



HIST*3640 Madness and Psychiatry

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 16, 2019

1 Course Details

1.1 Calendar Description

This course will explore madness and the history of psychiatry in the modern world. Topics may include the development of asylums, wild children and human nature, the rise and fall of hysteria, psychoanalysis, as well as ways in which psychiatry has related to imperialism, racial policies, sexuality, gender, religious beliefs, and war.

Pre-Requisites: 7.50 credits

1.2 Course Description

This course examines the history of psychiatry from the era of the asylum in the 19th century to the present day. We will examine the reasons why psychiatry and its history have been sources of critique and controversy through an examination of both primary and secondary sources. We will examine the social and cultural contexts through which psychiatry has risen as a medical specialty, and the lives and experiences of its subjects. Topics will include the history of psychiatric institutions, the history of psychiatric treatments (both somatic and psychodynamic), the history of mental health movements, diagnosis and classification, patient experiences, and the intersections of psychiatry with gender, class, and war.

1.3 Timetable

Tuesdays and Thursdays, 10am to 11:20am, ALEX 218

1.4 Final Exam

This course will have a take-home final exam. The exam will be distributed on **Thursday, April 2** and will be due on **Thursday, April 9**.

2 Instructional Support

2.1 Instructor

Instructor: Tara Abraham

Telephone: 519.824.4120 ext. 56012

Office: 1010 MacKinnon Extension

Email: taabraha@uoguelph.ca

Office Hours: Tuesdays, 11:30am-12:30pm, or by appointment

3 Learning Resources

3.1 Required Resources

Textbook (Textbook)

Edward Shorter, *A History of Psychiatry: From the Era of the Asylum to the Age of Innocence* (New York: Wiley, 1997).

Book Choice 1 (Other)

Sigmund Freud, *A Case of Hysteria (Dora)*. Oxford University Press, 2013.

Book Choice 2 (Other)

Sylvia Plath, *The Bell Jar*. Harcourt, 1925/1981.

Ares Online Readings (Readings)

A set of online articles and book chapters, available through Ares, the library's Course Reserve System, and on the Course Website (courselink.uoguelph.ca).

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. Through independent research and writing, to develop skills in critical thinking, scholarly argument, and written communication of ideas about the histories of madness and psychiatry.
 2. To understand and critically evaluate the history of madness through an understanding of patient experiences, cultural responses, and institutional settings.
 3. To evaluate and discuss the historiography of psychiatry and its critics.
 4. To understand the various approaches to mental illness in psychiatry and the contextual reasons why certain approaches flourished.
 5. Through course readings and seminar discussion, to develop skills in critical evaluation of information, discussion, and oral presentation.
-

5 Teaching and Learning Activities

5.1 Lecture

Week 1

Topics:

1. INTRODUCTION AND HISTORIOGRAPHY

7 January **Introduction to the Course**

11 January **Historiography: Foucault and Beyond**

Read: Shorter, Chapter 1

Week 2

Topics:

2. THE ERA OF THE ASYLUM

14 January **Early History: Bedlam**

Shorter, Chapter 2

James Moran. "The architecture of madness: Informal and formal spaces of treatment and care in nineteenth-century New Jersey," in *Madness, Architecture, and the Built Environment: Psychiatric Spaces in Historical Context* ed. Leslie Topp, James E. Moran, and Jonathan Andrews (Routledge, 2007), pp. 152-173.

16 January . Reform Efforts and "Moral Therapy"

Anne Digby, "Moral treatment at the Retreat, 1796-**1846**" **from** *Anatomy of Madness: Essays in the History of Psychiatry*, Volume 2 (Tavistock, 1983), pp. 52-**72**.

Week 3

Topics:

3. MAD BRAINS AND DEGENERATION

21 January Morality

Shorter, Chapter 3

Heidi Rimke and Alan Hunt, "From sinners to degenerates: The medicalization of morality in the 19th century," *History of the Human Sciences* (February 2002) 15(1): 59-88.

23 January Sexuality

Harry Oosterhuis, "Sexual morality in the works of Richard von Krafft-Ebbing and Albert Moll," *Medical History* (2012) 56(2): 133-155.

Week 4

Topics:

4. NEURASTHENIA AND THE REST CURE

28 January American Nerves

Shorter, Chapter 4

Barbara Sicherman, "Uses of a diagnosis: Doctors, patients, and neurasthenia," *Journal of the History of Medicine and Allied Sciences* (Jan 1977) XXXII(1): 33-54.

30 January . *The Yellow Wallpaper*

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.

Week 5

Topics:

5. HYSTERIA AND CHARCOT

4 February Women

Mark Micale, "On the 'disappearance' of hysteria: A Study in the Clinical Deconstruction of a Diagnosis," *Isis* (1992) 84(3): 496-526.

Research Proposal and Annotated Bibliography due Today!

6 February Charcot and the Salpêtrière

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.

Week 6

Topics:

6. FREUD AND PSYCHOANALYSIS

11 February Freud and Dora

Shorter, Chapter 5

Hannah S. Decker, "Freud and Dora: Constraint on Medical progress," *Journal of Social History* 14 (1981) 445-464.

13 February Freud in America

Sonu Shamdasani, "Psychotherapy, 1909: Notes on a Vintage," in John C. Burnham (ed) *After Freud Left: A Century of Psychoanalysis in America* (Chicago: University of Chicago Press, 2012), pp. 31-47.

Week 7

Topics: **READING WEEK -- 17-23 February -- No classes!**

Week 8

Topics: **7. WORLD WAR I AND SHELL SHOCK**

25 February . "Male Hysteria"

Caroline Cox, "Invisible Wounds: The American Legion, Shell-Shocked Veterans, and American Society, 1919-1924," in Mark S. Micale and Paul Lerner (eds) *Traumatic Pasts: History, Psychiatry, and Trauma in the Modern Age, 1870-1930* (Cambridge: Cambridge UP, 2001), 280- 305.

27 February . Treatments

Allan Young, "W.H.R. Rivers and the War Neuroses," *Journal of the History of the Behavioral Sciences* (1999) 35(4): 369-378.

Book Responses to Dora or the Bell Jar Due Today!!!

Week 9

Topics: **8. EUGENICS AND MENTAL HYGIENE**

3 March Origins

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* (Berkeley: University of California

Press, 2001), pp. 7-31.

5 March . Legacies

Erika Dyck, "Appendectomy to Queen's Court Settlement: Leilani Muir," in *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice* (Toronto, University of Toronto Press, 2013), pp. 169-197 + notes pp. 267-270.

Week 10

Topics:

9. SOMATIC TREATMENTS

10 March . Fever Therapy and Shock Therapy

Shorter, Chapter 6

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.

12 March Psychosurgery and Lobotomy

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

Week 11

Topics:

10. WAR NEUROSES AND PSYCHIATRY

17 March FILM: *Let there Be Light* (1946) dir. John Huston

19 March FILM: *Let there Be Light*, continued + DISCUSSION

Week 12

Topics:

11. PHARMACOLOGY AND THE DSM

24 March . Histories of Psychiatric Classification

Shorter, Chapter 7

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.

26 March . Pharmacological Revolution

Jonathan Metzl. "'Mother's Little Helper': The crisis of psychoanalysis and the Miltown Revolution" *Gender and History* (2003) 15(2): 228-255.

Week 13

Topics:

12. DEINSTITUTIONALIZATION, MAD PEOPLE'S HISTORY, AND ACTIVISM

31 March

Shorter, Chapter 8

Geoffrey Reaume, "Lunatic to patient to person: Nomenclature in psychiatric history and the influence of patients' activism in North America," *International Journal of Law and Psychiatry* 25 (2002): 405-426.

Research Paper Due Today!!!

2 April . Reflections and Conclusion

6 Assessments

6.1 Assessment Details

Participation (10%)

Date: Tue, Jan 7 - Thu, Apr 2

Regular attendance for lectures is absolutely essential to your success in the course. Your class participation will be assessed according to your active, regular, informed contributions to discussions. Arriving late or leaving early for class, not keeping up with the readings, or coming to class unprepared is not only disrespectful to the class but will have a negative impact on your success in the course.

Research Proposal and Annotated Bibliography (5%)

Date: Tue, Feb 4

The **research proposal and annotated bibliography** will form the basis of your research essay, and is due in class on **4 February**. If it is submitted after class, it will be considered late. Your proposal should outline a specific historical question you wish to explore in your research paper. You should clearly identify the topic of your research and contain a statement of your working thesis. The topic will be of your own choosing, but I expect you to consult with me as you begin to prepare for the proposal. The proposal itself should be one page in length (double-spaced) and have a bibliography starting on a separate page. The preliminary bibliography should include at least six items relevant to your topic, and at least two of the items should be primary sources. Your annotations should summarize the content of the source and explain why it is relevant for your research.

Critical Evaluation Assignment (15%)

Your **Critical Evaluation Assignment** will be done in **groups of three** and will consist of three components: 1) a five-minute presentation, 2) a one-page critique of one of the course readings, and 3) a self-assessment and peer review.

1) **Presentation:** Your five to seven-minute presentation will consist of a critical evaluation of one of that week's required secondary source readings, which will be followed by a student-led discussion. In your presentation you should clearly identify the main argument of the reading, critically assessing the strength of the argument and the evidence used to support it. You must also prepare at least three questions to stimulate discussion and debate about the reading. The work in preparing and doing each presentation should be shared equally between members of the pair.

2) **One-Page Written Critique:** The one-page critique of the reading must be handed out to the entire class and myself just before the presentation. This should be single-spaced, around 5 paragraphs in length, and should begin with a very brief discussion of the contents of the reading. It should outline the main argument of the reading as well as its strengths and weaknesses. This handout should also include the discussion questions.

3) **Self-Assessment and Peer Review:** Within one week of your presentation, each member of the pair will email your teaching assistant a) a self assessment of the presentation—a few sentences on what you felt were the strengths and weaknesses of your contribution to the presentation and b) a peer review of your partner's contribution to the presentation—in a few sentences. You will not receive a grade for your critique and presentation until your teaching assistant receives this. This component will not be graded. The Critical Evaluation Assignment is an opportunity for you to engage with the course

material more closely, to develop your skills in critical reading and oral presentation, and to work collaboratively with your peers. You will be evaluated according to the clarity, organization, and effort of your presentation, the quality of your discussion questions, and your written one–page evaluation.

Note: Space is limited, so you must **sign up for a presentation by Friday January 10th.**

Book Response (10%)

Date: Thu, Feb 27

Book Responses: You will choose EITHER *Dora* OR *The Bell Jar* to write a short response, 750-1000 words in length, due **Thursday February 27th**. A written response can have personal elements regarding your reaction to the book, but it should also read as a critical response to the material in their potential role as primary historical sources. What did this book mean to you? What can the source tell us about the past? Move beyond “I really liked it” or “I found it difficult” to include specific evidence from the book itself (including page numbers). It will be helpful for you to organize your response around a particular question, theme, or idea, rather than provide a simple summary of the book. We will not be evaluating this based on whether you had the “correct” response to the book or “got it”. We will be looking for evidence that you read the book closely and engaged with it.

Research Paper (25%)

Date: Tue, Mar 31

Your research paper is due March 31 in class; it will be considered late after that time. It must be at least 12 pages in length (3000 words) but no more than 14 pages in length (3500 words). Please use double–spacing and 12pt font. I will require you to submit the hard copy of your original research proposal and bibliography (with my comments) along with your 4 research essay. Your paper must have at least two primary sources and at least ten secondary sources, with a total of fifteen sources overall. More specific instructions to follow.

Take-Home Final Exam (35%)

Date: Thu, Apr 9

The final exam is a take-home exam that will examine you on course themes and content. The format will be short essays. Instructions will be distributed on Thursday April 2 and exams will be due on Thursday April 9th.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a

teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

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

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

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

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

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.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of 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. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

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.

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

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
<https://www.uoguelph.ca/academics/calendars>