

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4051/6063 3.0 A: Mental Health: History, Culture, and Critique**  
**Tuesday and Thursday 11:30am**  
**S1 2023**

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**Instructor information**

Instructor: Michael Pettit  
Office Hours: 2:30pm Tuesday/Thursday in BSB 211  
Email: [mpettit@yorku.ca](mailto:mpettit@yorku.ca)

**Course Prerequisite(s):** PSYC 1010.06 , PSYC 2010.03, PSYC 2020 or PSYC 2021 and 2022, PSYC 2030.03, PSYC 3125.03, PSYC 3140 3.00

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials [you may add specific types of materials for your course as examples here].

**Course Description**

This course examines the experience of mental health from a historical and cultural perspective. It focuses on how understandings of mental well-being and illness vary across time and place, looking at changes to the theories about its etiology alongside alterations to the arrangements of institutionalization, management, and care.

**Program Learning Outcomes**

1. Articulate, compare, and contrast the significance of different events/developments in the history of mental health
2. Evaluate the socio-historical contexts that allowed for the emergence of a variety of therapies such as moral treatment, psychosurgery, psychoanalysis, cognitive-behavioral therapy, and psychopharmacology
3. Evaluate the interaction between cultural norms and the experience of mental health
4. Craft persuasive assessments of scholarship in the psychological humanities through considered discussion.

## Course Content Note

The readings and discussions for Mental Health: History, Culture, and Critique necessarily deal with the lived experience of mental distress and the troubled history of its management. Many will find the material we cover vivid, evocative, and disturbing. A central purpose of this course is to confront this difficult history directly, to make us accountable to the past and to better understand its continued relevance to the practice of mental health care in the present. The affective dimension of this course is part of its strength and power. However, I appreciate this may pose a barrier to learning for someone with a vulnerability in regards to a particular theme or phenomenon. An individual who has experienced, for example, significant loss, abuse, or trauma may find certain topics deeply troubling or even retraumatizing. It will be important for you to gauge whether certain material will be emotionally challenging for you to the point of *seriously disrupting your learning* in the course. In such cases, I encourage you to speak with me confidentially to discuss how, if necessary, accommodations may be made to support your learning.

## Required Text

All required readings are available through the York University Library

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Oral Report on Reading	Throughout the term	20%
Film Review	May 26, 2023	25%
Quizzes	Best 5 out of 6 throughout term	10%
Final Takehome Exam	June 29, 2023	25%
Participation in class discussion	Throughout the term	20%
<b>Total</b>		<b>100%</b>

## Description of Assignments

### Oral Report

In our second session, you will select one of “for report” articles to present to the rest of the class during the designation sessions. These reports will extend our collective knowledge base. The presentation should focus on the content and evaluation of the assigned article. A successful

presentation should include the following elements: it should explain the article's thesis or argument, the nature of evidence used to support it, and a discussion of the article's limitations. The presentation should conclude with how this article is relevant to the day's theme and present 1-2 discussion connecting this reading to those assigned the rest of the class.

### **Film Review**

Please refer to the separate document posted to eclass which describes this assignment in detail, including list possible films for review. Your film **must** come from this list.

### **Quizzes**

At the start (11:35am) of 6 random classes throughout, students will be given a quiz (5 items consisting of True/False, multiple choice, one sentence answer) relating that session's readings to assess their basic comprehension. The test should take students 5 minutes to complete. However, All students will be given 10 minutes to complete the test. **There are no make up quizzes for missed classes.** However, only 5 best quizzes will count towards your final grade.

### **Participation**

This is a discussion-based senior seminar. All students are expected to attend every session **in person** and contribution to our shared discussion. Attendance will be taken during class and contributions noted. Quality of contribution counts more than sheer quantity. A student can miss a single session without permission of documentation. However, a student cannot miss multiple session and expect to receive full marks for participation.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2022-23](#)

### **Missed Tests/Midterm Exams/Late Assignment**

There are no late penalties for assignments. However, the pace of the summer semester is fast and students should be careful not to fall behind.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Summer 2023 Important Dates](#)

	SU Term	S1 Term	S2 Term
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	May 22	May 12	July 10
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	June 5	May 19	July 17
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 7	June 5	July 24
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	July 17 – Aug. 15	June 13 – June 26	July 31- – Aug. 15

### **Add and Drop Deadline Information**

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Information on Plagiarism Detection**

The film review and take home exam will be submitted through Turnitin

### **Electronic Device Policy**

Students are discouraged from using electronic devices during the seminar.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

## **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

## **Course Materials Copyright Information**

These course materials are designed for use as part of the Psyc 4051/6063 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

## Course Schedule

### May 9: Introduction

Watters, E. (2010). The Americanization of mental illness. *The New York Times*, 8.

Scull, A. (2022). Thomas Insel and the future of the mental health system. Mad in America blog. <https://www.madinamerica.com/2022/04/thomas-insel-future-mental-health/>

### May 11: Historicizing the Psyche

Duden, B. (1986). Historical concepts of the body. *Bulletin of Science, Technology & Society*, 6(1), 23-28.

Brinkmann, S. (2005). Human kinds and looping effects in psychology: Foucauldian and hermeneutic perspectives. *Theory & Psychology*, 15(6), 769-791.

Bacopoulos-Viau, A., & Fauvel, A. (2016). The patient's turn: Roy Porter and psychiatry's tales, thirty years on. *Medical History*, 60(1), 1-18.

### May 16: The Great Confinement and the Moral Treatment

Scull, A. (2015). Chapter Seven. The Great confinement. In *Madness in Civilization: A Cultural History of Insanity, from the Bible to Freud, from the Madhouse to Modern Medicine* (pp. 188-223). Princeton: Princeton University Press.

Cox, S. Hocking, C., and Payne, D. (2019). Showers: From a violent treatment to an agent of cleansing. *History of Psychiatry*, 30(1), 58-76.

Wills, C. (2021). Architectures of Containment. *London Review of Books*, 43(10).

### For Report

Reiss, B. (2004). Letters from Asylumia: The "Opal" and the Cultural Work of the Lunatic Asylum, 1851-1860. *American Literary History*, 16(1), 1-28.

Swartz, S. (2010). The regulation of British colonial lunatic asylums and the origins of colonial psychiatry, 1860-1864. *History of psychology*, 13(2), 160-177.

Rawling, K. D. (2021). 'The Annexed Photos were Taken Today': Photographing Patients in the Late-Nineteenth-century Asylum. *Social History of Medicine*, 34(1), 256-284.

### **May 18: Eugenics: Inheritance, Degeneration, and Adjustment**

Levine, P. & Bashford, A. (2010). Eugenics and the Modern World (pg. 2-26). In *The Oxford Handbook of the History of Eugenics*, A. Bashford and P. Levin (eds.). Oxford: Oxford University Press.

Farreras, I. G. (2019). The professionalization of psychologists as court personnel: Consequences of the first institutional commitment law for the “feebleminded”. *Journal of the History of the Behavioral Sciences*, 55(3), 183-198.

#### **For Report**

Teo, T., & Ball, L. C. (2009). Twin research, revisionism and metahistory. *History of the Human Sciences*, 22(5), 1-23.

Setlur, S. (2014). Searching for South Asian intelligence: Psychometry in British India, 1919–1940. *Journal of the History of the Behavioral Sciences*, 50, 359–75.

Wieser, M., & Benetka, G. (2022). Psychology in National Socialism: The question of "professionalization" and the case of the "Ostmark". *History of psychology*, 25(4), 322-341.

### **May 23: Psychoanalysis: History and Repression**

Lear, J. (1995). The shrink is in. *The New Republic*, 25, 18-25.

Herzog, D. (2017). The Libido Wars. *Cold War Freud*. (pg. 21-55). New York: Cambridge University Press.

#### **For Report**

Sulloway, F. J. (1991). Reassessing Freud's case histories: The social construction of psychoanalysis. *Isis*, 82(2), 245-275.

Shamdasani, S. (2005). ‘Psychotherapy’: The invention of a word. *History of the Human Sciences*, 18, 1-22.

Sadowsky, J. (2005). Beyond the metaphor of the pendulum: Electroconvulsive therapy, psychoanalysis, and the styles of American psychiatry. *Journal of the History of Medicine and Allied Sciences*, 61, 1–25.

El Shakry, O. (2014). The Arabic Freud: The unconscious and the modern subject. *Modern Intellectual History*, 11(1), 89-118.

## May 25: The Empire of Trauma

Loughran, T. (2012). Shell shock, trauma, and the First World War: The making of a diagnosis and its histories. *Journal of the History of Medicine and Allied Sciences*, 67(1), 94-119.

Young, A. (2001). Our traumatic neurosis and its brain. *Science in Context*, 14(4), 661-683.

Moghnieh, L. M. (2021). Infrastructures of suffering: Trauma, sumud and the politics of violence and aid in Lebanon. *Medicine Anthropology Theory*, 8(1), 1-26.

### For Report

Marecek, J. (1999). Trauma talk in feminist clinical practice (pg. 158-182). *New versions of victims: Feminists struggle with the concept*. New York: NYU Press.

Kirmayer, L. J., Gone, J. P., & Moses, J. (2014). Rethinking historical trauma. *Transcultural psychiatry*, 51(3), 299-319.

Weaver, L. J. (2017). Tension among women in North India: An idiom of distress and a cultural syndrome. *Culture, Medicine, and Psychiatry*, 41(1), 35-55.

Ramos, M. A. (2022). Making disappearance visible: The realities of Cold War violence. *American Historical Review*, 127(2), 664-690.

## \*\*\* Reading Week \*\*\*

### June 6: Colonial Madness or Global Psyches

Summers, M. (2010). "Suitable Care of the African When Afflicted with Insanity": Race, Madness, and Social Order in Comparative Perspective. *Bulletin of the History of Medicine*, 58-91.

Edington, C. (2021). The most social of maladies: Re-thinking the history of psychiatry from the edges of empire. *Culture, Medicine, and Psychiatry*, 45(3), 343-358.

### For Report

Weller, S. C., Baer, R. D., Garcia de Alba Garcia, J., & Salcedo Rocha, A. L. (2008). Susto and nervios: Expressions for stress and depression. *Culture, Medicine, and Psychiatry*, 32, 406-420.

Read, U. M., Adiibokah, E., & Nyame, S. (2009). Local suffering and the global discourse of mental health and human rights: An ethnographic study of responses to mental illness in rural Ghana. *Globalization and Health*, 5(1), 1-16.



Robcis, C. (2020). Frantz Fanon, institutional psychotherapy, and the decolonization of psychiatry. *Journal of the History of Ideas*, 81(2), 303-325.

Klein, E., & Mills, C. (2017). Psy-expertise, therapeutic culture and the politics of the personal in development. *Third World Quarterly*, 38(9), 1990-2008.

### **June 8: Community Care: Decarceration, Divestment, or Transinstitutionalization?**

Eyal, G. (2013). For a sociology of expertise: The social origins of the autism epidemic. *American Journal of Sociology*, 118(4), 863-907.

Ramos, N. J. (2019). Pathologizing the crisis: Psychiatry, policing, and racial liberalism in the Long Community Mental Health Movement. *Journal of the history of medicine and allied sciences*, 74(1), 57-84.

Quarshie, N. O. (2022). Psychiatry on a shoestring: West Africa and the global movements of deinstitutionalization. *Bulletin of the History of Medicine*, 96(2), 237-265.

### **For Report**

Rutherford, A. (2006). The social control of behavior control: Behavior modification, individual rights, and research ethics in America, 1971–1979. *Journal of the History of the Behavioral Sciences*, 42(3), 203-220.

Dyck, E. (2010). Spaced-out in Saskatchewan: Modernism, anti-psychiatry, and deinstitutionalization, 1950-1968. *Bulletin of the History of Medicine*, 640-666.

Hollin, G. (2014). Constructing a social subject: Autism and human sociality in the 1980s. *History of the Human Sciences*, 27(4), 98-115.

### **June 13: Desexualizing Therapy, Medicalizing Gender**

Sedgwick, E. K. (1991). How to bring your kids up gay. *Social Text*, (29), 18-27.

Eghigian, G. (2011). Deinstitutionalizing the history of contemporary psychiatry. *History of Psychiatry*, 22(2), 201-214.

Herzog, D. (2017). Homophobia's durability and the reinvention of psychoanalysis. *Cold War Freud*. (pg. 56-86). New York: Cambridge University Press.

## **For Report**

Rubin, D. A. (2012). “An unnamed blank that craved a name”: A genealogy of intersex as gender. *Signs: Journal of Women in Culture and Society*, 37(4), 883-908.

Hubbard, K. A. & Griffiths, D. A. (2019). Sexual offence, diagnosis, and activism: A British history of LGBTIQ psychology. *American Psychologist*, 74(8), 940-953.

Davison, K. (2021). Cold War Pavlov: Homosexual aversion therapy in the 1960s. *History of the Human Sciences*, 34(1), 89-119.

## **June 15: Classification and its Discontents**

Mayes, R., & Horwitz, A. V. (2005). DSM-III and the revolution in the classification of mental illness. *Journal of the History of the Behavioral Sciences*, 41(3), 249-267.

Kitanaka, J. (2008). Diagnosing suicides of resolve: psychiatric practice in contemporary Japan. *Culture, Medicine, and Psychiatry*, 32(2), 152-176.

Whooley, O. (2010). Diagnostic ambivalence: psychiatric workarounds and the Diagnostic and Statistical Manual of Mental Disorders. *Sociology of Health & Illness*, 32(3), 452-469.

## **For Report:**

Lafrance, M. N., & McKenzie-Mohr, S. (2013). The DSM and its lure of legitimacy. *Feminism & Psychology*, 23(1), 119-140.

Henckes, N. (2019). Schizophrenia infrastructures: Local and global dynamics of transformation in psychiatric diagnosis-making in the Twentieth and Twenty-First Centuries. *Culture, Medicine, and Psychiatry*, 43(4), 548-573.

Lang, C. (2019). Inspecting mental health: Depression, surveillance, and care in Kerala, South India. *Culture, Medicine, and Psychiatry*, 43(4), 596–612.

Murray, H. (2022). Diagnosing the “master mechanism of the universe” in interwar and war-era America. *Journal of the History of the Behavioral Sciences*, 58(2), 147-162.

## **June 20: Mental Ills and Bodily Cures**

Sadowsky, J. (2017). Somatic treatments. In *The Routledge History of Madness and Mental Health* (pp. 350-362). London: Routledge.

Harris, L. (2020). The Management of Captive Populations with Psychiatric Drugs: An Interview with Anthony Ryan Hatch. <https://www.madinamerica.com/2020/01/management-captive-populations-drugs-anthony-ryan-hatch/>

### **Fort Report**

Fraser, M. (2001). The nature of Prozac. *History of the Human Sciences*, 14(3), 56-84.

Doroshow, D. B. (2007). Performing a cure for schizophrenia: Insulin coma therapy on the wards. *Journal of the history of medicine and allied sciences*, 62(2), 213-243.

Martin, E. (2010). Self-making and the brain. *Subjectivity*, 3(4), 366-381.

### **June 22: Talk Therapies in a Biomedical Age**

Johnstone, L., & Boyle, M. (2018). The power threat meaning framework: An alternative nondiagnostic conceptual system. *Journal of Humanistic Psychology*, 0022167818793289.

Rosner, R. I. (2018). Manualizing psychotherapy: Aaron T. Beck and the origins of Cognitive Therapy of Depression. *European Journal of Psychotherapy & Counselling*, 20(1), 25-47.

### **For Report**

Harrington, A., & Dunne, J. D. (2015). When mindfulness is therapy: Ethical qualms, historical perspectives. *The American Psychologist*, 70(7), 621-631.

Fox Lee, S. (2019). Psychology's own mindfulness: Ellen Langer and the social politics of scientific interest in "active noticing". *Journal of the History of the Behavioral Sciences*, 55(3), 216-229.

Jablonsky, R. (2022). Meditation Apps and the Promise of Attention by Design. *Science, Technology, and Human Values*, 47(1), 314–336.