Course Description and Core Objectives

According to the writer and psychotherapist Philip Cushman, psychotherapy is one of the most significant cultural artifacts of contemporary western society. It has achieved the status of an “invisible institution” that is such an intimate part of our world that its presence is often taken for granted. Yet how has psychotherapy come to establish itself in this way over the last 200 years? How do lines between “normal” and “mad” come to be established? What is madness? What have been the successes and failures, and ethical implications, of institutional psychiatry and psychiatric therapies? Indeed, how does one measure success or failure in a psychiatric or psychotherapeutic setting? How does psychotherapy function in a capitalist, market-oriented economy, and how does a Western idea of “self” affect other cultures? Is psychotherapy a science, and, if not, how should it be evaluated? Are some approaches better than others, or do they all succeed (when they truly do succeed) on the basis of something they share in common?

Hist. 481/681 is both a history course and a capstone course. As a history course we will be concerned with the development of various psychotherapies in highly contextualized discussions. As a capstone course Hist. 481 spans the disciplines of history, psychology, medicine, and philosophy. By the end of the course students will have developed a sophisticated understanding of how each approach to psychotherapy is linked to particular social or political contexts, how each establishes itself within a particular epistemology, how each makes use of certain facts, expresses itself in terms of a particular theory, and develops certain techniques. Students will also examine the social experiences and discrimination experienced by those labeled as mentally ill in various cultures and historical periods, and will analyze attempts, within and outside psychiatry, to establish equitable behavior in the treatment of mental distress. Hist. 481 also analyzes the ethics associated with the means and ends of specific psychotherapies developed in the late 19th and 20th centuries (including value judgements concerning women and sexual behavior) and articulates how ethical issues have contributed to therapeutic practice and the appropriate manner of resolving ethical dilemmas. Through the assigned readings, essays, class discussion, group activities, and research projects, students will also practice critical thinking and communication skills that can be applied in other academic and professional contexts. In their research and written work, students will adhere to ethical principles that govern scholarly inquiry, including the accurate representation of evidence, proper citation of sources, and respectful interaction with colleagues.

This Capstone course satisfies Core Objectives 10, 12, and 13 of the Silver Core Curriculum.

CO10. Students will demonstrate an understanding of diversity through courses that focus
on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes in inquiry used to analyze diversity and equity and the social barriers to these goals.

CO 12. Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

CO13. Integration and Synthesis: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

In addition, Hist 481/681 helps students to refine skills described in Core Objectives 1 and 3. These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements.

CO1. Effective Composition and Communication: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3. Critical Analysis and Use of Information: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

By examining ways in which categories of mental illness have been constructed, the ways in which particular therapies, including pharmatherapies, impact the individual, and the ways in which western models of self and identity, when exported, affect other cultures, this course also integrates Core Objective 12 (Ethics) and Core Objective 11 (Global Contexts), enhancing the knowledge that students gain in other courses taken to satisfy those objectives.

Skills-Based Curriculum

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. In addition to learning about the ways in which madness/mental illness has been historically identified, and learning also about the social actions and moral implications that pertain to such identification, students will have opportunities to practice and improve the following skills in this course: critical thinking, historical research, written communication, primary source analysis, secondary source analysis, oral expression, and use of the internet.

Student Learning Outcomes

Students successfully completing this course will be able to:

1. Explain how concepts of the self and notions of madness/mental illness were formed and transformed from the 18th c. to the present, with attention to the interaction between social, moral, philosophical, and medical assumptions. (CO3, C010, C011, C013)
2. Analyze and synthesize primary, secondary, and cultural (institutional and material) sources (C03, C013)
3. Find and use historical scholarship to answer a research question (C03, C013)
4. Present ideas in a clear and persuasive manner both orally and in writing, in accordance with the ethical principles governing scholarly inquiry (CO1, CO3, CO12, CO13)
5. Use relevant scholarship and historical evidence to analyze the experiences of those labeled mentally ill and to assess the social, political, and moral nature of processes of framing and treating mental disease from the 18th c. to the present (CO3, CI10, CO12, CO13)

The course is based in both lecture and discussion and all students are, of course, expected to be prepared with the reading that is assigned on a weekly basis. I will ask you to write three essays (each worth 25%, or 25 points, of the final grade) in response to questions that arise from reading and lectures and from conversations that emerge in the course of our work together. Past experience requires me to say that papers that are not received within 24 hours of the due date, and which are not allowed an extension through personal discussion with me prior to the due date, will receive 0 points. There is also a participation grade of 25% (or 25 points) that will be figured in when computing the final grade. Normally consistent attendance receives 20 points. Missing more than one class will affect the 20 point attendance grade. To receive points greater that 20 requires not only consistent attendance, but thoughtful comments in discussion and the presentation of insightful observations developed from reading and lecture. It is important that you know how to access materials that are on electronic reserve. This is easy from campus, but somewhat more difficult from off campus. A significant part of the assigned reading for the course is on electronic reserve.

Required Texts from the bookstore: Frankl, Man’s Search for Meaning; Porter, Madness, a Brief History; Whitaker, Mad in America.

In addition there will be assigned reading on reserve from Battie, A Treatise on Madness; Dix, On behalf of the Insane Poor; Cushman, Constructing the Self; Constructing America; Frank, Persuasion and Healing; Gillman, Yellow Wallpaper; de Boer, Foundations of Critical Psychology; Laing, Wisdom, Madness, and Folly; Pinel, A Treatise on Insanity; Richards, Putting Psychology in its Place; Rogers, On Becoming a Person; Showalter, The Female Malady; Skinner, Science and Human Behavior; Szasz, The Myth of Mental Illness; Shorter, From Paralysis to Fatigue; Taylor, Sources of the Self; Tallis; Changing Minds; Tjelveit, Ethics and Values in Psychotherapy

Assessment for Hist. 481

Grading Criteria

Grading criteria for written work are set out below. Students should also read and follow the guidelines set out in “Advice for Writing Assignments and Essays” and “Common Problems in Student Essays” in the Course Mentor folder on WebCampus to ensure they meet the highest standard possible in their written work.

F (less than 60%)
F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.
D– (60–62%), D (63–66%), D+ (67–69%)

D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

C– (70–72%), C (73–76%), C+ (77–79%)

C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

B– (80–82%), B (83–86%), B+ (87–89%)

B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

A– (90–94%), A (95–100%)

A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

Students will receive grades according to how well they complete the following:

Participation in discussion – 25%
First Written Assignment: Integrative essay (10 pages) based in Reading and Discussion – 25%
Second Written Assignment: Integrative essay (10 pages) based in Reading and Discussion – 25%
Third Written Assignment: Integrative essay (10 pages) based in Reading and Discussion – 25%
Class Participation (SLOs 1,2,4,5)
Integrative Essays (SLOs 1,2,3,4,5)
Integrative Essays and Film Analysis (1,2,3,4,5)

Students will write a 10 page paper that synthesizes the Film “Family Life” as it expresses the views regarding
schizophrenia articulated by Ronald Laing.

Class Schedule and Assignments

   Madmen, Mad Doctors, and the Asylum.
   SLOs: 1,4

2. Jan 28: Madmen, Mad Doctors, and the Asylum. When did the mind become medicalized?
   Who decides what it is to be mad? What is the difference between being “mad” and being “odd?”
   Moral management and the DSM.
   SLOs: 1-5
   Ph. Pinel, from A Treatise on Insanity; Battle, A Treatise on Madness [Handout from previous week];
   Dix, On Behalf of the Insane Poor; Richards, Putting Psychology in its Place, Chap. 1, pp. 1-7;
   Chap. 8, pp. 77-88 [e-reserve]
   Porter, Madness, chapters 4, 5, and 7

3. Feb 4: The “Unconscious” and the gendering of mental illness. Women and Madness, a discussion of Nora and Dora
   SLOs: 1-5
   Edward Shorter, From Paralysis to Fatigue, Chap. 4 “Gynecological Surgery and the Desire for an Operation;”
   Chap. 7 “Charcot’s Hysteria” [e-reserve]; Gilman, “Yellow Wallpaper” [e-reserve];
   Showalter, The Female Malady, chapter 3: Managing Women’s Minds [e-reserve]

   *First essay assigned

   SLOs: 1-5
   Frank Tallis, Changing Minds, Chap. 2 “The Excavation of the Mind” [e-reserve]
   Porter, Madness. Chap. 8

5. Feb 18: Split Psychotherapies: Post-Freud psychoanalysis Adler, Jung, Anna, and the Brits (Klein, Winnecott, and Bowlby)
   SLOs: 1-5
   Frank Tallis, Changing Minds, Chap. 3 [e-reserve]
   *First essay due

   SLOs: 1-5
   Robert Whitaker, Mad in America, Chapter 3 "Unfit to Breed” and Chapter 5 “Brain Damage as Miracle Therapy;”
   Cushman, Constructing the Self, Constructing America. Chapter 3: The Self in America;
   Begin Frankl, Man’s Search for Meaning

7. March 4: I’m Losing my mind! A mechanistic view of humanity? Watson-Rayner, Pavlov, Skinner and a Clockwork Orange - a discussion of mental states, behavior, and intention
   SLOs: 1-5
Frank Tallis, *Changing Minds*, chapter 4 [e-reserve]
Graham Richards, *Putting Psychology in its Place*, Chap. 5, “Behaviorism,” [e-reserve];

8. March 11: Neuroses as human achievement; Frankl, the will to meaning, and the new
science of personal relations
SLOs: 1-5
Frankl, *Man’s Search for Meaning*, complete; Tallis, *Changing Minds*, Chap. 5 [e-reserve]
*Second essay assigned*

9. March 18 [Spring Break, March 14-22]

10. March 25: Humanistic psychology and Becoming a Person
SLOs: 1-5
Carl Rogers, *From On Becoming a Person*, Chapter 8: “To Be That Self Which One Truly Is,”
Chapter 9: “A Therapist's View of the Good Life,” and Chapter 10: “Persons or Science? A
Philosophical Question” [e-reserve]

11. April 1: Gestalt Therapy: risk taking, and “self-actualization.” The profession of
psychotherapy in contemporary culture, and the provocative thoughts of Jerome Frank
SLOs: 1-5
Frank, *Persuasion and Healing*, Chapters 1,2,4,12
*Second essay due*

12. April 8: Contrasting approaches: Cognitive therapy; Anti-Psychiatry, the Ellis- Szasz debate
SLOs: 1-5

13. April 15: R.D. Laing, 60s culture, existential phenomenology, and the divided self: madness,
relationships, and family life
SLOs: 1-5
Laing, *Wisdom, Madness, and Folly*, Chapter 1: Psychiatry Today and 5: The mental Hospital
[film] *Family Life*

14. April 22: Critical Psychology: political ideology and psychotherapy and the third world
SLOs: 1-5
Robert Whitaker, *Mad in America*, Chapter 6, “Modern Day Alchemy” and Chapter 7, “The
*Third essay assigned*

15. April 29: Psychiatry and Psychotherapy as moral discourse
SLOs: 1-5
Porter, *Madness*, chapters 6 and 9; Tjeltveit, *Ethics and Values in Psychotherapy*, Chapter 4:
The Spectrum of Ethical Theories in Psychotherapy; Taylor, *Sources of the Self*, Chapter 2:
The Self in Moral Space.
Third essay due 1:00 pm, rm 210, MSS, Wednesday May 6, 2015

Academic Dishonesty

I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else's work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own.

The university’s Academic Standards policy states:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official...

Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of “F”; (2) reducing the student's final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Copying someone else's entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly acknowledge your use of other people's words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else's ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

Any student found violating academic standards in this course will receive a zero for the assignment in question. A second offense will result in an F in the course. In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record. Potential employers as well as the directors of graduate and professional programs to which students may apply can request copies of these records, in which case the academic dishonesty
charge will be disclosed.

**Academic Success Services**

Your student fees cover use of the Tutoring Center, the University Writing Center, and the Math Center. Students are encouraged to take advantage of these services as needed.
Tutoring Center: ph. 784-6801 or visit www.unr.edu/tutoring
University Writing Center: ph. 784-6030 or visit www.unr.edu/writing_center
Math Center: ph. 784-4433 or visit www.unr.edu/mathcenter

**Students with Disabilities**

The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

**Audio and Video Recording**

Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.