Gender and the History of Psychiatry
WGS 301/501, SOC 340
Online- Spring 2018
3 credit hours

Instructor: Mary Okin, PhD
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Office hours: Available for consultation by email.

COURSE DESCRIPTION:
In this course, we will examine the history of the psychiatric profession in Western society over the past two hundred years with a focus on gender. Although the course will focus primarily on women within psychiatric history, we will also examine to a lesser extent men's experiences within psychiatric history and the diagnoses which have been more commonly ascribed to men. From the inception of the psychiatric field, there have been clear gender biases in the description and treatment of mental disorders, such as S. Weir Mitchell’s prescribed treatment for “neurasthenic” women, Jean-Martin Charcot’s colorful descriptions of “hysterical women,” or Sigmund Freud’s theories on gender differences. This course will explore the role the psychiatric field has played in defining and shaping what has been considered normal female versus male behavior, ending with a discussion of the modern gender biases that are still found in the Diagnostic and Statistical Manual of Mental Disorders. We will examine the biological explanations that have often been used to explain mental disorder in women as well as former psychiatric practices, including the gynecological surgery that was performed on women considered to be mentally ill. We will also look at the ways in which diagnoses have changed over time and at the ways in which certain diagnostic categories like “hysteria” and “nymphomania” have shifted. A key point of focus will be to look at the ways in which mental disorder in women may have served as form of social protest against rigid gender roles at various times throughout history and at the ways in which women who deviated from their expected gender roles were more likely to be labeled as insane. We will extend our study into the 20th and 21st centuries, identifying which diagnoses are currently more commonly ascribed to women versus the mental conditions that are more commonly diagnosed in men. We will explore possible reasons why women have almost always constituted the greatest percentage of psychiatric patients, the idea of whether or not mental illness is really a “female malady,” and look at the ways in which gender roles and gender stereotypes in Western society may have contributed to a greater association between women and mental illness. We will also examine the ways in which class and race and sexual preference have also intersected with gender throughout psychiatric history and continue do so up to the present.

TECHNICAL FORMAT:
This course will occur “on-line” through the Blackboard conference system. The class will run on a Mon/Wed morning schedule with journal postings due on the readings each Monday and Wednesday morning of the semester.
COURSE EXPECTATIONS:
* Students will post their daily journal responses by 9:00 am each Mon and Wed of the course.
  * Students will complete all the assignments that are listed on this syllabus on time. Late assignments will not be accepted.
  * The instructor will provide feedback for all written assignments within one or two days of receiving the assignment.
  * All written work, including journals should be well written with attention to grammar. Please write your own journal before reading other students’ journals. If your journal is very similar to one posted before yours, you may not receive credit.
* Please review the University of Maine codes for what is considered civil conduct and etiquette for the online classroom.

Academic Honesty Statement:
Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students Accessibility Services Statement:
If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Sexual Discrimination Reporting:
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?
The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?
An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

CONTINGENCY PLAN:
In the event of the disruption of normal classroom activities, the format of this course may be modified to enable completion of the course. In that event, you will be provided with an addendum to this syllabus that will supersede this version.

REQUIRED TEXTS:

1. The Female Malady by Elaine Showalter.
2. Women of the Asylum: Voices from Behind the Walls by Jeffrey Geller and Maxine Harris.

Both texts listed above are available used on Amazon or through the U Maine bookstore. These books will also be available on reserve at Fogler Library on the Orono campus. All the articles listed on this syllabus will be posted to the class folder on Blackboard or available through e-reserves.
COURSE REQUIREMENTS:

1. **Journal postings:** This course is designed as a reading course and not a lecture course and will center on our readings and your own reflections and responses to each other about the material. Each student will be expected to post a journal response on Monday and Wednesday of each week of the semester to the Blackboard conference folder with a summary and discussion of the readings for the day, including any questions about the readings and reactions to it. Journals of undergraduate students should be one-to-two pages long. Journals of graduate students should be two-page long (and I will expect a higher level of quality from graduate students). Students will also expected to read each others' journal postings as well and respond to at least two other students each day journals are due (by midnight of that day), in which you respectfully agree or disagree or bring up a different perspective on the material. This is meant to take the place of class discussion and to provide a forum for learning what others thought about the readings. Your responses to fellow students should be at least one-to-two paragraphs long. The journal postings and responses to fellow students will not be graded each week, but an overall grade will be given at the end of the semester based on timeliness of journal entries and their quality. Another note on your journals- please copy and paste your journal directly into email instead of posting attachments. Many students have trouble opening certain attachments. Please also note that journal postings are due by 9:00 am on the day they are due- so please plan ahead. I will not be able to give credit for consistently late journal entries and this is not a self-paced course. Students must complete their assignments each week.

2. **Research Essay:** In this course you will be asked to pick a topic, such as a particular period of psychiatric history or a particular psychiatric practice, such as sexual surgery, or a diagnosis, such as hysteria, nymphomania, bipolar disorder, anorexia nervosa, bulimia, or depression, and research this topic more in depth. You will be asked to write a research essay on a topic that specifically addresses the theme of the history of women's interactions with the psychiatric profession. For undergraduate students this essay should be 6-7 pages long and for graduate students it should be 8-10 pages long. Your paper should include an introduction, a conclusion, and a Works Cited (or Bibliography). Please use citations in your paper and you may choose which style manual you prefer- but please just use it consistently. This is meant to be a research paper, but you may also offer your opinion at the end of the paper. This essay will be due on Monday of the last week of class.

3. **Final Exam:** There will be a take-home (open-book) Final Exam that will be posted to the conference during the last week of the course and will be due by Wednesday May 19 at 9:00 am of Final Exam week at the latest. The exam will consist of answering some specific questions from the readings, some short answers and essay questions. Students will be expected to email their completed
exams directly to the professor, cut and paste into email (and also as an attachment).

COURSE EVALUATION:

Journal Postings/ Participation/ Responses to fellow students: 33.3%
Research Essay: 33.3%
Final Exam: 33.3%

COURSE SCHEDULE:

Jan. 22  *Course Introduction: Gender and Madness from the 16th to the 18th Century*
Reading: “Women and Madness in Tudor and Stuart England” by Michael Macdonald, and “The Feminization of Madness in Visual Representation” by Jane Kromm. Both articles will be posted to the class folder.
**Journal post due by 9:00 am.** In your first journal response for today please introduce yourself to the class, mentioning your year and major and any exposure that you have had to women's studies, psychology, history, or sociology. Please also discuss the reading for today, summarizing and reacting to the main themes.

Jan. 24  *The Nineteenth Century*
Reading: *The Female Malady* by Elaine Showalter, pp. 1-50
**Journal response due by 9:00 am.**

Jan. 29  *The Nineteenth Century*
Reading: *The Female Malady* by Elaine Showalter, pp. 51-98
No journal response due by 9:00 am.

Jan. 31  *The Nineteenth Century*
Reading: *The Female Malady* by Elaine Showalter, pp. 101-144
No Journal response due.

Feb. 5  *The Nineteenth Century: Hysteria*
Reading: *The Female Malady* by Elaine Showalter, pp. 145-164, and “The Hysterical Woman: Sex Roles and Role Conflict in Nineteenth-Century America” by Carroll Smith-Rosenberg.
Please respond to all of the readings for Jan 29th, Jan 31st and Feb 5th in your journal for today.
Feb. 7  *The Nineteenth Century*
Reading: “Dysfunctional Domesticity” by Marjorie Levine-Clark, and “The Rise and Fall of Battey's Operation” by Lawrence Longo (both articles posted to class folder)
No journal response due.
Proposal for research essay due. Please email your proposal directly to the instructor by 9:00 am.

Feb. 12  *The Nineteenth Century: “Nervous Women”*
Reading: *Crazy for You* by Jill Astbury, pp. 29 (starting with the second to last paragraph on the page) -36, and “The Rest Cure: Repetition or Resolution of Victorian Women’s Conflicts?” by Ellen Bassuk, both posted to the class folder.
Journal response due by 9:00 am. Please respond to all the readings for Feb. 7th and Feb 12th.

Feb. 19  *The Nineteenth Century: Nymphomania*
Reading: “The Eberbach Asylum and the Practice(s) of Nymphomania in Germany, 1815-1849” by Ann Goldberg, and “Nymphomania: The Historical Construction of Female Sexuality” by Carol Groneman.
Journal response due by 9:00 am.

Feb. 21  *The Nineteenth Century: France*
No journal due. Presidents' Day

Feb. 26  *The Nineteenth Century: Canada*
Journal response due by 9:00 am. Please respond to all of the readings for Feb 21 and Feb 26.

Feb. 28  *The Nineteenth Century: Women's Biology*
Journal response due by 9:00 am.

Mar. 5  *Women in American Asylums: The Nineteenth Century*
Reading: *Women of the Asylum* by Jeffrey Geller and Maxine Harris, Foreword, pp. 1-31 and pick two women’s stories to read.
No journal response due.

Mar. 7  *Women in American Asylums: The Nineteenth Century*
Reading: *Women of the Asylum* by Jeffrey Geller and Maxine Harris, pp. 89-107 and pick two women’s stories to read.
No Journal response due.

Spring recess

Mar 19  *Women in American Asylums: The Twentieth-Century*
    **Reading:** *Women of the Asylum* by Jeffrey Geller and Maxine Harris, pp. 171-188, 249-264, 326-328, and pick two women’s stories to read from each period. I suggest that one of the readings for the later period be Frances Farmer's story, pp. 314-325. Please also view the video posted to the course folder about Frances Farmer.
    **Journal response due by 9:00 am. Please respond to all the reading in Women of the Asylum for Mar 5, Mar 7, and Mar 19.**

Mar 21  *The Twentieth Century: Shell Shock or Male Hysteria*
    **Reading:** *The Female Malady* by Elaine Showalter, pp. 167-194,
    **Journal response due by 9:00 am.**

Mar. 26  *The Twentieth Century: “Psychiatric Modernism and Antipsychiatry”*
    **Reading:** *The Female Malady* by Elaine Showalter, pp. 195-250.
    **Journal response due by 9:00 am.**

Mar. 28  *The Twentieth Century: Sigmund Freud and his legacy*
    **Reading:** Excerpt from *Crazy for You* by Jill Astbury, pp. 67 (start on the second-to-last paragraph from the bottom of the page) -117.
    **No response due.**

Apr. 2  *The Twentieth Century: Sigmund Freud and his legacy*
    **Reading:** Excerpt from *Crazy for You* by Jill Astbury, pp. 117-158, and excerpt from *Men, Women, and Madness* by Joan Busfield, pp. 166-175.
    **Journal response due by 9:00 am.** Please respond to all the readings on Freud for Mar. 28 and Apr 2 in your journal for today.

Apr. 4  *The Twentieth Century: Gender and Social Control Theory*
    **Reading:** *Men, Women, and Madness* by Joan Busfield, pp. 1-22, and 51-75.
    *Women, and Madness* by Joan Busfield, pp. 98-118, and “Adult Sex Roles and Mental Illness” by Walter Gove et al.
    **Journal response due by 9:00 am.**

Apr. 9  *The Twentieth Century: Men and Alcoholism*
    **Reading:** "Why College Men Drink: Alcohol, Adventure, and the Paradox of Masculinity" by Rocco Capraro, pp. 157-167 in 8th ed Men's Lives, "An Introduction on Sex/ Gender Differences in Response to Alcohol" by Leslie Devaude et al, "Sex Difference in Alcoholism" by Asli Ceylan-Isik et al, and read this CDC fact sheet on men and alcoholism:
    **Journal response due at 9:00 am.**
Apr. 11  *Biology as Destiny: Postnatal Depression, PMS, Menopause, and Sexuality*
Reading: Busfield, pp. 143-165, “Toward a Feminist Understanding of Postnatal Depression” by Natasha Mauthner, “Biology as Destiny” by Jane Ussher, and "The history of 'Female Sexual Dysfunction'" by Katherine Angel.
Journal response due by 9:00 am.

Apr. 16  *The Twentieth Century: Eating Disorders*
Reading: Excerpt from *Men, Women, and Madness* by Busfield, pp. 175-185, “Fasting Girls: Reflections on Writing the History of Anorexia Nervosa” by Joan Jacobs Brumberg, “A Way Outa No Way” by Becky Wangsgaard Thompson, and "Eating Like an Ox: Feministy and Dualistic Constructions of Anorexia and Bulimia" by Maree Burns.
Journal response due at 9:00 am.

Apr. 18  *The Twentieth Century: Sexual Abuse and Trauma and Mental Disorder*
Reading: Men, Women, and Madness by Joan Busfield, pp. 222-229, Crazy for You by Jill Astbury, pp. 159-191, “Impact of Child Sexual Abuse on Females” by Penelope Trickett et al- read only pp. 81-84 of this article (end before section on Psychobiological Development), and please read short online article "Posttraumatic Stress Disorder: A History and a Critique" here: http://www.brainline.org/content/2011/01/posttraumatic-stress-disorder-a-history-and-a-critique_pageall.html
Journal response due by 9:00 am.

Apr. 23  *The Twentieth Century: Diagnostic Labels*
Reading: Excerpt from Pigeon-holing Women's Misery by Hannah Lerman, read pp. 37-58 and “A Woman's View of the DSM-III” by Marcie Kaplan.
No journal response due.

Apr. 25  *The Twentieth Century: Diagnostic Labels*
Reading: Excerpt from Pigeon-holing Women's Misery by Hannah Lerman, pp. 62-85, and “Gender, Race, and the DSM-III” by Marti Loring et al
Journal response due by 9:00 am. Please respond to all the readings for Apr 23 and Apr 25.

Apr 30  No reading or journal response due.

***Final Research Essay Due by 9:00 am.***
Please post your essay to the appropriate class folder. Please also read each others' essays and post comments on the work of two other students.
You will receive your graded paper within one week.

No class Wed. May 2 for Maine Day

Thurs May 3  *DSM-V: Last Class*
**Reading: “Defining Normal”** by Jill Cermele et al (listed in readings as DSM IV, and **“A Dangerous Symbolic Mobility”** by Janet Wirth-Cauchon (listed in the readings as Borderline). **'Gender Issues and DSM-V'** by Susan Kornstein and **"Women-specific Mental Disorders in DSM-V: Are We Failing Again?"** by Hans Ulrich-Wittchen.

**Journal response due by 9:00 am.** In your final journal response please summarize and respond to all the readings for today. Also please include your final questions and comments on the course as a whole. Please include the main things you have taken away from this course, the main themes that were explored and offer your final analysis of this material.

**The Final Exam will be posted to the class folder.**

The final is will be due by 9:00 am on Wed. May 9 (at the latest). Please email your completed exam directly to the instructor (cut and pasted directly into email instead of as an attachment). You may send it in early. Please note that late exams will not be accepted.

Have a great summer!