This course will examine how madness has been expressed and interpreted, from ancient times to the present, with an emphasis on the period since the eighteenth century. Where do diverse concepts of madness come from? How have these ideas changed over time? How have mad people viewed their own experiences? This course will be in the tradition of social history from “below”. It will survey the social, medical, political, economic, cultural and religious factors that have influenced interpretations of what it means to be mad. The primary focus of study will be on North America and Europe, though sources from other parts of the world will also be included.

**Accommodation:** Students with disabilities who need accommodation are encouraged to contact the course instructor.

**Evaluation and Assignments:**
All assignments must be typed and have one consistent citation style (APA, MLA, Chicago). Proper composition, spelling, grammar and organization are extremely important in graduate school and this will be reflected in the grading of your assignments.

**Be sure to put page numbers on your assignments.**

All assignments must be properly documented, include a bibliography and have proper citation form.

**Plagiarism**, or the submission of work which you did not write, will get a zero for that assignment and may lead to formal charges of academic dishonesty which could result in an F in the course and expulsion from the university, depending on the extent of plagiarism. It is the sole responsibility of each student to ensure that
your work is honest and is not plagiarized. All students are required to read the full York policy on academic integrity and also to complete the tutorial about how to respect these procedures: http://www.yorku.ca/academicintegrity http://www.yorku.ca/tutorial/academic integrity/.

Assignments (to be discussed in more detail in class):

Please note: assignments delivered on time will be returned as indicated below for each item. Late assignments will be marked and returned according to the instructor’s schedule.

1A) 5-7 page double-spaced Book Review of a book on mad people’s history chosen in consultation with the instructor by Class 5 (October 4).
Book Review is due on October 25 (Class 7) Weight: 25%.
A book review should be a critical analysis of the subject matter both in terms of the author’s presentation and the extent to which the book contributes to an understanding of the topic it focuses on. Be sure to place this book in the context of Mad People’s History. This assignment will be marked and returned within two weeks if delivered on time.

OR

1B) 5-7 page double-spaced Annotated Bibliography about a specific topic in mad people’s history chosen in consultation with instructor by Class 5 (October 4).
Annotated Bibliography is due on October 25 (Class 7) Weight: 25%.
This work can serve as preliminary research for your final research essay. An annotation for one source should be a concise summary of the main points of that particular source related to a specific theme in Mad People’s History. Each annotation should be half of one page in length, double-spaced, for a total of 10 to 14 annotations – two annotations per page – for the entire assignment. This assignment will be marked and returned within two weeks if delivered on time.

2) In-class presentation or 4 page analysis of one article. Weight - 15%.
Students will be asked to sign up by the second class (September 13) to present in class one article from the course reading list. This can be either an individual presentation of one article or a team presentation by two students of two articles. A presentation should include a discussion of the main points of an article, how it relates to the class theme, and a critical evaluation of the article’s overall relevance to Mad People’s History. Students who do not wish to present in-class can opt to write a double-spaced four page analysis of one article using the same criteria.
outlined above for an in-class presentation. The four page assignment will be due on the date the article is discussed in class. The grade for the in-class presentation or 4 page analysis will be provided to each student within one week after completion.

3) **18-20 page double-spaced Research Essay**, to consist of a critical historical interpretation on a topic in mad people’s history to be decided upon in consultation with the instructor by October 25 (Class 7). **Research Essay is due on Thursday, December 6. Weight – 40%**. To be marked within two weeks for all assignments delivered on time.

Your essay should be a critical examination of a topic which considers:
* the historical context of madness during the period under consideration;
* the importance of your topic to how mad people’s experiences were interpreted then and now;
* an understanding of how debates about mad people have evolved over time, while always asking the question: what part, if any, did mad people play in these debates?

Where appropriate, you should refer to significant differences of views among historians about mad people’s history if it influences your analysis of a particular topic. For example, some historians say that the widespread establishment of asylums during the 19th century was a positive development intended to provide state-supported care for mad people in a pre-welfare state, while others have argued that this was part of a wider class-based effort to segregate and socially control people rejected by the establishment as the “Other”. You need to take into account such historical debates when discussing your topic and how it reflects our understanding of mad people’s experiences at a given point in time.

A research paper must be based on secondary sources from the library or, more rarely due to time constraints for this course, on primary sources such as archival sources or newspapers. Students are allowed to use web sites, such as History of Madness in Canada: http://historyofmadness.ca. Students are advised, however, to be cautious about over-reliance on use of web sites especially when secondary sources are readily available. For example, *Wikipedia* should not be used as a source for an essay on eugenics as there are numerous scholarly, peer reviewed secondary sources that are far more reliable and in-depth than *Wikipedia*. If you are unsure about whether a source is appropriate for use in your paper, please consult the course instructor.
4) **Overall Participation and Attendance: Weight – 20%**. Students are expected to attend class, unless there is a good reason to be absent in which case the instructor needs to be informed. Students are expected to participate regularly in seminar throughout the course as well as read the assigned articles and chapters for each week.

**Teaching style for CDIS 5035 will be seminar format.** The readings for this course will be discussed with students as an integral part of each class.

Note: Students who wish the return of assignments directly to your home address are required to provide a self-addressed stamped large envelope for this purpose.

**Course readings:**

**Purchase reader directly from the publisher for ease of access:**
1) CDIS 5035 Reader containing sources that are not on-line:
Canadian Scholars’ Press, Inc. Web site ordering direct to your address:
https://coursepack.canadianscholars.ca/students

**On-line at York University Library:**
2) All journal readings and some book chapters, unless otherwise indicated in the course outline.

**On-line open access on the internet:**
3) Some readings indicated in the course outline.

**Contact information:**
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**Office Hours for CDIS 5035: Thursdays 10:00 to 11:30 AM and 2:30 to 3 PM or by appointment.**
CDIS 5035 Class Outline and Reading List:

Class 1 (September 6): Introduction to Mad People’s History


Class 2 (September 13): Religious Mad People up to the 17th Century


Class 3 (September 20): Confining Mad People: Mad Houses to Insane Asylums, 18th and 19th centuries


Mary Huestis Pengilly, Diary written in the Provincial Lunatic Asylum: The prison doors are open – I am free; Be this my messenger o’er land and sea. (Self-published, St. John, New Brunswick, 1885). (26 pages) Download on-line at: http://www.gutenberg.org/files/18398/18398-h/18398-h.htm


Jade Shepherd, "Treating Mental Illness in Victorian Britain: In 1884, four years after his release from Broadmoor Criminal Lunatic Asylum, and following the death of his sister, George Longmore re-admitted himself into the asylum." The Activist History Review (May 2017) https://activisthistory.com/2017/05/19/treating-mental-illness-in-victorian-britain/#comments
Class 4 (September 27): Mad People, Asylums and Prisons from the mid-19th to mid-20th centuries


Class 5 (October 4): Gender, Sexual Orientation and Madness


Lykke de la Cour, “‘She thinks this is the Queen's castle’: Women Patients' Perceptions of an Ontario Psychiatric Hospital,” Health & Place 3:2 (June, 1997): 131-141.


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October 11 – No class due to Fall Reading Week
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Class 6 (October 18): Race, Colonialism and Madness


Class 7 (October 25): Eugenics and Cross-Disability Persecution


Class 8 (November 1): Art, Creativity and Madness


Class 9 (November 8): War, Trauma and Madness


Reader.


David Freis, "Diagnosing the Kaiser: Psychiatry, Wilhelm II and the Question of German War Guilt" *Medical History* 62:3 (July 2018):


Class 10 (November 15): Mad People’s Labour


Class 11 (November 22): Mad People's Activism since 1845


Class 12 (November 29): Drugs and De/Trans-institutionalization


