HIST 190-5 Madness in America: From Lunacy to Mass Incarceration

Course co-ordinator
Dr Kylie M Smith PhD
Assistant Professor
Andrew W. Mellon Faculty Fellow for Nursing & the Humanities
Nell Hodgson Woodruff School of Nursing
E: kylie.m.smith@emory.edu
T: 404.727.2504
Room 354 in the School of Nursing
Office hours Friday 10-12 or by appointment

Class time
Tues and Thursday 2.30 to 3.45pm
Woodruff 773
Course overview

More than 1 in 4 Americans will be diagnosed with some kind of mental illness in their life, yet mental illness remains one of the most stigmatised and underfunded medical conditions. In this course we will explore the historical circumstances that have led to the development of current issues in mental health, and ask critical questions about the nature of mental illness itself. We will use a social history approach to understand the experience and construction of “the patient” through the intersection of culture, politics and law.

We will explore the tension between ideas of care and control, which were highlighted by the anti-psychiatry movement and the portrayal of asylums in popular culture. These tensions were overlaid in the US with a racial divide and segregated approaches to care, which have continued to impact the way in which services are provided today, particularly in the South. Through an examination of the way that laws have changed, we will seek to question the ethics of imprisonment of the mentally ill and to understand the complicated relationship between mental illness and criminality.

Our goal in this course is to understand how historical attitudes shape the development and provision of services today, and how we can be more attuned to the embedded injustice in biomedical approaches to mental health care.

Learning Objectives

- Understand the impact of historical attitudes and decisions on the development of treatment approaches and policy around mental illness.

- Analyze the political and legal contexts of mental illness for American citizenship.

- Develop skills in using and analyzing a range of evidence from a variety of historical sources.

Texts


Other recommended texts and weekly readings as per syllabus and available via course reserves.
Assessments

1. Mid term paper: Whose voice? Analysis and critique of sources and methods for psychiatric history 20%
2. Final paper: Analysis of historical policy or practice and implications for current issues in mental health 40%
3. Oral presentation: Short in class presentation raising issues from the readings 10%
4. Canvas postings in answer to specific questions (throughout) 25%
5. Attendance, participation (throughout) 5%

More detail on each assessment with rubrics will be available on Canvas throughout the course.

Assignment expectations: All written assignments are graded based on content, prose, and structure. Papers with frequent grammatical and spelling errors will be marked down (regardless of content) as grammar and style make up a key category in our rubric. The paper must be double spaced with a 1” margin and in 12-point common font such as Times New Roman, Calibri or Arial and a common file format. No PDFs will be accepted (write your essays in Word).

Assignments must be turned in on the day and time indicated on this syllabus. Late submissions will be marked down by a third of a grade per day late. For example, if you have written a B paper, you will receive a B- if you have turned it in one day late, a C+ for two days late, etc.

Grading: You will be provided with rubrics for your discussion comment and essay assignments. A running tally of your grade will be available in the Canvas gradebook for this class.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>79-76</td>
</tr>
<tr>
<td>C</td>
<td>75-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>F</td>
<td>63 or lower</td>
</tr>
</tbody>
</table>

If you have concerns about a grade, I ask you to explain those in an email to me. The email should articulate why you think your grade was not adequate.

Course Policies

Classroom policies: You may not use iPads and computer notebooks during the lectures (the lectures slides will be posted to Canvas) unless you have a Reasonable Accommodation which you should discuss with me. Please utilize pen and paper for note taking instead. Your smart phone needs to remain in your bag at all times.

Students are expected to arrive on time, attend class regularly, complete the readings before class meetings, and come prepared to discuss the material. Unexcused absences will negatively
affect the participation grade as attendance is one of its major components. An excused absence (including illness, family emergency, or university event) will not negatively impact your professionalism grade; however, you need to inform me of your absence in advance of the class meeting and explain why your absence was unavoidable. If you have missed a class, it is your responsibility to catch up on the material covered during that meeting.

The **Honor Code** is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. Students who violate the Honor Code may be subject to a written mark on their record, failure of the course, suspension, permanent dismissal, or a combination of these and other sanctions. The Honor Code may be reviewed at: [http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html](http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html)

**Netiquette & Discussion Expectations:** Good collegial relations are expected in this class. Meaning, of course, that we should all behave with respect and courtesy in online communications. You are expected to use appropriate language and proper grammar in your discussion thread posts and avoid “expropriating” others’ work (see the note on plagiarism below)! Respectful communication promotes intellectual exchange and learning. Simply because someone challenges your interpretations is no reason to take offense—challenging one’s interpretations is the core mechanism of scholarly progress. “Flaming” is forbidden and the use of memes, emoticons, etc. will be deemed unprofessional. Similarly, in classroom discussions avoid inflammatory language and ad hominem attacks. Professionalism matters in class and in general, so try to comport yourself on line and in class as you would in a professional setting. For those needing guidelines on netiquette, please refer to [https://www.education.com/reference/article/netiquette-rules-behavior-internet/](https://www.education.com/reference/article/netiquette-rules-behavior-internet/)

**Note on plagiarism:** All work in the class should be your own and plagiarism from the web (including cutting and pasting of other’s text, but also failure to cite others’ arguments), use of others’ papers, discussion comments, etc., will lead to an honor council referral. Canvas is equipped with plagiarism software and it will be turned on for the class. For an explanation of what constitutes plagiarism, please consult the History Department’s [How To Write A Good History Paper](https://www.education.com/reference/article/how-to-write-a-good-history-paper/) page or the Woodruff Library’s “I need help in citing or using sources” page.

**Help and Support:** Please feel free to contact me as soon as possible if you think you will have problems with the expectations of this course or if things happen that will affect your participation and capabilities. I am very happy to work out reasonable adjustments but it is always better to do this as far in advance as possible. Asking for extensions the day before an assignment is due with no verifiable extenuating circumstances will lead to disappointment.
## Schedule of Topics at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 1/15</td>
<td>Welcome and organization</td>
<td></td>
</tr>
<tr>
<td>Thurs 1/17</td>
<td>What is “mental illness”?</td>
<td>Sign up for presentation topics on Canvas</td>
</tr>
<tr>
<td><strong>MODULE 1: Places and Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 1/22</td>
<td>Asylums, attendants and alienists</td>
<td></td>
</tr>
<tr>
<td>Thurs 1/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 1/29</td>
<td>Segregation &amp; Psychiatry</td>
<td></td>
</tr>
<tr>
<td>Thurs 1/31</td>
<td></td>
<td>Canvas posting</td>
</tr>
<tr>
<td>Tues 2/5</td>
<td>Psychiatric Technologies</td>
<td></td>
</tr>
<tr>
<td>Thurs 2/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 2/12</td>
<td>ARCHIVES</td>
<td></td>
</tr>
<tr>
<td>Thurs 2/14</td>
<td>ARCHIVES</td>
<td>Canvas Posting</td>
</tr>
<tr>
<td>Tues 2/19</td>
<td>No class/NARA visit</td>
<td></td>
</tr>
<tr>
<td>Thurs 2/21</td>
<td>No class/NARA visit</td>
<td></td>
</tr>
<tr>
<td><strong>Friday 2/23</strong></td>
<td></td>
<td><strong>PAPER 1 DUE</strong></td>
</tr>
<tr>
<td><strong>MODULE 2: Politics and Protest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 2/26</td>
<td>War &amp; Social Psychiatry</td>
<td></td>
</tr>
<tr>
<td>Thurs 2/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 3/5</td>
<td>Delinquency &amp; Deprivation</td>
<td></td>
</tr>
<tr>
<td>Thurs 3/7</td>
<td></td>
<td>Canvas posting</td>
</tr>
<tr>
<td>Tues 3/12</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Thurs 3/14</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Tues 3/19</td>
<td>Pathologizing Protest</td>
<td></td>
</tr>
<tr>
<td>Thurs 3/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 3/26</td>
<td>Exposes &amp; Antipsychiatry</td>
<td></td>
</tr>
<tr>
<td>Thurs 3/28</td>
<td></td>
<td>Canvas Posting</td>
</tr>
<tr>
<td><strong>MODULE 3: Patients as Prisoners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 4/2</td>
<td>Civil Rights &amp; Patients Rights</td>
<td></td>
</tr>
<tr>
<td>Thurs 4/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 4/9</td>
<td>Community mental health to mass incarceration</td>
<td></td>
</tr>
<tr>
<td>Thurs 4/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 4/16</td>
<td>Mental illness as a crime</td>
<td></td>
</tr>
<tr>
<td>Thurs 4/18</td>
<td></td>
<td>Canvas Posting</td>
</tr>
<tr>
<td>Tues 4/23</td>
<td>No Class: writing consults</td>
<td></td>
</tr>
<tr>
<td>Thurs 4/25</td>
<td>No Class: writing consults</td>
<td></td>
</tr>
<tr>
<td><strong>Friday May 3</strong></td>
<td></td>
<td><strong>FINAL PAPER DUE</strong></td>
</tr>
</tbody>
</table>

*HIST190-5: Madness in America*
Detailed Schedule of Topics with Readings

The material in this course is organized through modules which are thematic and also loosely chronological. After the introductory week, each module consists of 3-4 weeks, with associated readings and activities. As much as possible, each week will use a mix of PRIMARY and a SECONDARY sources, and you will need to read both. The main reading for each class is listed next to the relevant date, and will be available on Canvas or Course Reserves. The ‘Recommended Readings’ are extra resources for you to draw on for your presentations or papers.

Introduction
This week we will discuss the approach we are going to take towards a critical understanding of mental health in American history and consider some of the definitions and concepts that we will need to unpack.

January 17


Recommended:

Module 1: Places and Practices
This module explores the ways that people with mental illness have been housed and treated, and looks at some of the ideas that influenced early psychiatry. The main reading for this module is Grob (1994) Chapters 1 to 6 and you should aim to have read all of these chapters by the end of the module. Specific readings are set out below.

For January 22: Asylums, Attendants and Alienists

- Rush, Benjamin (1812) Medical Inquiries and Observations Upon Diseases of the Mind https://collections.nlm.nih.gov/catalog/nlm:nlmuid-2569036R-bk (any section of this that interests you)
Recommended:


- Dix, Dorothea Lynde. *Memorial soliciting adequate appropriations for the construction of a state hospital for the insane in the state of Mississippi, February 1850*. Jackson, Miss., 1850. 21pp. Available online through Emory Library.

For January 29: Segregation and Psychiatry


Recommended:


For February 5: Psychiatric Technologies


Recommended:


**Module 2: Politics and Protest**

This module shifts our focus on what was ‘done’ in relation to psychiatry to the politics of mental health. Two World Wars and the rise of a ‘protest’ culture heavily influenced the importance of mental health which increasingly became a social problem. This module looks beyond the surface of ‘treatment’ and ‘care’ to unpack some of the origins of disparities and the racial and gendered aspects of psychiatric diagnoses. The Grob book is still useful for this module and you should read up to Chapter 9 over these few weeks. To fully understand the politics of race and psychiatry, read as much of the Metzl book “Protest Psychosis” as you can.

*For February 26: War and Social Psychiatry*


**Recommended**


*For March 5: Delinquency and Deprivation*


*Recommended*


For March 19: Pathologizing Protest


Recommended


For March 26: Exposes and Antipsychiatry


- Jack Nelson’s expose of Milledgeville via AJC archives (Rose Library, Emory).

Recommended


Module 3: Patients as Prisoners

In this module we will look at the intersection of mental health and the law. Major changes to the treatment and care of people with mental illness were brought about as a consequence of government action and civil litigation. These changes have had long term effects, not always positive, and have changed the ways that mental illness itself is defined. Our goal here is to understand how these changes affect people with mental illness and to examine the continued politics behind ‘mental health’.
For April 2: Civil Rights and Patient’s Rights


CHOSE ONE OF THE FOLLOWING:


Recommended


For April 9: Community Mental Health to Mass Incarceration


- Halliwell (2018) *Voices of Mental Health*. Chapter 8 “Mental Health at the Millennium”

Recommended


For April 16: Mental Illness as a Crime


- Opinion in Braggs et Al v Dunn (Alabama 2017) https://www.splcenter.org/sites/default/files/documents/the_opinion.pdf The full opinion is 302 pages and is hard reading. Chose a particular section from the FINDINGS OF FACT parts and be ready to talk about your section in class.


Recommended


• Miller, D & Hanson, A. (2016) *Committed: The Battle Over Involuntary Psychiatric Care*, Johns Hopkins University Press, MD.