

HIST*4200 – Health, Mind, and Body

Winter 2016

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Office Hours: Tuesdays and Thursdays, 10am to 11am, or by appointment

Lecture Times: Tuesdays and Thursdays 2:30pm to 3:50pm, MCKN 261

Course Website: Access using central login at <https://courselink.uoguelph.ca/>

Course Description

This course examines the historical dimensions of scientific and medical efforts to understand the relations between mind, brain, and body, from the late nineteenth century to the present. Focusing on the American context, we will examine the institutional dimensions of attempts to both understand and treat individuals suffering from mental illness and neurological disorders. In relation to this, we will also explore attempts to make sense of the brain and its function as a locus of behaviour, affect, and mental state. We will approach our subject from the perspective of several historical actors, including scientists, clinicians, patients, and critics. Wherever possible, we will pay attention to the effects of social and cultural context on how individual minds and brains been constructed, explained, and treated.

Methods of Evaluation and Weights:

Seminar Presentations	(2 x 10% each)	20%	
Research Proposal and Annotated Bibliography		10%	(due 2 February)
Research Presentation		10%	
Peer Review		5%	(5 and 7 April)
Research Essay		35%	(due 18 April)
Seminar Participation		20%	

Learning Objectives

By the end of this seminar course, you should be able to:

1. Discuss and analyse various approaches to madness and mental illness since the 19th century, and the reasons for the prominence of certain approaches according to historical context and social setting;
2. Understand the disciplinary relations between the sciences of mind and brain since the 19th century;
3. Understand the status of psychiatry as a discipline and medical specialty and how and why its status has changed over time;
4. Critically evaluate and discuss scholarly work in the history of medicine and other relevant scholarly fields, through the process of seminar presentations and discussions;
5. Effectively use both primary and secondary historical sources in making an historical argument and presenting that argument clearly in written form;

6. Develop skills in oral presentation of research and the process of scholarly inquiry;
 7. Collaborate with peers in giving and receiving critical feedback on research and written work.
- Your **seminar presentations**: Each will be a 20-minute presentation on one of the weekly readings, with at least 10 minutes following this allotted for discussion and questions. Here I expect more than just a summary of the reading. In your presentation you will be expected to briefly identify and outline the main arguments and evidence presented in the reading, direct our attention to key issues and themes, compare it to other readings for that seminar, and prepare at least **three** specific questions on the reading for the seminar group to help stimulate and direct discussion. In preparing your presentation, think about the following questions: *What is the author's main argument? What evidence is presented to support that argument? Are you convinced by the argument? Why or why not? What are the strengths and weaknesses of the paper? How do the issues raised by the reading connect with the other readings for that week?*
 - The **research proposal and preliminary bibliography (due 2 February)** will form the basis of your research essay. The proposal itself should be no more than **two pages in length** (double-spaced) and have a bibliography on a separate page. The topic will be of your own choosing, but I expect you to **consult with me** as you begin to prepare for the proposal. In your proposal I expect you to identify the topic clearly and to provide a clear **research question** you hope to answer in your essay. The preliminary bibliography should include at least six items relevant to your topic, and at least two of the items should be primary sources. Please use the Chicago style for footnotes and bibliography.
 - The **essay presentation** should be about 10 minutes in length with 5 minutes for discussion, and will take place during the final weeks of the semester. Here you should outline the topic, the main thesis or argument and the general structure of your essay. I encourage you to be reflective and autobiographical in your presentation: you may discuss what led you to the topic, how your thesis changed or evolved, sources you used, and difficulties you encountered during researching and writing. I will post a sign-up sheet later in the semester to schedule these presentations.
 - Your **peer review** assignment is designed to aid your research and writing process for the essay, to gain feedback from your peers, and to develop your own skills in providing critical analysis of the work of your peers. By **March 31** you will provide me, in class, with at least 10 pages of your paper in **draft form**, including your introduction. **If you do not provide me with this in class on March 31 you will forfeit your entire grade for the peer review.** I will distribute this to your group for peer review. On **April 5**, we will divide into groups of 3 students for an in-class peer review (each student will receive feedback from two students). I will assign these groups later in the term. Your peers will each write a paragraph, which they will also give to me, describing the strengths and weaknesses of your paper, as well as edit the papers and give them back to you. On **April 7^t**, you will provide me with a grade out of 10 for each person in your peer review group, and a paragraph description of your experience of the process—what worked well and what did not. You will also give back the edited papers to your group members.
 - The last assignment is the **research essay (due 18 April)**, which will be at least 14 pages in length (3500 words) but no more than 16 pages in length (4000 words). Please use double-spacing and 12pt font. More specific instructions to follow. I will require you to submit the hard copy of your original research proposal and bibliography (with my comments) along with your research essay.

- Your **seminar participation** will comprise a significant portion of your final grade and will be evaluated on the basis of your **regular, active** engagement as a seminar participant, and your ability to contribute an **informed perspective** to seminar discussions. Arriving late or leaving early, not keeping up with the readings, or coming to the seminars unprepared is not only disrespectful to the class but will have a negative impact on your success in the course.

Seminar Etiquette:

1. Come to all class meetings on time. If you are unable to attend class, or will be late, please inform me in advance. Unexcused absences and lateness will influence your final grade.
2. Read the assigned readings prior to the seminar meeting and come to class prepared.
3. Participate in classroom discussions.
4. Respect the opinions of your peers.

Texts and/or Resources Required:

A set of online (electronic) readings, available through the University of Guelph Libraries Course Reserves system, Ares: <https://ares.lib.uoguelph.ca/ares/>

Course Outline

Week 1: Introduction and Historiography

12 January Introduction to the Course

Andrew Scull, "Contending professions: Sciences of brain and mind in the United States, 1850-2013," *Science in Context* (2015) 28(1): 131-161.

14 January Psychiatry and Neurology: Foucault and Beyond

Michel Foucault, "The Birth of the Asylum," from *The Foucault Reader*, Edited by Paul Rabinow, (New York: Pantheon books, 1984), 141-167 [Reprinted from Michel Foucault, *Madness and Civilization*, trans. Richard Howard (Random House, 1965) *[handout]*

Gerald N. Grob. "The History of the Asylum revisited: Personal Reflections" *Discovering the History of Psychiatry*, ed. Mark S. Micale and Roy Porter (New York: Oxford University Press, 1994), 260-81.

Stephen T. Casper, "The patient's pitch: The neurologist, the tuning fork, and textbook knowledge," in L. Stephen Jacyna and Stephen T. Casper (eds) *The Neurological Patient in History* (University of Rochester Press, 2012), 21-43.

Week 2: Narratives of Mind and Brain

19 January Doctors

Stephen Jacyna, "The discourse of aphasia," in *Lost Words*. Princeton University Press, 2000. 81-122.
Guenter B. Risse and John Harley Warner, "Reconstructing clinical activities: Patient records in medical history," *Social History of Medicine* (1992) 5(2): 183-205.

21 January Patients and Fiction

Rita Charon, "The patient, the body, and the self," in Rita Charon, *Narrative Medicine: Honoring the Stories of Illness* (Oxford University Press, 2008), 85-104.
Anne Stiles, "Bram Stoker's Dracula and cerebral automatism," in *Popular Fiction and Brain Science in the Late Nineteenth Century*, 50-82 (Cambridge University Press, 2011).
Roy Porter, "The patient's view: Doing medical history from below" *Theory and Society* (1985) 14 (2): 175-198.

Week 3: Medical Specialties

26 January Neurology

Toby Gelfand, "Neurologist or psychiatrist? The public and private domains of Jean-Martin Charcot." *Journal of the History of the Behavioral Sciences* 36 (2000) 3: 215-229.
Stephen T. Casper, "Atlantic conjectures in Anglo-American neurology: Lewis H. Weed and Johns Hopkins neurology, 1917-1942," *Bulletin of the History of Medicine* (2008) 82(3): 646-671.
Bonnie Ellen Blustein, "New York neurologists and the specialization of American medicine," *Bulletin of the History of Medicine* (1979) 53: 170-83.

28 January Psychiatry and Psychology

John C. Burnham, "The "New Freud Studies": A historiographical shift," *Journal of the Historical Society* (2006) 6(2): 213-233.
Jill Morawski, "Organizing knowledge and behavior at Yale's Institute of Human Relations," *Isis* (1986): 77: 219-242.

Week 4: Modern Conditions

2 February Hysteria

Daphne de Marneffe, "Looking and Listening: The construction of clinical knowledge in Charcot and Freud," *Signs: Journal of Women in Culture and Society* (1991) 17(1): 71-111.
Mark S. Micale, "On the "disappearance" of hysteria: A study in the clinical deconstruction of a diagnosis," *Isis* (1993) 84(3): 496-526.

4 February Shell Shock

Ben Shephard, "Home Fires" in *A War of Nerves: Soldiers and Psychiatrists in the Twentieth Century* (Harvard University Press, 2001) 73-95.
Elaine Showalter, "Male hysteria: W.H.R. Rivers and the lessons of shell shock," in *Female Malady: Women, Madness, and English Culture, 1830-1980* (Pantheon Books, 1985), 167-194.

Week 5: The Neuro-Sciences

9 February Brain and Mind

Roger Smith, "The embodiment of value: C.S. Sherrington and the cultivation of science." *British Journal for the History of Science* 33(3), no. 118 (2000), pp. 283-311.

Cornelius Borck, "Writing brains: Tracing the psyche with the graphical method," *History of Psychology* (2005) 8(1): 79-94.

11 February Localization and Imaging

Susan Leigh Star, "Triangulating basic and clinical research: British localizationists, 1870-1906." *History of Science* 24 (1986): 29-48.

Fernando Vidal, "Brainhood, anthropological figure of modernity," *History of the Human Sciences* (2009) 22: 5-36.

READING WEEK

Week 6: Emotion and Affect

23 February Neurasthenia

Sonu Shamdasani, "Psychotherapy': the invention of a word," *History of the Human Sciences* (February 2005) 18(1): 1-22.

David G. Schuster, "Personalizing illness and modernity: S. Weir Mitchell, literary women, and neurasthenia, 1870-1914," *Bulletin of the History of Medicine* (2005) 79(4): 695-722.

25 February Melancholy and Depression

Laura Hirshbein. "Gender, age, and diagnosis: The rise and fall of involuntional melancholia in American psychiatry, 1900-1980," *Bulletin of the History of Medicine* (2009) 83(4): 710-745.

Judith Misbach and Henderikus J. Stam, "Medicalizing melancholia: exploring profiles of psychiatric professionalization," *Journal of the History of the Behavioral Sciences* (2006) 42(1): 41-59.

Jan Plamper, "The history of emotions: An interview with William Reddy, Barbara Rosenwein, and Peter Stearns," *History and Theory* 49: 237-265.

Week 7: Biology

1 March Degeneration

Wendy Kline, "Motherhood, morality, and the "moron": The emergence of eugenics in America" in *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom*, pp. 7-31 (Berkeley: University of California Press, 2001).

Frank Stahnisch, "The early eugenics movement and emerging professional psychiatry: Conceptual transfers and personal relationships between Germany and North America, 1880s to 1930s," *Canadian Bulletin of Medical History* (Spring 2014) 31(1): 17-40.

3 March Psychobiology and Psychosomatic Medicine

Susan Lamb "Social, motivational, and symptomatic diversity: an analysis of the patient population at the Phipps Psychiatric Clinic at Johns Hopkins Hospital, 1913-1917," *Canadian Bulletin of Medical History* (2012) 29(2): 243-263.

Ruth Leys, "Types of one: Adolf Meyer's life chart and the representation of individuality," *Representations* (Spring 1991) 34: 1-28.

Theodore Brown, "Alan Gregg and the Rockefeller Foundation's support of Franz Alexander's psychosomatic research," *Bulletin of the History of Medicine* (1987) 61: 155-182.

Week 8: Somatic Therapies

8 March Lobotomy and Neurosurgery

Jack Pressman, "Sufficient promise: John F. Fulton and the origins of psychosurgery," *Bulletin of the History of Medicine* (1988) 62: 1-22.

Delia Gavrus, "Men of dreams and men of action: Neurologists, neurosurgeons, and the performance of professional identity," *Bulletin of the History of Medicine* (Spring 2011): 85(1): 57-92.

Jenell Johnson, "Thinking with the thalamus: Lobotomy and the rhetoric of emotional impairment," *Journal of Literary and Cultural Disability Studies* (2011) 5(2): 185-200.

10 March Electroconvulsive Therapy

Jonathan Sadowsky, "Beyond the metaphor of the pendulum: electroconvulsive therapy, and the styles of American psychiatry," *Journal of the History of Medicine and Allied Sciences* (2006) 61(1): 1-25.

Sara Linsley Starks and Joel Braslow, "The making of contemporary American psychiatry, Part I: Patients, treatments, and therapeutic rationales before and after World War II," *History of Psychology* (2005) 8(2): 176-193.

Week 9: The DSM and its Critics

15 March

Ian Hacking, "Multiple personality disorder and its hosts," *History of the Human Sciences* (1992) 5(2): 3-31.

Gerald N. Grob, "Origins of DSM-I: A study in appearance and reality," *American Journal of Psychiatry* (1991) 148(4): 421-431.

17 March

Rick Mayes and Allan V. Horowitz, "DSM-III and the revolution in the classification of mental illness," *Journal of the History of the Behavioral Sciences* (2005) 41(3): 249-267.

Rebecca Godderis, "A tricky object to classify: Evidence, postpartum depression, and the DSM-IV," *Journal of the History of the Behavioral Sciences* 49(2) (2013): 123-141.

N. Langlitz, "The Persistence of the subjective in neuropsychopharmacology: Observations of contemporary hallucinogen research," *History of the Human Sciences* (2010) 23: 37-57.

Weeks 10 & 11: Research Presentations

(~5 Presentations per class; precise schedule to be determined)

22 March

24 March

29 March

31 March

Week 12: Peer Review and Conclusion

5 April Peer Review

7 April Reflections and Conclusion

Research Essay Due April 18th

Course Policies

1. **Contact.** My email address is taabraha@uoguelph.ca. As per university regulations, all students are required to check their <uoguelph.ca> email account regularly: E-mail is the official route of communication between the university and its students. Please put the course number (i.e. **HIST4200**) in the subject line of your message. *Please keep in mind that I generally do not check email on weekends.*

2. **Late Assignments.** Hard copies of assignments are due on their assigned due dates. Late assignments will be penalized **3% per day**, including weekends and holidays. You **may** submit your assignment electronically to the **Assignment Dropbox** on the course website, to confirm the date and time submitted. However, I will not grade your assignment until I receive a hard copy. If there are any discrepancies between the hard copy and electronic copy, I will consider the date the hard copy was submitted to be the submission date for your assignment. For instructions on submitting assignments outside of class, please see item 7 below.

3. **Copies of Assignments:** Please keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

4. **Accessibility:** The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

5. **When You Cannot Meet a Course Requirement.** When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please **advise the course instructor** (or other designated person, such as a teaching assistant) in writing, with name, ID#, address and e-mail contact. See the Undergraduate Calendar for more information: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

6. **Academic Misconduct.** The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes **academic misconduct** and to do as much as possible to prevent academic offences from occurring. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two

different courses without written permission. **Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware that expulsion from the University is a possible penalty.** Students should also familiarize themselves with the concept of plagiarism and take the tutorials to learn what plagiarism means, and how to avoid it, at: <http://www.academicintegrity.uoguelph.ca/> If an instructor suspects that academic misconduct has occurred, that instructor has the right to examine the student orally on the content or any other facet of submitted work. Moreover, in the College of Arts it is expected that unless a student is explicitly given a collaborative project, all submitted work will have been done independently. Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor or teaching assistant.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

7. Classroom Etiquette and Useful Tools. To avoid distraction, the History Department requests that you turn off your wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site (<http://www.uoguelph.ca/history>) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department. There are useful links to on-line resources that include *A Guide to Writing History Research Essays* which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>.

8. Handing in and Getting back Assignments. Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. The student must keep copies of any submitted assignments. Students may be asked to re-submit work at any time.

LATE PAPERS may **ONLY** be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants at the student's own risk.

Mailbox for Dr. Abraham is located in Room 2009, on the 2nd Floor of MacKinnon Extension and the hours are from 8:30 a.m. to 4:30 p.m. Monday to Friday. **Late papers will not be date stamped.** The History department and its instructors bear no responsibility whatsoever for late papers.

9. Recording of Materials. Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

10. Student Rights and Responsibilities. Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. <https://www.uoguelph.ca/registrar/calendars/undergraduate/2015-2016/c01/index.shtml>

11. Drop Date. The last day to drop one-semester Winter 2016 courses, without academic penalty, is **Friday, March 11th, the 40th class day**. For regulations and procedures for dropping courses, please see the Undergraduate Calendar. <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

12. Resources. The **Academic Calendars** are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs. <https://www.uoguelph.ca/registrar/calendars/>