u> (Research and Justice for All)</li> </ul> <p><b>Assignments (Due Friday by 9:00 PM)</b></p> <ul style="list-style-type: none"> <li>• Check-in mini activity 5</li> <li>• Homework 6</li> <li>• Quiz 3</li> </ul>

**Week 9 Mar.16: Race, Ethnicity, Immigration, and Mental Health**

*Readings (Required)*

- 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.
- Das, A. (2013). How does race get under the skin? : inflammation, weathering, and metabolic problems in late life. *Social Science & Medicine*, 77(Complete), 75–83.
- Williams, David R. 2018. *Stress and the Mental Health of Populations of Color: Advancing Our Understanding of Race-Related Stressors*. *Journal of Health and Social Behavior* 59:466–485.
- Silverstein, Jason. 2013. *How Racism Is Bad for Our Bodies*. *The Atlantic*.

**Video “Social and behavioral determinants of toxic stress”**

*Optional/Enrichment*

- George, Linda K., and Scott M. Lynch. 2003. *Race Differences in Depressive Symptoms: A Dynamic Perspective on Stress Exposure and Vulnerability*. *Journal of Health and Social Behavior* 44:353–369.
- Sellers, Sherrill L. and Harold W. Neighbors. (2008) Effects of Goal-Striving Stress on the Mental Health of Black Americans. *Journal of Health and Social Behavior* 49:92-103
- Press, Eyal. 2022. *The Deadly Collision of Racism and Mental Illness*. *The New York Times*, October 24.

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 6
- Homework 7

**Week 10 Mar. 23: SPRING BREAK**

**Week 11 Mar. 30 Film 2 (about classification) & Discussion 2**

Documentary: Mysteries of Mental Illness -Episode 2 Who’s normal (required)  
Mysteries of Mental Illness -Episode 4 New Frontiers (optional)

**Week 12 April 6 Age, Gender, Sexuality, and Marital Status**

*Readings (Required)*

- Mirowsky, John. 1996. *Age and the Gender Gap in Depression*. *Journal of Health and Social Behavior* 37:362–380.
- Platt, Jonathan, Seth Prins, Lisa Bates, and Katherine Keyes. 2016. *Unequal Depression for Equal Work? How the Wage Gap Explains Gendered Disparities in Mood Disorders*. *Social Science & Medicine* 149:1–8.
- Hatzenbuehler, M. L., McLaughlin, K. A., Keyes, K. M., & Hasin, D. S. (2010). The Impact of Institutional Discrimination on Psychiatric Disorders in Lesbian, Gay, and Bisexual Populations: A Prospective Study. *American Journal of Public Health (1971)*, 100(3), 452–459.
- Miller, Lisa R., and Eric Anthony Grollman. 2015. *The Social Costs of Gender Nonconformity for Transgender Adults: Implications for Discrimination and Health*. *Sociological Forum* 30:809–831.
- Coontz, Stephanie. 2020. *How to Make Your Marriage Gay*. *The New York Times*.

*Optional/Enrichment*

- Simon, R. W. (2020). Gender, Emotions, and Mental Health in the United States: Patterns, Explanations, and New Directions. *Society and Mental Health*, 10(2), 97–111
- Simon, Robin. 2002. *Revisiting the Relationships Among Gender, Marital Status, and Mental Health*. *American Journal of Sociology* 107(4):1065–1096.

- Wight, Richard G., M. V. Lee Badgett, and A. J. LeBlanc. 2013. *Same-Sex Legal Marriage and Psychological Well-Being*. *American Journal of Public Health* 103(2):339–346.
- Miller, Lisa R., and Eric Anthony Grollman. 2015. *The Social Costs of Gender Nonconformity for Transgender Adults: Implications for Discrimination and Health*. *Sociological Forum* 30:809–831
- **Podcast:** [Sawbones on Hysteria](#)

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 7
- Homework 8
- Quiz 4

**Week 13, April 13 Patienthood, Institutions, Public Policy, and Law**

*Readings (Required)*

- Morse, Stephen J. 1982. *A Preference for Liberty: The Case Against Involuntary Commitment of the Mentally Disordered*. (pp. 54–62, 67–68).
- Cournos, Francine. 1989. *Involuntary Medication and the Case of Joyce Brown*. (pp. 736–740).
- Ford, Mott. 2015. *America’s Largest Mental Hospital is a Jail*. *The Atlantic*.
- Gionfriddo, Paul. 2012. *How I Helped Create a Flawed Mental Health System That’s Failed Millions—and My Son*. *Health Affairs* 31:2138–2142.

*Optional/Enrichment*

- Bonnie, Richard. 1983. *The Moral Basis of the Insanity Defense*.

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 8
- Homework 10

**Week 14 April 20 Media, Medicalization, and the Mental Health System**

*Readings (Required)*

- Payton, A. R., & Thoits, P. A. 2011. *Medicalization, Direct-to-Consumer Advertising, and Mental Illness Stigma*. *Society and Mental Health* 1(1):55–70.
- Torrey, E. Fuller. *The Future of Mental Health Care System: Fixing the System*
- *The Corruption of Psychiatry and Medicine by Big Pharma*. (YouTube, 4 min).
- *NYT*: “New York City to Involuntarily Remove Mentally Ill from Streets.”

*Optional*

- *NYT*: “Does Therapy Really Work? Let’s Unpack That” (5p).

**Assignments (Due Friday by 9:00 PM)**

- Check-in mini activity 9
- Homework 11
- Quiz 5

**Week 15 April 27 & 16 May 4 Film #3 (about the mental health care institution) & Discussion 3**

Documentary: [Mysteries of Mental Illness -Episode 3 The Rise and fall of the Asylum \(PBS\)](#)

Course Policies

*Make-up exams*

Let me know in advance if you cannot make an exam date. If you are sick or something happens and you cannot get to class, please contact me ASAP at [Soyoung.Kwon@utdallas.edu](mailto:Soyoung.Kwon@utdallas.edu)

### *Extra Credit*

Generally, there is no extra credit. If I decide to offer extra credit for a few points, everyone in class will have the opportunity to complete the exercise. I do not offer extra credit on an individual basis.

### *Late Work*

Students who miss a quiz or any assignments for ANY REASON will not be able to make it up. Therefore, we strongly recommend that students take the quiz as early as possible and not wait until Sunday night to avoid the following (actual) situation:

*“I know that you have stated that late quizzes are not accepted but while I was taking the quiz tonight, I lost internet connection and was unable to answer a couple questions...I don't believe that this should be viewed as a late quiz, please let me know if there is anything I can do. Thank you very much!”*

My response?

*“Since we do not accept late quizzes, we recommend that you do not wait until Sunday night to take the quiz in the future, to avoid a situation like this.”*

### *Classroom Citizenship*

Online class citizenship entails active participation, respect, and integrity in all virtual interactions and activities. Students should engage thoughtfully in discussions, contribute meaningfully to group work, and support their peers in a collaborative learning environment. Respectful communication, including the use of appropriate language and tone, is essential. Academic integrity must be upheld, with all work being original and properly cited. Timely completion of assignments and adherence to course policies demonstrate responsibility and commitment to the learning process. Together, these elements foster a positive and productive online classroom community.

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

### **Academic Support Resources**

The information contained in the following link lists the University's academic support resources for all students. Please see <http://go.utdallas.edu/academic-support-resources>.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the credit/no credit or pass/fail grading option and withdrawal from class. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

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