

**Faculty of Health
Department of Psychology
PSYC 4051/6063 3.0M: Mental Health: History, Culture, and Critique
Thursdays 11:30am-2:20pm in ACE 003
Winter, 2024**

Instructor information

Instructor: Alexandra Rutherford
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Location

ACE 003

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

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.

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. Threaded throughout are critical questions pertaining to power, politics, authority, and expertise. For example, who has been accorded the authority and power to name, define, and intervene on “mental health” and distress, in what ways, and with what consequences for individuals, communities, societies, and nations?

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%
Written Reading Response	Throughout the term	25%
Quizzes	Best 5 out of 6 throughout term	10%
Final Take Home Exam	April 10, 2024	25%
Participation in class discussion	Throughout the term	20%
Total		100%

Policy on Assessment: I am not able to respond to requests to reweight, drop, customize, or otherwise modify the assessment requirements (other than to accommodate documented disabilities). These requirements are set out for you in advance, and have been put in place to support your learning and help me administer the course in a manageable way, so please plan your time and studying accordingly. If you know you will simply not be able to complete these

requirements by/near the dates indicated, you should consider at the outset whether this is the best course for you.

Description of Assignments

Oral Report on Reading (20%)

In our first session, you will be assigned one of the course readings designated “*For Student Presentations/Reading Responses*” to present to the rest of the class during the designated session. The presentation should focus on a summary of the content and an evaluation of the assigned reading. A successful presentation should include the following elements: 1) an explanation of the article’s primary thesis or argument, 2) a description of the evidence used to support it, and 3) a discussion of the article’s strengths, limitations, and connections to other readings for that week, and/or previous weeks. The presentation should conclude with how this article is relevant to the day’s theme, and present 2 discussion questions which we will then take up. You should aim to present for 20 minutes or so, though time limits are not the primary concern, and discussion will (hopefully) emerge organically. Please consult the e-class site for tips on how to construct good discussion questions.

Written Reading Response (25%)

At any point throughout the semester, choose one reading that is designated “*For Student Presentations/Reading Responses*” (NB: it has to be different from the reading on which you deliver your oral report) and prepare and submit a written reading response via Turnitin PRIOR to the session in which we will discuss it (so, if you choose Farreras, 2019, you must submit your reading response PRIOR to the session on February 1st). A reading response is a specific kind of essay that asks you as a reader to engage critically with an assigned text. Your response should first identify the main argument(s) and the purpose(s) of the text. You then need to engage critically with the text by providing your perspective on the work, using evidence from the text and other readings from the course to support your perspective. The reading response should construct an argument regarding the strengths and weaknesses of the text in question. The following are some questions that might help you formulate your response to the text:

- What are the most significant points in the text? Is it arguing for something in particular? If so, what?
- Does the author use a particular conceptual or theoretical lens/framework to conduct their analysis (e.g., history from below, Foucauldian genealogy, critical race theory, feminist theory)? If so, what is it and how effectively is it used?
- Is there anything important/relevant that the text has excluded or left out? If so, what, and why would including more information on that point or points be important?

- What is the relevance of the text in the context of this course?
- Importantly, can you connect this text to other texts you have read in this class?
- Is there a particular debate, conversation into which the text intervenes? What is it, and how does it do so?

Use APA format. Please limit your response to a maximum of 1000 words, not including reference list.

Quizzes (10%)

At the start (11:35am) of 6 random classes throughout the term, students will be given a quiz (5 items consisting of True/False, multiple choice, short answer questions) relating to that session's readings (all of the readings for that week will be covered). These quizzes will assess your basic comprehension/coverage of the readings and preparedness for discussion. They will be relatively general (you will not be tested on tiny details). Each quiz should take students about 5 minutes to complete – bring a pen or pencil. However, all students will be given 10 minutes to complete the test. **There are no make up quizzes for missed classes.** However, **only your 5 best quizzes will count towards your final grade.**

Participation (20%)

This is a discussion-based senior seminar. All students are expected to attend every session **in person** and contribute 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 or documentation. If they miss the session in which they are scheduled to present, however, they must submit valid documentation and be prepared to deliver the presentation at the beginning of the following week's session or else receive a grade of zero on that component. A student cannot miss multiple sessions/weeks and expect to receive full marks for participation.

Final Take-Home Exam (25%)

Details will be given later in semester.

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 2023-24](#)

Add/Drop Deadlines

For a list of all important dates please refer to: <https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

	W24 Term
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Jan 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Mar 12 – April 8

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

Plagiarism is a serious breach of academic honesty. Simply put, plagiarism is presenting the words and ideas of someone else (including AI-generated words and ideas) as your own and without attribution. We use Turnitin software for the writing assignments in this course to help detect plagiarism.

Electronic Device Policy

Students are discouraged from using electronic devices during the seminar except for the purpose of taking notes. Checking email, engaging with social media, and/or surfing the internet during seminar are distracting and disrespectful to the other participants.

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

January 11: Introduction

Ramos, M. (2022) "Mental Illness is Not in Your Head" *Boston Review*:
<https://bostonreview.net/articles/mental-illness-is-not-in-your-head>

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/>

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

January 18: Whose history, whose culture? Identity and care

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.

Sousa, A. J. (2016). Diagnostic neutrality in psychiatric treatment in North India. In T. M. Luhrmann & J. Marrow, J. (eds), *Our most troubling madness: Case studies in schizophrenia across cultures*, pp. 42-55. University of California Press.

Luhrmann, T. M. (2016). The culture of the institutional circuit in the United States. In T. M. Luhrmann & J. Marrow, J. (eds), *Our most troubling madness: Case studies in schizophrenia across cultures*, pp. 153-166. University of California Press.

Marrow, J. & Luhrmann, T. M. (2016). Conclusion. *Our most troubling madness: Case Studies in schizophrenia across cultures*, In T.M. Luhrmann and Jocelyn Marrow (eds.). University of California Press, 2016, pp. 197-222.

January 25: The Great Confinement and 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.

Website: Collecting Asylum Postcards, <https://feministvoices.com/exhibits/asylum-postcards>

For Student Presentations/Reading Responses:

- 1) Charland, L. C. (2007). Benevolent theory: moral treatment at the York Retreat. *History of Psychiatry*, 18(1), 61-80.
- 2) 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.
- 3) Ramos, C. (2020). Caring for pobres dementes: Madness, Colonization, and the Hospital de San Hipólito in Mexico City, 1567–1700. *The Americas*, 77(4), 539-571.

February 1: Eugenics: Inheritance, Degeneration, and Adjustment

Thomson, M. (2010). Disability, psychiatry, and eugenics. In A. Bashford and P. Levin (eds.). *The Oxford Handbook of the History of Eugenics* (pp. 116-133). Oxford University Press.

Website: Eugenics Archives, <https://www.eugenicsarchive.ca/>

For Student Presentations/Reading Responses:

- 4) Dyck, E. (2013). *Facing eugenics: Reproduction, sterilization, and the politics of choice*. University of Toronto Press. Chapter 6 on Leilani Muir
- 5) Farreras, I. G. (2019). The professionalization of psychologists as court personnel: Consequences of the first institutional commitment law for the “feeble-minded”. *Journal of the History of the Behavioral Sciences*, 55(3), 183-198.
- 6) 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.

February 8: Psychoanalysis and Talking Cures

Scully, A. (2022). Chapter 13: Talk Therapy. In *Desperate remedies: Psychiatry's turbulent quest to cure mental illness*, pp. 203-217. Harvard University Press.

Shamdasani, S. (2018). Towards transcultural histories of psychotherapies. *European Journal of Psychotherapy & Counselling*, 20(1), 4–9.

Website:

For Student Presentations/Reading Responses:

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

8) Hartnack, C. (1990). Vishnu on Freud's Desk: Psychoanalysis in Colonial India. *Social Research*, 57(4), 921–949. <http://www.jstor.org/stable/40970621>

9) Rosner, R. I. (2012). Aaron T. Beck's drawings and the psychoanalytic origin story of cognitive therapy. *History of Psychology*, 15(1), 1–18

February 15: 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.

For Student Presentations/Reading Responses:

10) 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.
<http://www.medanthrotheory.org/article/view/5091/7437>

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

12) Tseris, E. (2019). Symptoms or social justice? Contested understandings of trauma. Chapter 4 in *Trauma, Women's Mental Health, and Social Justice*. Routledge. <https://doi-org.ezproxy.library.yorku.ca/10.4324/9781315107820>

***** Reading Week *****

February 29: Colonial Madness, Global Psyches?

Antic, A. (2021). Transcultural Psychiatry: Cultural Difference, Universalism and Social Psychiatry in the Age of Decolonisation. *Cult Med Psychiatry* 45, 359–384.
<https://doi.org/10.1007/s11013-021-09719-4>

Website/Podcast: The Truth about Mental Health: The Treatment Gap,
<https://www.bbc.co.uk/programmes/p01b35lq>

For Student Presentations/Reading Responses:

- 13) 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.
- 14) 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.
- 15) Robcis, C. (2020). Frantz Fanon, institutional psychotherapy, and the decolonization of psychiatry. *Journal of the History of Ideas*, 81(2), 303-325.
- 16) Klein, E., & Mills, C. (2017). Psy-expertise, therapeutic culture and the politics of the personal in development. *Third World Quarterly*, 38(9), 1990-2008.

March 7: Community Care: Decarceration, Divestment, or Transinstitutionalization?

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.

Website: Madness Canada: After the Asylum, <https://madnesscanada.com/after-the-asylum/>

For Student Presentations/Reading Responses:

- 17) 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.
- 18) Ben-Moshe, L. (2017). Why prisons are not “the new asylums”. *Punishment & Society*, 19(3), 272-289.
- 19) Dyck, E. (2010). Spaced-out in Saskatchewan: Modernism, anti-psychiatry, and deinstitutionalization, 1950-1968. *Bulletin of the History of Medicine*, 640-666.
- 20) Varma, S. (2016). Disappearing the asylum: Modernizing psychiatry and generating manpower in India. *Transcultural Psychiatry*, 53(6), 783-803.

March 14: Sexuality: Policy, “Care” and Coercion

Hancock, Kristin A., and Douglas C. Haldeman, 'History of Sexual Orientation and Mental Health', in Esther D. Rothblum (ed.), *The Oxford Handbook of Sexual and Gender Minority Mental Health* (2020; online edn, Oxford Academic, 9 July 2020), <https://doi.org/10.1093/oxfordhb/9780190067991.013.2>

For Student Presentations/Reading Responses:

- 21) Sedgwick, E. K. (1991). How to bring your kids up gay. *Social Text*, (29), 18-27.
- 22) Hegarty, Peter. 2003. "Homosexual Signs and Heterosexual Silences: Rorschach Research on Male Homosexuality from 1921 to 1969." *Journal of the History of Sexuality*, 12(3): 400-423.
- 23) Hubbard, K. A. & Griffiths, D. A. (2019). Sexual offence, diagnosis, and activism: A British history of LGBTIQ psychology. *American Psychologist*, 74(8), 940-953.

March 21: 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.

For Student Presentations/Reading Responses:

- 24) Kitanaka, J. (2008). Diagnosing suicides of resolve: Psychiatric practice in contemporary Japan. *Culture, Medicine, and Psychiatry*, 32(2), 152-176.
- 25) Lafrance, M. N., & McKenzie-Mohr, S. (2013). The DSM and its lure of legitimacy. *Feminism & Psychology*, 23(1), 119-140.
- 26) Lang, C. (2019). Inspecting mental health: Depression, surveillance, and care in Kerala, South India. *Culture, Medicine, and Psychiatry*, 43(4), 596–612.

March 28: Mental Ills, Bodily Cures

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

Podcast: 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/>

For Student Presentations/Reading Responses:

- 27) Fraser, M. (2001). The nature of Prozac. *History of the Human Sciences*, 14(3), 56-84.
- 28) Martin, E. (2010). Self-making and the brain. *Subjectivity*, 3(4), 366-381.

29) Majerus, B. (2016). Making Sense of the ‘Chemical Revolution’. Patients’ Voices on the Introduction of Neuroleptics in the 1950s. *Medical History*, 60(1), 54-66. doi:10.1017/mdh.2015.68

April 4: Mental Health in a Global, Biomedical Age: Challenges, Alternatives, Futures

Documentary: [Beyond Possible: How the Hearing Voices Approach Transforms Lives](#)

TEDTalk: Vikram Patel: Mental Health for All by Involving All,
https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all#t-6420

For Student Presentations/Reading Responses:

30) Johnstone, L., & Boyle, M. (2018). The Power Threat Meaning framework: An alternative nondiagnostic conceptual system. *Journal of Humanistic Psychology*, 1-18.

<https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/10.1177/0022167818793289>

31) Helena Hansen, Kevin J. Gutierrez, Saudi Garcia; Rethinking Psychiatry: Solutions for a Sociogenic Crisis. *Daedalus* 2023; 152 (4): 75–91. doi: https://doi.org/10.1162/daed_a_02032

32) Mills C. Strategic universality in the making of global guidelines for mental health. *Transcultural Psychiatry*. 2023;60(3):591-601. doi:[10.1177/13634615211068605](https://doi.org/10.1177/13634615211068605)