This course will explore the history of madness from the seventeenth century to the present day in the western world. We will seek to understand the ways in which mental illness has been constructed by the medical profession and society in general, as well as by those labeled mad. The treatment of mental illness, especially institutionalization, will be a central theme, and the role of doctors will be analyzed as they evolved from 'mad-doctors' to psychiatrists. As a means of exploring broader social and cultural issues, madness will be approached through a variety of sources and mediums, including first-hand accounts from patients and films.

The course is divided into two sections. In the first term, we will analyze some of the key themes and moments in the history of madness, exploring the various ways in which academics have approached the topic and the dominant trends and debates that have emerged. We will examine how mental illness has been defined at different periods in time and how certain variables, such as gender, ethnicity, and class, have influenced perceptions of and treatments for insanity. Seminars consist of a two-hour weekly meeting. The second term will concentrate on the research paper, which is to be based on primary sources and an extensive body of secondary literature. Regular weekly meetings will cease in the first part of the winter term in order to allow time for research. They will resume in early February, and for the remaining classes members of the seminar will make oral presentations based on their research and findings.

REQUIRED MATERIALS
- Canadian Scholars Press Course Kit, available through the publisher or at Trent Bookstore.
- Articles, available either in the Bata Library or through the on-line indexes web-site.

COURSE EVALUATION:
- Seminar Participation 30%
- Book Review 15%
- Research Essay Proposal 15%
- Research Essay 30%
- Research Essay Presentation 10%

Seminar Participation
Your presence and participation in both first and second term seminars are vital for the success of the course, and for your success in it. Attendance will be taken and marks deducted for unexcused absences. Students are expected to be present at EVERY seminar, to be on time, to have done all of the reading, and to participate. In the case of illness or emergency students...
should make an effort to contact the instructor beforehand and provide appropriate documentation. Students are expected to contribute to the discussion by raising critical questions, issues, observations, etc. In the second term, evaluations of presentations will be factored into the participation grade (see below.)

**Book Review**  
**Due: 14 October**  
The first-term essay is a six to seven page critical examination of a scholarly book that focuses on the history of mental illness and has been published within the last twenty years. The book you select should be related to the topic of the second-term essay topic, and must be approved by the instructor. The book should be reviewed, critiqued, and placed within its broader historiographical context. Consequently, other secondary sources (a minimum of three) will need to be examined as well and incorporated into the essay. The student must develop an argument that assesses the book and provide evidence to support his/her thesis. Do not simply describe the book. Further instructions on writing book reviews will be available.

**Research Essay Proposal**  
**Due: 25 November**  
Students must submit a four to five page proposal identifying and explaining the topic of the research essay. It should include a description of the topic (a possible argument, issues to be explored, etc.) and a statement of its significance. Sources and methodology should be explained and the broader historiography addressed (i.e. where does this study fit within the existing body of literature?) A bibliography of primary and secondary sources must be included as well (this is not counted in the four to five pages). You should inform the instructor of your topic at least two weeks before the proposal is due.

**Research Essay**  
**Due: one week after presentation**  
The second-term essay comprises the main component of the course. It is to be based on extensive research and should be roughly twenty-five pages long. It must be organized around a strong argument, incorporate substantial primary and secondary evidence, and address the broader historiography of the topic. The work is to be original, and thus must be based primarily on primary sources. The topic is to be chosen carefully by students, but must have the instructor’s approval. When selecting a topic, you must ensure that more than adequate sources are available. Travel to archives in southern Ontario and/or interlibrary loans may be necessary. *All research notes, drafts, etc. must be submitted with the final paper. Two copies of the research paper should be submitted.*

**Research Presentation**  
In February, March, and April, students will be expected to discuss with the class the topic of their essays and their research findings in a presentation of approximately twenty minutes. Presenters should introduce students to the broader historiography connected to the topic, outline the main themes, and explain the significance of the research. Questions from the class will also be fielded.
The schedule for presentations will be determined in January. Students will be assigned a slot based on a draw of names in January. Two fellow students will be asked to anonymously evaluate the presentation via email from the instructor after class. Students will write two evaluations of presentations, which will factor into the second-term participation grade. (However, the presentation grade itself will be determined by the instructor.) Evaluations should be at least one page in length (double-spaced) and should identify the strengths and weaknesses of the presentation in regard to both style and content. You should submit the evaluations to the instructor via email within twenty-four hours. The final paper will be due one week after the presentation, thereby allowing students time to incorporate any changes suggested by their fellow classmates.

DEADLINES
Deadlines are indicated on the outline. Unless there are documented extenuating circumstances, assignments submitted late will be penalized. The penalty for late submissions will be at the rate of 2% per day, to a maximum of two weeks, after which late papers will not be accepted.

BACKUP
Because material can be lost or questions of authorship arise, be sure to keep your essay notes and rough drafts until after the course has been completed. Be sure also to back-up material on computer regularly. Please note that computer or printer failure is not an acceptable excuse for lateness or loss of material. It is the responsibility of the student to keep a copy of all submitted work.

ACADEMIC INTEGRITY
Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s Academic Integrity Policy. You have a responsibility to educate yourself - unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more - www.trentu.ca/academicintegrity.

ACCESS TO INSTRUCTION
It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, disabilityservices@trentu.ca) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

PLEASE NOTE: Unless otherwise noted, articles are from the course kit. On-line articles may be retrieved through the library’s on-line databases, including America: History and Life or Jstor.

FALL TERM

16 SEPTEMBER: INTRODUCTION TO COURSE
23 SEPTEMBER: FOLLY AND FOOLS: MADNESS PRIOR TO THE MODERN PERIOD

30 SEPTEMBER: THE RISE OF THE ASYLUM

7 OCTOBER: LIFE INSIDE THE ASYLUM
Dale Peterson, editor, A Mad People’s History of Madness (University of Pittsburgh Press, 1982), selected excerpts.

14 OCTOBER: ESSAYS DUE. INDIVIDUAL MEETINGS FOR RESEARCH PAPER.

21 OCTOBER: LIFE INSIDE AND OUTSIDE THE ASYLUM

28 OCTOBER: READING WEEK

4 NOVEMBER: HYSTERIA AND NEURASTHENIA


Primary Documents on Anorexia Nervosa, to be distributed in-class.

11 NOVEMBER: PSYCHIATRY IN THE EARLY TWENTIETH CENTURY


18 NOVEMBER: EUGENICS


Ian Dowbiggin, “‘Keeping This Young Country Sane’: C.K. Clarke, Immigration Restriction, and Canadian Psychiatry, 1890-1925,” Canadian Historical Review, 1995 (vol. 76, no. 4): 598-627. Available through the Bata Library online indexes.

25 NOVEMBER: RESEARCH PROPOSALS DUE
HOUR ONE: Film: The Sterilization of Leilani Muir
HOUR TWO: Discussion of Research Papers
Please come to class prepared to discuss the general topic of your research paper.

2 DECEMBER: DRUGS AND DEINSTITUTIONALIZATION
Film: Excerpts from One Flew Over the Cuckoo’s Nest


9 DECEMBER: MENTAL ILLNESS IN CONTEMPORARY SOCIETY


**WINTER TERM**

The seminar will meet on 13 January to discuss research progress and address issues connected to the research and writing of the major papers. Regular meetings will resume in February and continue until 7 April.