UNIVERSITY OF CALGARY

Department of History

HTST 541.2
HISTORY OF MADNESS AND PSYCHIATRY IN THE WESTERN CONTEXT / TOPICS IN THE HISTORY OF SCIENCE

Winter 2021

Instructor: Prof. Frank W. Stahnisch
Email: fwstahni@ucalgary.ca
Office Hours and Method: Thursdays, 2:00-3:00 pm, and by appt.
                                         (marcia.garcia@ucalgary.ca)/synchronous (Zoom^(R))
Course Delivery: **Online/synchronous**
Synchronous Class Times: All scheduled class hours (Zoom®) / Recording of
                                         presentation portions by instructor for students not in
                                         residence (due to Covid-19 situation).
Originally Scheduled Class Times: Thursdays, 14:00-16:45 pm
Contact information: Office phone 403-210-6290 (answering machine) 403-
                                         220-2481 (administrative course coordinator: Marcia
                                         Garcia)
Web:
    https://hom.ucalgary.ca/ nadine.hoffman@ucalgary.ca
Course librarian: Nadine.Hoffman@ucalgary.ca

Description: Hardly any other area in medicine and health care has endured as many social criticisms as psychiatry and public mental health care. This seminar-style course delves into the many social controversies throughout the long history of madness and psychiatry in western contexts. In an in-depth manner, it explores the emergence of changing concepts, practices, societal and cultural contexts of madness and care for the insane, right from Ancient Greece and Rome to the Modern Era. An abundance of literature and a great many sources reveal how societies went from invoking supernatural entities as the cause for mental illness to an increasing concentration that leaned towards more empirical and rational explanations. Emphasis will be placed on the medical and social approaches to the insane, the birth of the asylum and specialized hospital care, as well as that of modern anthropological, biological and neuroscience perspectives and technologies, as they gave rise to the conception of biological psychiatry and the neuroscience of disorders of the mind and the brain. Likewise, in a close analysis of the various forms of abuse of the mentally ill – which culminated in the American and European programs of eugenics and in

the extremes of Nazi racism and euthanasia programs – it shall not be underrated in the noting of their diverse origins in racial doctrines, anti-modernist sentiments and overshooting forms of

medicalization of patients in the mental health field. Finally, the rise and fall of psychoanalytical approaches and the development of the antipsychiatry movement are discussed, since they led to new forms of de-institutionalization and community care during the second half of the twentieth century.

Learning Outcomes: (1) through readings, discussions, presentations, and structured research, an academic forum will be provided for the appreciation of differences in the validation, construction, and contestation of forms of social and psychiatric ways of knowing. Further learning outcomes are:

☐   (2) to sketch in thematic blocks main subject lines pertinent to the evolution and status of modern psychiatry and mental health care in their cultural contexts;

☐   (3) to examine the ways in which the psyche, mental health and disease were conceptualized in the past, and to situate the major shifts in medical knowledge and healing practice in the context of broader historical changes in Western societies;

☐   (4) to examine the changing role of "the healer", the "patient" and the "psychiatrist" over time and in differing cultural and social contexts;

☐   (5) to track the evolution of some of the major institutional and societal frameworks of mental health care and psychiatry – embodied in areas of medical education, life science research, asylum and hospital design, as well as mental health care provision;

☐   (6) to analyze the ways in which human societies, their healers and psychiatrists interacted in the face of medical challenges, both in differing times since the Ancient Greeks and in parallel cultural evolutions, including religious and spiritual contexts since the Medieval and Early Modern Periods.

Reading Material:
Purchase the following books (available at the UofC Bookstore: http://calgarybookstore.ca/):

Dyck, Erika. *Psychedelic Psychiatry: LSD from Clinic to Campus*. Baltimore: Johns Hopkins University Press, 2008 (also available digitally at the library).

Lunbeck, Elizabeth. *The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America*. Princeton: Princeton University Press, 1996 (students may want to purchase the book digitally).

Pressman, Jack. *Last Resort. Psychosurgery and the Limits of Medicine*. Cambridge: Cambridge

University Press, 1998 (also available digitally at the library).

Assessment:

Method	Due Date	Weight	Learning Outcomes
Seminar participation	Throughout whole course	20%	1, 2, 3, 4, 5, 6
Oral presentations	3 pres. on different days	30%	1, 2, 3, 4, 5, 6
Final term paper	April 13, 2021 (Chicago Manual of Style)	50%	1, 2, 3, 4, 5

Grading Policies:
Grades will be awarded as letter grades. The latest version of the *Chicago Manual of Style* is used for this course. Late assignments will be subject to a 5% penalty per workday late.

Details on Methods of Assessment:
This seminar-style class will be conducted in an interactive discussion format on Zoom®. Classes will be predominantly student-led, and it is crucial that students do the readings ahead of time and attend class regularly. Part of the course grade, as detailed above, will depend upon regular class participation. Students will be required to write a 15-page essay (of about 4,000 words, excl. endnotes) on a topic related to the course, due at the last Tuesday during term time (April- 13, 2021). This paper will count for 50 per cent of the final grade. Class participation will count for another 20 per cent and includes attendance and regular contributions to discussions. Three oral presentations on the assigned readings (summary and critical appraisal – incl. a 1 page handout that needs to be submitted by email on the Friday before the week of the presentation) are expected and will count for 30 per cent of the final grade. The essential readings for this course will be available through the electronic collections in the Taylor Family Digital Library; more material will be offered through D2Ld. Three books are required, which are available at the UofC Bookstore (curbside pick-up process), and some are also digitally available at the TFDL library. Those students who are interested in additional in-depth studies will be given a list of recommended books at the first class session. Please include your name and ID number on all assignments and hand in your essays through the D2L site and per email to your instructor (as reconfirmation). **Note**: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission). Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the **Freedom of Information and Protection of Privacy (FOIP) Act**.

Academic Integrity Statement
For advice and guidance in writing essays, students are encouraged to read "The History Student's Handbook" (https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook), which entails very useful general directions, tips, citation and formatting suggestions. Be sure to

read the section on plagiarism carefully and observe that you give proper credit to the sources of your work. The policy at the UofC is that all allegations of plagiarism will be reported to the Assoc-

iate Dean of Students who will rule on the allegations and apply the penalties in the course calendar. Academic dishonesty is a serious offence that can lead to a failing grade and/or expulsion from the UofC.

Learning Technologies Requirements:
Instruction occurs via synchronous online presentation portions (by instructor) and online discussions on Zoom®. Some PPT slides are used and are individually uploaded to "Desire2Learn" (D2L®). The dates and times for all synchronous sessions are given below (~ already timetabled for this course). The Zoom® session links will be found in the D2L course shell under "Communications," together with all respective links to the online office hours closer to the begin of classes. In addition, Marcia Garcia will send out an email with Zoom® course links and office hours links prior to the beginning of classes.

Students will find the following materials on D2L: (https://d2l.ucalgary.ca).

> ➤   the course description ␣SEP␣
➤   selected PowerPoint presentations␣SEP␣
>> ➤   students' presentation handouts ␣SEP␣
>> ➤   library resource materials and internet links ␣SEP␣
>> ➤   bibliography of additional readings for the individual sessions of the course

On-Line Instruction Statement:
UofC access to Zoom® and UofC access to D2L® are required and relied upon. A computer/ laptop with a supported operating system is required, as well as current and updated web browsers with webcam (built-in or external) and a microphone and speaker (built-in or external or headset). Current antivirus and/or firewall software needs to be enabled; broadband internet connection is needed (this speaks against using a cellphone for this course).

Guidelines for Synchronous Sessions
Since the video conferencing tool Zoom® is used during course activities, students are asked to go online 10-15 min. before the beginning of classes and test her video and mike. The personal camera use is encouraged to enhance communication and discussions, the mike muted during the lecture parts but unmuted during discussion periods. Students should find a quiet and individual space (room with the door shut) or a working cubicle in a library. Presentation portions (sometimes at the beginning of the class) will be recorded to offer access to students not in residence. These recordings will be used to support student learning only and will not be shared or used for any other purpose. ␣SEP␣ Zoom® is a video conferencing program that will allow us to meet at specific times for "live" and synchronous classes. To help ensure Zoom sessions are private, do not share

the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published

without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom, you play a role in helping create an effective, safe, and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session).

Inclusiveness, Accommodation, and Classroom Conduct:
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students seeking accommodation for transient illnesses (e.g., the "flu") or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/ current/index.html. Also see FAQs for Students: https://www.ucalgary.ca/registrar/ registration/appeals.

Date	Topic & Reading	Important Dates
Jan 12	**Introduction and Seminar Organization** Allan Beveridge, "Reading About [...] The History of Psychiatry," *The British Journal of Psychiatry* 200 (2012), pp. 431-433; Elizabeth Lunbeck *The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America* (Princeton: Princeton University Press, 1996), pp. 3-7; Jack	Student Presentations: TBA

	Pressman *Last Resort. Psychosurgery and the Limits of Medicine* (Cambridge: Cambridge University Press, 1998), pp. 1-17.	
Jan 19	**Madness in Ancient Greece** Owsei Temkin, "Greek Medicine as Science and Craft," *ISIS* 44 (1953), pp. 213-225; Peter Toohey, "Love, Lovesickness and Melancholia," *Illinois Classical Studies* 17 (1992), pp. 265-286; Christopher Gill, "Ancient Psychotherapy," *Journal of the History of Ideas* 46 (1985), pp. 307-325.	
Jan 26	**Madness in Ancient Rome** A[llan] Goldstein, "The Moral Psychiatry of Imperial Rome as Practiced by Soranus of Ephess," *Psychiatric Quarterly* 43 (1969), pp. 535-554; George Rosen, "History in the Study of Suicide," *Psychological Medicine* 1 (1971), pp. 267-285; Vivian Nutton, "Embodiments of Will," *Perspectives in Biology and Medicine* 53 (2010), pp. 271-288.	
Feb 2	**Possession, Christian Charity, and Witchcraft from the Early to Late Medieval Ages** David Roffe and Christine Roffe, "Madness and Care in the Community: A Medieval Perspective," *British Medical Journal* 311 (1995), pp. 1708-1712; Bernard J. Verkamp, "Moral Treatment of Returning Warriors in the Early Middle Ages," *The Journal of Religious Ethics* 16 (1988), pp. 223-249; Boaz Shoshan, "The State and Madness in Medieval Islam," *International Journal of Middle East Studies* 35 (2003), pp. 329-340; Edward Bever, "Witchcraft Prosecutions and the Decline of Magic," *The Journal of Interdisciplinary History* 40 (2009), pp. 263-293.	
Feb 9	**The Scientific Revolution and the Emergence of Brain Anatomy** Edwin Clarke, "Aristotelian Concepts of the Form and Function of the Brain," *Bulletin for the History of Medicine* 37 (1963), pp. 1-14; Regis Olry, "Medieval Neuroanatomy: the Text of Mondino dei Luzzi and the Plates of Guido da Vigevano," *Journal of the History of the Neurosciences* 6 (1997), pp. 113-123; Vivian Nutton, "Vesalius Revised. His Annotations to the 1555 Fabrica," *Medical History* 56 (2012), pp. 415-443.	
	Term Break – No classes !!	
Feb 23	**Enlightenment Discourses about "Madness", "Insanity"**	

	and the [SEP] "Rational Mind" Owsei Temkin, "Gall and the Phrenological Movement," *Bulletin for the History of Medicine* 21 (1947), pp. 275-321; Roy Porter, "Nervousness, Eighteenth and Nineteenth Century Style: From Luxury to Labour," *Clio Medica* 63 (2001), pp. 31- 49; Owsei Temkin, "Therapeutic Trends and the Treatment of Syphilis before 1900," *Bulletin for the History of Medicine* 29 (1955), pp. 309-316.	
Mar 2	**The "Golden Age" of Reform in the Mental Asylums – The Case of France** Erwin H. Ackerknecht, "Private Institutions in the Genesis of Psychiatry," *Bulletin for the History of Medicine* 60 (1986), pp. 387-395; Roy Porter, "Shaping Psychiatric Knowledge: the Role of the Asylum," *Clio Medica* 29 (1995), pp. 255-273; Michel Foucault, "About the Concept of the 'Dangerous Individual' in 19th- Century Legal Psychiatry," *International Journal of Law and Psychiatry* 1 (1978), pp. 1-18.	
Mar 9	**The Rise of Professional Psychiatry and the Disciplinary Split from Neurology** Stephen T. Casper, "One Hundred Members of the Association of British Neurologists: A Collective Biography for 1933-1960," *Journal of the History of the Neurosciences* 20 (2011), pp. 338-356; Roy Porter, "History of Psychiatry in Britain," *History of Psychiatry* 2 (1991), pp. 271-279; Frank W. Stahnisch and Peter J. Koehler, "Three 20th-Century Multiauthored Handbooks Serving as Vital Catalyzers of an Emerging Specialization: A Case Study from the History of Neurology and Psychiatry," *Journal of Nervous and Mental Disorders* 200 (2012), pp. 1067-1075.	
Mar 16	**Clinical and Research Psychiatry in the German-Speaking Countries** Eric. J. Engstrom, "'On the Question of Degeneration' by Emil Kraepelin (1908)," *History of Psychiatry* 18 (2007), pp. 389-404; Emil Kraepelin, "Researching Dementia in Imperial Germany: Alois Alzheimer and the Economies of Psychiatric Practice," *Culture, Medicine and Psychiatry* 31 (2007), pp. 405-412; Heinz-Peter Schmiedebach, "The Public's View of Neurasthenia in Germany: Looking for a New Rhythm of Life," *Clio Medica* 63 (2001), pp. 219-238.	
Mar 23	**Racial Theories, Eugenics and Euthanasia Programs in Nazi- Occupied Europe** H[ans-]J[oerg Ritter] and Volker Roelcke, "Psychiatric Genetics in Munich and Basel between 1925 and 1945:	

	Programs-Practices-Cooperative Arrangements," *Osiris* 20 (2005), pp. 263-288; Paul Weindling, "Weimar Eugenics: the Kaiser Wilhelm Institute for Anthropology, Human Heredity and Eugenics in Social Context," *Annals of Science* 42 (1985), pp. 303-318; Paul Weindling, "The 'Sonderweg' of German Eugenics: Nationalism and Scientific Internationalism," *British Journal for the History of Science* 22 (1989), pp. 321-333.	
Mar 30	**From Shock Therapies as the "Last Resort" to Modern Psychopharmacology** Jack Pressman *Last Resort. Psychosurgery and the Limits of Medicine* (Cambridge: Cambridge University Press, 1998), pp. 18-46 and pp. 47-101; Ed Shorter, "The History of Lithium Therapy," *Bipolar Disorders* 2 (2009), Suppl., pp. 4-9; Erika Dyck *Psychedelic Psychiatry: LSD from Clinic to Campus* (Baltimore: Johns Hopkins University Press, 2008), pp. 13-31.	
Apr 6	**Psychosomatics** Erwin H. Ackerknecht, "The History of Psychosomatic Medicine," *Psychological Medicine* 12 (1982), pp. 17-24; Volker Roelcke, "Psychotherapy between Medicine, Psycho-analysis, and Politics: Concepts, Practices, and Institutions in Germany, c. 945-1992," *Medical History* 48 (2004), pp. 473-492; Elizabeth Lunbeck *The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America* (Princeton: Princeton University Press, 1996), pp. 46-77.	
Apr 13	**Anti-Psychiatry and the Change to De-Institutionalizat-ion and Mental Health Care in the Community** Heinz-Peter Schmiedebach and S[tefan] Priebe, "Social Psychiatry in Germany in the Twentieth Century: Ideas and Models," *Medical History* 48 (2004), pp. 449-472; Roy Porter, "Anti-Psychiatry and the Family: Taking the Long View," *Clio Medica* 49 (1998), pp. 257-281; Erika Dyck. *Psychedelic Psychiatry: LSD from Clinic to Campus* (Baltimore: Johns Hopkins University Press, 2008), pp. 79-100.	Final Term Paper Due

Final Exam to be scheduled by registrar: No.

Note: You must complete all assignments and exams, or a grade of F may be assigned at the discretion of the instructor. If you miss a required course component, please contact your instructor as soon as possible.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).

- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the Registration Changes and Exemption Requests page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing
All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in *The History Student's Handbook*.

Plagiarism
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see *The History Student's Handbook* for more details, but to summarize, plagiarism may take several forms:
· Failing to cite sources properly
· Submitting borrowed, purchased, and/or ghostwritten papers
· Submitting one's own work for more than one course without the permission of the instructor(s) involved
· Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*.

Academic Accommodations
Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities in the Student Accommodation Policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright
The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere

to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the University of Calgary copyright page.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the sexual violence policy.

Other Useful Information
Please see the Registrar's Course Outline Student Support and Resources page for information on:
- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security (220-5333)

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