

General Education Course Information Sheet

Please submit this sheet for each proposed course

<i>Department & Course Number</i>	History 98TA
<i>Course Title</i>	History of Psychiatry: Insane Asylums to Drugs that Remake the Self, 1840-Present
<i>Indicate if Seminar and/or Writing II course</i>	Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____ X
- Social Analysis _____ X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course is largely historical in nature, utilizing primary and secondary source texts. It also provides social analysis of what it means to be mentally ill, and how economic, cultural, and gender differences played a role in institutionalization, and the characterization of mental illness, such as schizophrenia becoming a largely black diagnosis, after prior, being one for white housewives.

3. List faculty member(s) who will serve as instructor (give academic rank):

Christine Tarleton, Teaching Fellow; Professor Joel Braslow, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2016-2017	Fall	Winter	Spring
	Enrollment _____	Enrollment _____	Enrollment _____ X

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____	Proposed Number of Units: _____	5
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6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

Students will learn general knowledge about the practice of history. They will be exposed to broad academic theories, such as Foucault, that span many disciplines.
- Integrative Learning

Students will read alternative theories about the purpose of institutions, for instance. They will be required to synthesize these conflicting theories, and in the process, the complications of producing history will become more apparent.
- Ethical Implications

Students will become acquainted with the mental health system over time, and they will think critically about society’s responsibilities to mentally ill citizens and their families.
- Cultural Diversity

Students will learn about how psychiatry’s history has been influenced by socioeconomic and racial overtones, such as constructions of psychiatric diagnoses that disadvantage certain members of society.
- Critical Thinking

Students will evaluate and write about primary source materials. They will write a research paper that will cause them to use critical thinking to take a stance based on the evidence they found.
- Rhetorical Effectiveness

Students will write a research paper.
- Problem-solving

Students will write a research paper.
- Library & Information Literacy

Students will conduct a research paper, in steps, and this assignment will require them to use a library and search for sources online.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>0</u> | (hours) |
| 3. Labs: | <u>0</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>0</u> | (hours) |
| 5. Field Trips: | <u>0</u> | (hours) |

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>6</u> | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | <u>1</u> | (hours) |
| 7. Research Activity: | <u>6</u> | (hours) |

(B) TOTAL Out-of-class time per week 14 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 17 **(HOURS)**

History 96W: Introduction to Historical Practice
History of Psychiatry: Insane Asylums to Drugs that Remake the Self, 1840-Present
2015-2016 Academic Year

Instructor: Christine Tarleton
Class: TBA.
Office Hours: TBA.

Email: ctarleton@ucla.edu
Office: TBA.

Class Description

Did insane asylums actually seek to cure the individuals placed there, or merely to remove “inconvenient people” from the community? Who was placed there and why? *The History of Psychiatry: Insane Asylums to Drugs that Remake the Self, 1840-Present* traces these and several other key debates in the historiography of psychiatry. The course begins by examining differing arguments that historians have crafted surrounding the purpose of institutionalization, with readings from Foucault, Rothman, Scull, and others. We later delve into the practice of asylum-keeping, giving accounts of Thomas Story Kirkbride, who is considered to have created the gold standard of such institutions. Questions concerning therapeutics are examined next, including the influence of gender in the practice of lobotomy in California state institutions.

The second half of the course focuses on the history of mental illness outside of institutions. From examining whether deinstitutionalization achieved its aims, to the anti-psychiatry sentiments and pharmaceutical drugs that some historians believe made deinstitutionalization possible, this course traces psychiatry’s trajectory from insane asylums to the community. We end by grappling questions in more recent history, such as controversies surrounding anti-psychotic and anti-depressant drugs. How did schizophrenia change from a diagnosis used primarily for neurotic women to one for angry, black men? And now, has psychiatry now gone too far, by creating drugs that not only cure mental illness, but as Kramer argues, that are also used to improve one’s personality?

Required Texts

Andrew Scull. *Madness in civilization: A cultural history of insanity, from the Bible to Freud, from the madhouse to modern medicine*. Princeton University Press, 2015.

Nancy Tomes. *A Generous Confidence: Thomas Story Kirkbride and the Art of Asylum-Keeping, 1840-1883*. Cambridge, MA: Cambridge University Press, 1984.

David J. Rothman. *The Discovery of the Asylum: Social Order and Disorder in the New Republic*. Boston, MA: Little, Brown, and Company, 1971.

Torrey, E. Fuller. *American psychosis: how the federal government destroyed the mental illness treatment system*. Oxford University Press, 2013.

Jonathan Metzl. *The protest psychosis: How schizophrenia became a black disease*. Beacon Press, 2010.

*Most of these books can be bought cheaply in e-book form. However, they will also be placed on reserve at the library.

Course Objectives

1. **Primary and Secondary Sources:** Learn how to read and write about primary and secondary sources. The short analytical paper will allow students to deeply analyze a primary source in the field of history of psychiatry. Weekly reading assignments will have students identify the topic, argument, and scope of each secondary source assigned that week. Students will learn how to skim entire books so as to prioritize finding the key argument and the author's evidence for that argument (during Weeks 3 and 4 primarily).
2. **Writing a 12-15 Page Research Paper:** Students will learn how to write a substantial research paper, broken down into manageable steps for feedback along the way: proposal, outline, rough draft, reverse outline, and final draft.
3. **Contemporary Issues and Personal Investment in the Field:** Students will make connections between the history of psychiatry with current mental health policy issues. In addition, they will develop an understanding for a variety of human experience, particularly with respect to mental illness.

Class Requirements

1. **Weekly Reading Assignments, 20%.**

Students are required to complete assignments for each assigned reading **every week** and to upload it to the course website by **Sundays at 11 PM**. Your attached document should be labeled with the week of assignment and your last name (e.g. week2LAST NAME). These assignments consist of very succinctly identifying the title, author, topic, argument, and scope for each reading assigned that week.

2. **Short Analytical Paper, 15%.**

Students will be given a choice of two historical primary source texts to analyze in a 2-3 page short analytical paper. Further writing instruction on how to write an analytical paper and to use quotations effectively will be given in Week 2. Submit your paper to the course website by **Sunday of Week 3 at 11 PM**.

3. **Final Research Paper Preparation, 10%.**

Paper Proposal and Meeting with Instructor, 2.5%

Submit a brief proposal of your final paper. This proposal must address the topic of your paper and the scope of your paper (the evidence you intend to use to support your argument). It should also describe how you plan to incorporate the course theme of autism and neurodiversity within it. Finally, it must include a preliminary annotated bibliography of at least four sources from outside the course material, and two sources from within the course material. Bring a hard copy of this assignment to your paper proposal meeting with the instructor. These meetings will occur on Wednesday of Week 4 unless other arrangements have been made with the instructor.

Paper Outline, 2.5%

Submit an outline of your final research paper on the course website by **Sunday of Week 5 at 11 PM.**

Rough Draft, 2.5%

Submit a rough draft of your final research paper. Your rough draft must be in the proper formatting and with the same page requirements as the final draft. It is to be expected that it contains flaws, but it must be complete. Submit this assignment on the course website by **Sunday of Week 8 at 11 PM.**

Reverse Outline, 2.5%

Complete a reverse outline of your final research paper. We will discuss this assignment in more detail in class, as the due date nears. Submit on the course website by **Sunday of Week 8 at 11 PM.**

4. **Final Paper, 40%.** The final paper should consist of 12 to 15 pages double spaced Times New Roman font, with 1-inch margins and page numbers. The student will choose any paper topic so as it relates to the course theme of history of psychiatry. Instructor will provide feedback as to the appropriateness and feasibility of each student's chosen topic, as a component of the paper proposal meetings. Please use Chicago style for format and citations. Detailed information on Chicago style formatting can be found on the course website. Submit to TurnItIn by **Sunday of Week 10 at 11 PM.**
5. **Class Participation, 15%.** All readings are to be completed before the start of each class, and students should come prepared to engage in any and all class activities.

Grading Scale

99-100%	A+	70-78%	C
91-99%	A	68-69%	C-

90%	A-	65-67%	D+
89%	B+	60-64%	D
81-88%	B	58-59%	D-
80%	B-	<57%	F
79%	C+		

Additional Notes

Statement on Disability and Ability: If you believe that you need accommodations for a disability, please contact the Office for Students with Disabilities (OSD), located in A255 Murphy Hall, for an appointment to discuss the process for requesting accommodations. In addition to registering with OSD, students may contact the instructor directly to discuss specific needs. I also welcome contact and conversation from those students who do not identify as disabled but who would like to share with me ways I can help make the curriculum more accessible for them and/or facilitate learning and participation.

Statement on Academic Integrity: UCLA has no tolerance for academic dishonesty of any kind. Cheating and plagiarism are not tolerated and will result in the automatic failure of the course and possible additional disciplinary actions, including expulsion from UCLA. Please re-acquaint yourself with the university policies on plagiarism here:
<http://www.deanofstudents.ucla.edu/Academic-Integrity/integrity>

*Syllabus subject to change.

Weekly Material and Discussion Topics

Week 1: Introduction and Orientation

Readings:

Andrew Scull, 'A quarter century of the history of psychiatry', *Journal of the History of Behavioral Sciences* 35.3 (1999): 239-46.

Roy Porter, 'Mental Illness', in Roy Porter (ed.), *The Cambridge Illustrated History of Medicine*, Cambridge University Press, 2001, pp. 278-303.

Andrew Scull. *Madness in civilization: A cultural history of insanity, from the Bible to Freud, from the madhouse to modern medicine*. Princeton University Press, 2015. (Chapters 1-4)

Week 2: The Psychiatric Institution (Part 1)

Readings:

Michel Foucault, *Madness and Civilization*, London: Tavistock, 1967. (Chapters 8-9)

Andrew Scull. *Madness in civilization: A cultural history of insanity, from the Bible to Freud, from the madhouse to modern medicine*. Princeton University Press, 2015. (Chapters 5-7)

Week 3: The Psychiatric Institution (Part 2)

Readings:

Nancy Tomes. *A Generous Confidence: Thomas Story Kirkbride and the Art of Asylum-Keeping, 1840-1883*. Cambridge, MA: Cambridge University Press, 1984. (entire)

Week 4: The Psychiatric Institution (Part 3)

Readings:

David J. Rothman. *The Discovery of the Asylum: Social Order and Disorder in the New Republic*. Boston, MA: Little, Brown, and Company, 1971. (entire)

Week 5: The Psychiatric Institution (Part 4)

Readings:

Gerald N. Grob. *Mental Institutions in America: Social Policy to 1875*. Transaction Publishers, 1973. (Chapters 3-5)

Andrew Scull. *Madness in civilization: A cultural history of insanity, from the Bible to Freud, from the madhouse to modern medicine*. Princeton University Press, 2015. (Chapters 8-9)

Week 6: Somatic Treatments and Desperate Remedies

Readings:

Joel Braslow. "Discipline Gendered: Women and the Practice of Lobotomy." *Mental ills and bodily cures: Psychiatric treatment in the first half of the twentieth century*. Vol. 8. Univ of California Press, 1997.

Joel Braslow, 'Therapeutics and the history of psychiatry', *Bulletin of the History of Medicine* 74 (2000): 794-802

Andrew Scull, 'Somatic treatments and the historiography of psychiatry', *History of Psychiatry* 5.1 (1994), pp. 1-13.

H. Merskey, 'Somatic treatments, ignorance, and the historiography of psychiatry' *History of Psychiatry* 5.3, (1994), pp. 387-91

Andrew Scull. *Madness in civilization: A cultural history of insanity, from the Bible to Freud, from the madhouse to modern medicine*. Princeton University Press, 2015. (Chapters 10-11)

Week 7: Deinstitutionalization

Readings:

E. Fuller Torrey. *American psychosis: how the federal government destroyed the mental illness treatment system*. Oxford University Press, 2013. (entire)

Week 8: Anti-Psychiatry

Readings:

Thomas Szasz, *The Myth of Mental Illness*, New York: Harper and Row, 1973. (selections)

Erving Goffman, *Asylums*, New York: Anchor Books, 1961. (selections)

R. D. Laing and Aaron Esterson, *Sanity, Madness and the Family*, London: Tavistock, 1964. (selections)

One Flew Over the Cuckoo's Nest (film)

Week 9: Schizophrenia and Race

Readings:

Metzl, Jonathan M. *The protest psychosis: How schizophrenia became a black disease*. Beacon Press, 2010. (entire)

Week 10: Anti-Depressants, Current Mental Health Policy, and the Future

Readings:

Peter Kramer. *Listening to Prozac: A psychiatrist explores antidepressant drugs and the remaking of the self*. New York: Viking." (1993). (selections)

Andrew Scull. *Madness in civilization: A cultural history of insanity, from the Bible to Freud, from the madhouse to modern medicine*. Princeton University Press, 2015. (Chapter 12)

Joel Braslow. "The manufacture of recovery." *Annual review of clinical psychology* 9 (2013): 781-809.



New Course Proposal

History 98TA	
History of Psychiatry: Insane Asylums to Drugs that Remake Self, 1840-Present	
Course Number	History 98TA
Title	History of Psychiatry: Insane Asylums to Drugs that Remake Self, 1840-Present
Short Title	HIST OF PSYCHIATRY
Units	Fixed: 5
Grading Basis	Letter grade only
Instructional Format	Seminar - 3 hours per week
TIE Code	SEMT - Seminar (Topical) [T]
GE Requirement	Yes
Major or Minor Requirement	No
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.
Course Description	Examining differing arguments that historians have crafted surrounding the purpose of institutionalization. Focuses on the history of mental illness outside of institutions. Discusses the controversies surrounding anti-psychotic and anti-depressant drugs.
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows
Syllabus	File HIST 98TA Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	Professor Joel Braslow is the faculty mentor for this course.
Grading Structure	Weekly Reading - 20% Short Paper - 15% Final Research Paper Preparation - 10% Final Paper - 40% Participation - 15%
Effective Date	Spring 2017
Discontinue Date	Summer 1 2017
Instructor	Name: Christine Tarleton Title: Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Department	History
Contact	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
Routing Help	

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Status: Added to SRS on 9/12/2016 4:14:29 PM

Changes: Title, Short Title**Comments:** title edited from: History of Psychiatry: Insane Asylums to Drugs that Remake the Self, 1840-Present**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/11/2016 3:56:39 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 7/28/2016 9:28:26 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/27/2016 4:08:18 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/13/2016 4:05:27 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/13/2016 3:54:24 PM**Comments:** Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045