Instructor information
Instructor: Michael Pettit
Office Hours: 2:30pm Tuesday/Thursday in BSB 211
Email: 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 mateirals 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:**

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

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


May 11: Historicizing the Psyche


May 16: The Great Confinement and the Moral Treatment


For Report


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


For Report


May 23: Psychoanalysis: History and Repression


For Report


May 25: The Empire of Trauma


For Report


*** Reading Week ***

June 6: Colonial Madness or Global Psyches


For Report


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


**For Report**


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


For Report


June 15: Classification and its Discontents


For Report:


June 20: Mental Ills and Bodily Cures


Fort Report


June 22: Talk Therapies in a Biomedical Age


For Report

