

**Health Sciences 4620F (001)**  
**Foundations of Mental Health**  
**Mon 9:30-11:30, Fri 11:30-12:30, HSB-9**  
**Fall Term 2016-2017**

**Course Outline**

**Instructor:** Dr. Louis C. Charland  
**Affiliation:** Departments of Philosophy and Psychiatry & School of Health Studies  
**Email:** [charland@uwo.ca](mailto:charland@uwo.ca)  
**Phone:** 661-2111 ext. 86445 (Please use email for all communication)  
**Office Hours:** Fri 9:30-11:30 (please confirm your visit prior to coming, by email)  
**Class Times:** Mon 9:30-11:30, Fri 11:30-12:30  
**Class site:** HSB 9

**COURSE DESCRIPTION**

An introduction to philosophical and historical aspects of mental health. Topics will usually include: history of diagnostic categories and modern nosological systems; in-depth look at specific diagnostic categories and their treatments (e.g. depression, hysteria, anorexia, addiction); analysis of key concepts such as 'mental disorder', 'syndrome', 'disease', 'illness', 'symptom.'

**COURSE OBJECTIVES**

- Introduce students to historical and philosophical aspects of mental health
- Encourage students to formulate and defend their own views on those topics;
- Practice and improve critical thinking, reading, writing, and speaking skills;
- Foster professional skills and attitude in all aspects of the course.

**TO CONSIDER**

- Some students may find the topics in this course emotionally distressing and challenging. If you have any personal concerns of this nature, please see your academic counselor.

- This is an 'essay' designated course with considerable reading and writing requirements.

- Class participation is required in this seminar course and regular attendance is mandatory. (See relevant provisions in the *Academic Calendar*.)

**COURSE TEXTS**

- Porter, Roy (2002). *Madness: A Brief History*. Oxford: Oxford University Press.
- Arthur Caplan, James J. McCartney & Dominic Sisti (Eds.). 2004. *Health, Disease and Illness: Concepts in Medicine*. Washington D.C.: Georgetown University Press.

- Diagnostic and Statistical Manual of the American Psychiatric Association (DSM 5). Washington D.C.: American Psychiatric Association. Available online through the UWO Library Catalogue System. See instructions below.
- Assorted articles online and on Western Owl Course Web Site

## **COURSE REQUIREMENTS**

Essay-Style Test 1 | Out of 30 marks | Worth 30% final mark  
Written in-class Mon Oct 17 9:30am (70 min. duration)

Essay-Style Test 2 | Out of 30 marks | Worth 30% final mark  
Written in-class Mon Nov 14 9:30am (70 min. duration)

Essay | Out of 100 marks | Worth 40% final mark  
Due in class and online Mon Dec 05 at 9:30am

## **IN-CLASS ESSAY-STYLE TESTS**

There will be 2 in-class essay-style tests in this course. Tests will be 70 minutes duration. Tests are essay-style and out of 30 marks. Each single test is worth 30% of the final mark. Tests will consist of a choice of 3 out of 5 essay-style questions, taken from our weekly topics and readings. The questions will not be disclosed in class. Some short answer questions may be included in some versions of the test, in which case there will only be 2 essay questions out of a choice of 5. Test questions will be taken from weekly readings and modeled on weekly topics and major lecture and discussion themes that should be obvious to anyone who attends class and does their reading.

## **ESSAY TOPICS**

You may choose any weekly topic, with its assigned set of readings, to serve as the core texts for your essay. Developing a topic to focus your essay is not always easy, so start early. No outside texts or readings are permitted for your essay.

## **ESSAY INSTRUCTIONS AND FORMAT**

Essays should be 8-10 pages double-spaced and include at least 10 direct citations to course readings. Please use Chicago Manual of Style Author-date format for in-text citations and Bibliographical References. Ask a librarian if you need information on learning about this citation format. (Do not leave this to the last minute.) This is part of the skills you need to acquire in this course – through your own effort.

The first page of your essay should include the following information:

Essay Title  
Course Number  
Due date  
Last name, First name  
Student Number #11111111

All pages should be numbered except for the title page which has no page number and counts as page '0'.

Single marks will be deducted for all spelling errors, bad grammar, and formatting errors, up to a maximum of 10 marks. (Essays are marked out of '100'.)

### **ESSAY SUBMISSION AND LATE ESSAYS**

Late essays will be penalized ½ letter grade per day late. That is, B+ to a B for one day late, B to B- for a second day late, etc. You can leave late essays under my door at HSB 214.

### **ESSAY MARKING SCHEME**

Your essays will be marked according to the following standardized table, taken from the 2014-2015 Western University *Academic Calendar*:

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

In your essay, you are expected to interpret and evaluate – for example, agree or disagree, with a thesis, and explain why – the scholarly merits of your chosen essay topic and article(s). Roughly 70% of your total essay mark will be devoted to the more descriptive interpretive aspects of your essay, while the remaining 30% will be devoted to your own personal evaluation of the essay article(s). Do not go beyond course readings and topics in writing your essay. Make sure to include detailed examples taken from course lectures and readings to illustrate your arguments.

You will be marked on how well you display 'critical thinking' skills and mastery of your chosen essay article(s). While originality is welcome, essays are mostly expected to reflect knowledge acquired through course readings, as well as class knowledge acquired through course lectures and discussions. An important aim of the course is to foster critical thinking interpretive and evaluative writing skills.

### **ACCESSING DSM 5 ONLINE**

The Diagnostic Statistical Manual of Mental Disorders, Fifth Edition (usually referred to as 'DSM 5') which is published by the American Psychiatric Association (APA), is an indispensable reference source for this course. You can reference citations from this text as: (APA 2013, 10). Then include the full reference in your bibliography as follows:

American Psychiatric Association. (2013). Diagnostic Statistical Manual of Mental Disorder, Fifth Edition. Washington: American Psychiatric Association.

You can access DSM 5 online through the UWO library site and interface by typing 'DSM 5' in the online catalogue and selecting the first entry, namely, 'DSM 5'. Then all you have to do is select "Explore the new edition".

### **CLASS EMAIL POLICY**

- Emails that do not mention (i) the course subject designation number and (ii), the student's full name and student number, will be deleted.
- Only emails with a 'uwo.ca' address will be answered.
- Only emails that deal with administrative matters will be read.
- Questions regarding course content must be raised in class or during office hours.
- It may take up to 3 days to answer your email.

### **FILMS**

Films will be shown during regular lecture hours and all students are expected to attend. Due to logistical and practical realities surrounding the availability of films, these can only be shown once. The films are designed to enrich your experience of the materials covered in the course. But like guest lectures or other special events, they are a one-time thing. If you miss a film, do your best to discuss the film with friends. Please note that films are not available for lending under any conditions. Some films may be available through the UWO library. Please check your course outline for film titles. A set of questions – 'film questions' – will normally be made available for each film to help guide your viewing and help point you to the main issues we are concerned with. Films are study material in this sense.

### **MENTAL HEALTH AND WELL-BEING**

This course deals with very serious and controversial issues in the area of mental health which may be disturbing for some students. Please speak to myself, or your academic counsellor, if you have any concerns about your own mental health and well-being in relation to course content. Western University has excellent Mental Health and Well-Being services available for students in need of additional guidance and support in this area. See Western's Health and Wellness information webpage at

[http://www.health.uwo.ca/mental\\_health/index.html](http://www.health.uwo.ca/mental_health/index.html)

if you desire more information on this topic. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

### **ADDITIONAL STATEMENTS**

#### **Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

### **English Proficiency for the Assignment of Grades**

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

### **Accommodation for Medical Illness or Non-Medical Absences**

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf) .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com> ).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

**THIS OUTLINE AND SCHEDULE MAY BE REVISED WITH PRIOR NOTICE  
DUE TO CLASS ENROLMENT AND OTHER FACTORS**

9/7/2016 1:50 PM

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**Fall Term 2016-2017**  
**Schedule of Topics and Readings**

Week 01

Fri Sep 09 | Lecture

Topics: Introduction to the Class, OWL Website, and Administrative Information

Week 02

Mon Sep 12 | Lecture

Fri Sep 16 | Film

Topics: Allen Frances (Former Chair, DSM IV Task Force) on DSM 5 and Diagnostic Inflation.

Required Readings:

(1) Frances, Allen. (2012). Diagnosing the DSM, by Allen Frances. New York Times, May 11, 2012.

Available online at

[http://www.nytimes.com/2012/05/12/opinion/break-up-the-psychiatric-monopoly.html?\\_r=0](http://www.nytimes.com/2012/05/12/opinion/break-up-the-psychiatric-monopoly.html?_r=0)

(2) Charland, Louis C. (2013). Why Psychiatry Should Fear Medicalization, by Louis C. Charland. In K.W.M. Fulford, Martin Davies, Richard G.T. Gipps, George Graham, John Z. Sadler, Giovanni Stanghellini, and Tim Thornton (eds.) The Oxford Handbook of Philosophy and Psychiatry (Oxford: Oxford University Press, 2013), 159-176.

Film: Allen Frances, Diagnostic Inflation (TV Ontario 2012).

Available online at <https://www.youtube.com/watch?v=yuCwVnzSjWA>

Film questions: (1) What is “diagnostic inflation and why is it argued to be a problem rather than simply the result of better testing and diagnostic categories?; (2) Are

there too many diagnostic categories now and are we 'medicalizing' too much of normal everyday mental pain and suffering and problems in life? (3) How do you think and feel about statistical claims that "Mental disorder affects one in four people" and that the affected all need 'treatment' (WHO World Health Report accessed at [http://www.who.int/whr/2001/media\\_centre/press\\_release/en/](http://www.who.int/whr/2001/media_centre/press_release/en/))

(Note: Sometimes the statistics vary: "In any given year, 1 in 5 Canadians experiences a mental health or addiction problem. By the time Canadians reach 40 years of age, 1 in 2 have – or have had – a mental illness." See for example, CAMH Facts and Statistics at [http://www.camh.ca/en/hospital/about\\_camh/newsroom/for\\_reporters/Pages/addictionmentalhealthstatistics.aspx](http://www.camh.ca/en/hospital/about_camh/newsroom/for_reporters/Pages/addictionmentalhealthstatistics.aspx))

### Week 03

Mon Sep 19 | Lecture

Fri Sep 23 | Film

Topic: Dualism and the Nature, Definition, and Classification, of Mental Disorder

Required Readings:

(1) Robinson, Howard, "Dualism"(2016). The Stanford Encyclopedia of Philosophy (Spring 2016 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/spr2016/entries/dualism/>.

Read only: Section 1. From 'The Mind-Body Problem and the History of Dualism. Section 2. Varieties of Dualism: Ontology, and Section 3. Varieties of Dualism: Interaction. Available online at <http://plato.stanford.edu/entries/dualism/>

(2) The Distinction Between Mental and Physical Illness, by R.E. Kendell. In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine. Washington D.C.: Georgetown University Press, 110-117.

Film: John Cottingham on Descartes I. Available online at <https://www.youtube.com/watch?v=abVVKe5zObU>

Film Questions: (1) How is traditional Cartesian dualism defined and why did Descartes attempt to separate the mental from the physical in this way?; (2) What problems does dualism pose for modern psychiatry and psychology?; (3) Are you a dualist or not and why or why not?

## Week 04

Mon Sep 26 | Lecture

Fri Sep 30 | Film

Topic: 'Physical' Conceptions of Madness and their Relation to Cure and Treatment

Required Readings:

(1) Madness: A Brief History, by Roy Porter, 1-122

(2) Porter, Roy. (1997). 'Hippocrates' to 'Insanity'. In *The Greatest Benefit to Mankind. A Medical History of Humanity*. New York & London: Norton, 55-81.

Film: Madness: A History. From Kill or Cure: A History of Medical Treatment. Films for the Humanities and Sciences. DVD Video

Film Questions: (1) Why were the 'mad' often considered to be wild animals that were feared and loathed, and needed to be beat and domesticated? (2) Do we still sometimes treat the mentally ill like that today? (3) What accounts for the humanitarian reforms that occurred in how we view the 'mad' and what made these possible? (4) Do you think the 'mad' are better off today than they were in the past?

## Week 05

Mon Oct 03 | Lecture

Fri Oct 07 | Film

Topic: 'Moral', or 'Mental', Conceptions of Madness and their Relation to 'Cure' and 'Treatment'

Required Readings:

(1) Madness: A Brief History, by Roy Porter, (Oxford: Oxford University Press, 2002), 123-218

(2). Charland, Louis C, (2013). Moral Treatment. In Robyn Cautin & Scott Lilienfeld (eds.). The Encyclopedia of Clinical Psychology (New York: Blackwell-Wiley), 1-4.

Film: The Young Dr. Freud. By David Grubin. PBS Home Video. Available online at <http://www.pbs.org/youngdrfreud/>

Film Questions: (1) Is the personal life of Freud relevant to his discoveries in psychiatry? (2) How did Freud discover his new 'talking cure' and what did he mean by "hysteria?" (3) Which of Freud's ideas on the talking cure for hysteria do you agree or disagree with and why?

## Week 06

Mon Oct 10 | Thanksgiving | No Class

Fri Oct 14 Film

Topics: Male Hysteria, Shell Shock, & Post-Traumatic Stress Disorder

Required Readings:

(1) Excerpts from Scull, Andrew. (2009). The Disturbing History of Hysteria. Oxford: Oxford University Press. Ch.VI. A Hysterical Circus; Ch. VII. Freudian Hysterics; Ch. VIII. The Wounds of War.

(2) Excerpts from Showalter, Elaine. (1985). The Female Malady: Women, Madness, and English Culture 1830-1980. London: Virago Press. Ch. 6 'Feminism and Hysteria' (145-164), 'Male Hysteria (167-194).

Film: Shell Shock in World War I. by Dr. Alan Brown. Available on YouTube at <https://youtu.be/faM42KMeB5Q>

See also 1914-1918 Shell Shock. Available on <https://youtu.be/sP2ravKtcY8>

Film Questions: (1) Do you agree that it is true and useful to say shell shock is a variety of 'male hysteria' and that it is helpful to view modern post traumatic stress disorder in that light? (2) What does the theory of male hysteria reveal about our cultural assumptions about the emotional life of the Western male? (3) What role does gender play in the history of hysteria and how might transgendered persons fit in that history?

Week 07

Mon Oct 17 | In-Class Test (70 min.)

Fri Oct 21 | Essay Planning Discussion

Week 08

Mon Oct 24 | Lecture & Film

Fri Oct 28 | Study Break | No Class

Topic: Historical Case Studies on Values in Conceptions of Mental Illness and Disease

Required Readings:

(1) Prometheus' Vulture: The Renaissance Fashioning of Gout, by Roy Porter & George Rousseau. In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine. Washington D.C.: Georgetown University Press, 11-28.

(2) Report on the Diseases and Peculiarities of the Negro Race, Samuel A. Cartwright. In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine. Washington D.C.: Georgetown University Press, 28-40.

Film: Nazi Medicine: In the Shadow of the Reich. First Run Features. DVD Video.

Available by rental at

<https://dvd.netflix.com/Movie/Nazi-Medicine-The-Cross-and-the-Star-Double-Feature/60028157>

Film Questions: (1) What is eugenics and how did this early purported 'science' figure in the development of American and Nazi attitudes towards the mentally ill specifically? (2) Are the mentally ill still subject to abuses even if they are not as horrible and evil as what was done to them in Nazi Germany? (3) How vulnerable are psychiatry and psychology to bias and misuse of this sort – are they really strictly based on science and exempt from issues of value that stem from cultural and societal prejudices and assumptions?

## Week 09

Mon Oct 31 | Film

Fri Nov 04 | Lecture

Topic: Contemporary Case Studies on Values in Conceptions of Mental Illness and Disease

Required Readings:

(1) Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior, by Peter Conrad. . In Caplan, Arthur, L., McCartney, James, J., Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine. Washington D.C.: Georgetown University Press, 153-163.

(2) The Premenstrual Syndrome: A Brief History. by John Richardson. . In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine Washington D.C.: Georgetown University Press, 176-187.

(3) The Politics of Menopause: The 'Discovery' of a Deficiency Disease, by Frances McCrea. In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine. Washington D.C.: Georgetown University Press,

Film: Attention Deficit Disorder (ADD) – A Dubious Diagnosis? Video PBS Produced by John Tulenko. Available online at <https://www.youtube.com/watch?v=eMNHdvg8kgA> or <http://learningmatters.tv/blog/documentaries/watch-add-a-dubious-diagnosis/640/>

Film Questions: (1) How prevalent is talk of ADHD among your friends and family?; (2) What do you think and feel about the argument that pharmaceutical companies are sometimes guilty of expanding their markets for drugs at the expense of the interests of the patients using those drugs? (3) Are doctors and health professionals part of the problem or the solution here?

## Week 10

Mon Nov 07 | Lecture

Fri Nov 11 | Film

Topic: The Nature of Physical and Mental Illness

Required Readings:

(1) On the Distinction Between Disease and Illness, by Christopher Boorse. In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine Washington D.C.: Georgetown University Press, 77-90.

(2) When do Symptoms Become a Disease?, by Robert A. Aronowitz. In Caplan, Arthur, L., McCartney, James, J., & Sisti, Dominic, (eds.) Health, Disease & Illness: Concepts in Medicine Washington D.C.: Georgetown University Press, 65-77.

Film: Selling Sickness. How the Worlds Biggest Pharmaceutical Companies Are Turning Us All Into Patients. DVD Video. Based on the Book by that title. Available in UWO library and by purchase through Icarus Films <https://dvd.netflix.com/Movie/Nazi-Medicine-The-Cross-and-the-Star-Double-Feature/60028157>

Film Questions: (1) Do you think and feel this film is biased and maybe now out of date? (2) Are SSRI antidepressants a genuine, targeted, medical treatment for a targeted medical disease called "depression?" (for more background on this see Menand, Louis. (2010) Head Case: Can Psychiatry be a Science? Available on our course website and online at

<http://www.newyorker.com/magazine/2010/03/01/head-case-2>

## Week 11

Mon Nov 14 | In-Class Test #2 (70 min.)

Fri Nov 17 Essay Planning Discussion

Week 12

Mon Nov 21

Fri Nov25

Topic: Apotemnophilia: Bodily Integrity Identity Disorder (BIID).

Required Readings:

(1). Charland, Louis C. (2004). A Madness for Identity. *Philosophy, Psychiatry, Psychology* 11(4), 335-349.

(2). The Desire for Limb Amputation or Paralysis: A Medical Condition? Disability Desires: A Medical Review. Brugger, Peter. (2016). *The Lancet* (forthcoming).

Film: Whole. A Documentary. DVD. By Melody Gilbert. Available by purchase through Frozen Films at <http://frozenfeetfilm.com/whole/>

Film Questions: (1) Do you believe that BIID is a genuine mental disorder and why or why not? (2) Do you agree with amputation as a treatment for BIID, when it is requested by the patient? (3) How has this film affected your view of mental disorder and the people who suffer from such disorders.

Week 13

Mon Nov 28

Fri Dec 02

Topic: Anorexia Nervosa

Required Readings:

(1) Charland Louis C., Hope, Tony, Stewart, Anne, & Jacinta Tan. (2013). Anorexia Nervosa as a Passion. *Philosophy, Psychiatry, Psychology* 20(4): 353-365.

(2) Sing, Lee. (1996). Reconsidering the Status of Anorexia as a Culture Bound Syndrome, *Soc. Sci. Med.* 42 (1), 21-34.

Week 14

Mon Dec 05 | Essays Due In-class

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TO CLASS ENROLMENT AND OTHER FACTORS

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