

**HTST541.5 (3 Credits)**

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

Winter 2015

Instructor: Prof. Frank W. Stahnisch  
Tuesdays: 14:00 pm – 16:45 pm  
Room 613: Social Sciences Building

**Contact:**

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Department of History &  
Department of Community Health Sciences  
Social Sciences Building, Room 606  
2500 University Drive N.W.  
(403) 210-6290 / 210-9640

**Office Hours:**

Thursday, 10:50 am–12:20 pm  
(Location: SS 606, Dept. of History)

Course Librarian: Jerremie Clyde ([jvclyde@ucalgary.ca](mailto:jvclyde@ucalgary.ca))

**Course Outline:**

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.

**Evaluation:**

Seminar participation: 20%  
Oral presentations: 30%  
Final paper: 50%

**Course Requirements:**

This seminar-style class will be conducted in an interactive discussion format. 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-12, 2016). 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) 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 McKimney Library; more material will be offered through Blackboard. Students are required to buy two books at the UofC Bookstore, where these are made available, and those students who are interested in additional in-depth studies will be given a list of recommended books at the first class session.

**Students are requested to:**

Purchase the following books (UofC Bookstore: <http://calgarybookstore.ca/>):

Dyck, Erika. *Psychedelic Psychiatry: LSD from Clinic to Campus*. Baltimore: Johns Hopkins University Press, 2008.

Lunbeck, Elizabeth. *The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America*. Princeton: Princeton University Press, 1996.

Pressmann, Jack. *Last Resort. Psychosurgery and the Limits of Medicine*. Cambridge: Cambridge University Press, 1998.

**Academic Integrity:**

The UofC values academic integrity. All students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the code of student conduct and disciplinary procedures. For more information, consult:  
<http://www.ucalgary.ca/pubs/calendar/current/k-1.html>

**Emergency Evacuation:**

Assembly Points have been identified across campus in case of an emergency evacuation. Should an emergency occur, our class would assemble at the Food Court of the Faculty of Education (basement level). See the following link for a complete list of assembly points:  
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

For further information, read the official syllabus appendix on the final pages of this outline.

**Course Calendar and Readings Schedule**

**January, 4-5 BLOCKWEEK: No Class!!**

**January, 11 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. 3-10; Jack Pressmann *Last Resort. Psychosurgery and the Limits of Medicine* (Cambridge: Cambridge University Press, 1998), pp. 1-17.

**January, 18 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.

**January, 25 Madness in Ancient Rome**

A[llan] Goldstein, "The Moral Psychiatry of Imperial Rome as Practiced by Soranus of Ephesus," *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.

**February, 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.

**February, 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.

**February, 16 READING WEEK: No Class!!**

**February, 23 Enlightenment Discourses about "Madness", "Insanity" and the**

### **“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.

### **March, 1 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.

### **March, 8 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.

### **March, 15 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.

### **March, 22 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.

### **March, 29 From Shock Therapies as the “Last Resort” to Modern**

### **Psychopharmacology**

Jack Pressmann *Last Resort. Psychosurgery and the Limits of Medicine* (Cambridge: Cambridge University Press, 1998), pp. 18-46 and pp. 47-108; Ed Shorter, "The History of Lithium Therapy," *Bipolar Disorder* 2 (2009), Suppl., pp. 4-9; Erika Dyck. *Psychedelic Psychiatry: LSD from Clinic to Campus* (Baltimore: Johns Hopkins University Press, 2008), pp. 13-31.

### **April, 5 Psychosomatics**

Erwin H. Ackerknecht, "The History of Psychosomatic Medicine," *Psychological Medicine* 12 (1982), pp. 17-24; Volker Roelcke, "Psychotherapy between Medicine, Psychoanalysis, 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. 46-80.

### **April, 12 Anti-Psychiatry and the Change to De-Institutionalization 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.

## **Important Departmental, Faculty, and University Information**

### **Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: [hist.ucalgary.ca](http://hist.ucalgary.ca).

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 coursepack from the University of Calgary bookstore or

that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction:**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

**Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds 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\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

**Other Useful Information:**

Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

*Safewalk and Campus Security*: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

*Freedom of Information*: <http://www.ucalgary.ca/secretariat/privacy>

*Emergency Evacuation Assembly Points:*

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk:* <http://www.ucalgary.ca/security/safewalk>

*Student Union Information:* <http://www.su.ucalgary.ca/>

*Graduate Student Association:* <http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office:* <http://www.ucalgary.ca/provost/students/ombuds>

Winter 2016