

HLTH AGE 2GG3: Mental Health and Society
Fall 2017

Instructor: Dr. Mat Savelli
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Office: Kenneth Taylor Hall Rm 230
Office Hours: Mondays 2:30-5:20pm

Course Description: This course requires students to engage in an in-depth examination of key debates and issues in the field of mental health and their connection to society more broadly. Drawing upon various disciplines including history, sociology, geography, and anthropology, the course examines “mental health” broadly, taking into account the spectrum of experience from mental illness and disorder to notions of well-being, flourishing, and the good life. Major points of discussion include the broadening scientific and public interest in individual psychic life and how social structures of identity and experience, such as race, gender, and age, impact mental health.

Course Objectives: Students are expected to develop a strong understanding of various factors that impact mental health (positively and negatively) at both the individual and societal level. They should come to grasp central discussions within the diverse professional disciplines (such as psychiatry, psychology, and social work) that concern themselves with mental health and wellbeing. Moreover, they should develop an appreciation for how other social actors (such as police services, urban planners, and educators) help to shape people’s mental health. By the completion of the course, students should be able to appreciate many of the nuances that characterize the primary debates about mental health in the modern world.

Required Texts: All readings are available on [Avenue to Learn](#).

Lectures:

Week 1 (Sept 6, 7) – Introducing Concepts of Mental Health and Illness

Week 2 (Sept 11, 14) – From Madness to Mental Illness

Reading: Thomas Szasz, “The Origin of Psychiatry” & Sandor Gilman, “Madness as Disability.”

Week 3 (Sept 18, 21) – The Emergence of the Psy-ences

Reading: Nikolas Rose, “Experts of the Soul.”

Week 4 (Sept 25, 28) – Optimizing the Self, Mindfulness, and Positive Psychology

Reading: Kristin Barker, “Mindfulness Meditation: Do-It-Yourself Medicalization.”

Week 5 (Oct 2, 5) – Gender, Sexuality, and Mental Health

Reading: Meg John Barker, “Depression and/or Oppression.”

Reading Week (Oct 9, 12) – NO CLASSES

Week 6 (Oct 16, 19) – MIDTERM (held during both classes)

Week 7 (Oct 23, 26) – Race, Ethnicity, and Mental Health

Reading: L. Kirmayer et al., “Rethinking Resilience from Indigenous Perspectives” and Metzl and McLeish “Mental Illness and Mass Shootings”

Week 8 (Oct 30, Nov 2) – Place, Space, and Mental Health

Reading: U. Anakwenze and D. Zuberi, “Mental Health and Poverty in the Inner City.”

Week 9 (Nov 6, 9) – Mental Health across the Lifespan

Reading: S. Timimi, “The McDonalidization of Childhood.”

Week 10 (Nov 13, 16) – Mental Illness on Film (ESSAY DUE on Nov 13)

Week 11 (Nov 20, 23) - Hospitals, Prisons, Care Homes – Institutions of Mental Illness

Reading: Lamb et al., “Mentally Ill Persons in the Criminal Justice System.”

Week 12 (Nov 27, 30) - Consumers, Survivors, and Mad Pride

Reading: A. Shomo, “The Manifesto of a Non-Compliant Mental Patient.”

Week 13 (Dec 4, 6) – In Search of Good Mental Health

Reading: E. Deiner and M. Seligman, “Beyond Money: Toward an Economy of Wellbeing.”

Grade breakdown:

Online Discussion: 10%

Essay: 32%

Midterm: 25%

Final Exam: 33%

Essay: In 5-6 double-spaced pages, students should answer one of the following questions, using a minimum of SIX peer-reviewed sources. Please be sure to use proper APA style and include a bibliography. Students should submit a hard copy in class. Late papers should be placed in the physical drop box on the 2nd floor of KTH, directly outside of KTH 226.

- i) How successful has the consumer/survivor movement been in changing the status and protecting the rights of individuals diagnosed with mental illness?
- ii) Some scholars speak of a global “Americanization” of mental health in the post-WWII period, whereas others see the global mental health movement as a synthesis of diverse ideas about abnormal behaviour. Which perspective is more accurate?
- iii) Should psychiatrists have a monopoly on the treatment of mental illness?
- iv) Why has the mental health of older (elderly) people attracted relatively little concern?
- v) Should Canada legalize direct-to-consumer advertising of psychiatric medications?
- vi) How can we best explain the increase in the number of mental disorders related to childhood in recent years?

Midterm and Final Exams: Both the midterm and final exam will combine multiple choice with a written, long answer component. Material will be drawn from both the readings and lectures. All tests are cumulative.

Online Discussion: Students will be divided up into groups and must participate in an online discussion hosted on Avenue to Learn. Students will be assigned FOUR different question based on readings or online videos. Each student is expected to post a response consisting of roughly 200 words to each question. You may comment in reference to your fellow students' postings, or you may post your own thoughts. All four questions MUST be answered by the day of the last lecture.

Other Crucial Course Notes

- 1) Do not email the course instructor or TAs via Avenue to Learn. Direct all communication to our McMaster email addresses.
- 2) Late assignments will be penalized at a rate of 4% per day.
- 3) Students making use of MSAFs will have to complete all assignments at a later date. In other words, there is no chance that the grade for missed assignments or tests will be tacked onto the final exam.
- 4) There will be absolutely no leniency on plagiarism. Don't copy and paste anything directly into your essay...even if you cite it!

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905.525.9140 ext. 27227 or hasdept@mcmaster.ca.

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Academic Accommodation of Students with Disabilities: Students who require academic accommodations must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation for Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+

63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Avenue to Learn: Course material will be posted on Avenue to Learn. Please check the site often to keep informed of important course information or announcements.

Faculty of Social Sciences E-mail Communication Policy: Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.