

HIST 174B: HISTORY OF MADNESS IN THE UNITED STATES

In Workflow

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Approval Path

1. Wed, 03 Mar 2021 00:27:45 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Wed, 03 Mar 2021 00:30:02 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 17 Mar 2021 21:27:53 GMT
Robin Fisher (rfisher): Rollback to HIST Chair for ALS College Committee Chair
4. Thu, 18 Mar 2021 00:37:02 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
5. Thu, 18 Mar 2021 18:01:07 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Sat, 20 Mar 2021 20:17:03 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Tue, 02 Mar 2021 16:49:37 GMT

Viewing: HIST 174B : History of Madness in the United States

Last edit: Thu, 18 Mar 2021 18:01:02 GMT

Changes proposed by: Jeffrey Wilson (212375398)

Contact(s):

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Catalog Title:

History of Madness in the United States

Class Schedule Title:

History of Madness in the U.S

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

174B

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

History 174B would be a component of the proposed disability history series within the Department of History (History 174A already exists and History 174C is concurrently proposed). The course would augment the Department's already existing specialty in the history of science, medicine, and technology and it is seen as integral to potentially developing an interdisciplinary disability studies minor that could be hosted within the Department of History. If approved as a GE area B5 course, 174B would also allow the History Department to offer an additional course in a GE area in which enrollments are expected to increase in coming years and in which the Department currently has few course offerings.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Study of psychiatric and intellectual disability and its diagnosis and treatment in United States history from colonial times to the present. Emphasizes "madness" as a social and cultural construction and explores how conceptions of madness intersect with historical constructions of race, class, gender, and sexuality. Examines the evolution of psychiatry and therapeutic practices for the treatment of patients, the lived experiences of disabled individuals, disability activism, portrayals of madness in popular culture, and the incarceration of disabled individuals in prisons.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

- 1) Demonstrate how the study of madness can be used as a prism for understanding the American past
- 2) Utilize the perspective of disability history to analyze how "madness" can be viewed as a social and cultural construction in American history
- 3) Analyze the evolution of psychiatry and the ethics of controversial treatments for individuals with psychiatric and intellectual disabilities
- 4) Contextualize how some Americans sought to categorize, institutionalize, and marginalize individuals with psychiatric and intellectual disabilities and the ways in which disabled Americans pushed back against these constraints
- 5) Compare how psychiatric and intellectual disabilities affected Americans in different communities including women, children, Native Americans, African-Americans, immigrants, and LGBTQ individuals

Attach a list of the required/recommended course readings and activities:

HIST174B Draft Syllabus.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- 1. In-class exams (LO: 1,2,3,4,5)
- 2. Class Project (research paper, two book reviews, or documented public service) (LO: varies depending on topic/nature of class project but would include any one of 1,2,3,4,5 or in some cases be a combination of them)
- 4. Assigned discussion questions (LO: 1,2,3,4,5)

For whom is this course being developed?

Majors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Psychology

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST174B Draft Syllabus (1).docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Physical Science or Life Forms

For courses in physical science or life forms:

Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.

As described in the attached syllabus, the course describes and evaluates the history of individuals with psychiatric and intellectual disabilities in the United States and it studies the diagnosis and treatment of these disabilities. The course examines the observations and foundations of knowledge within the United States regarding the understanding of "madness" from colonial times to the present, including Native American and West African approaches to "madness" and how scientific and medical knowledge regarding mental and intellectual disability developed from the late eighteenth century to the present. The scientific and medical approach clearly evolved as exemplified by the rise of mental asylums, controversial treatments such as involuntary sterilization and insulin shock therapy, and later the move toward deinstitutionalization and "mainstreaming" through the use of integrated community institutions and pharmaceutical approaches to care for and treat disabled individuals.

Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.

As indicated in the course syllabus the course introduces students to the history of psychiatry, psychotherapy, and aspects of rehabilitative medicine and treatment in the United States. It examines how the development of these disciplines influenced cultural views toward and the diagnosis and treatment of psychiatric and intellectual disabilities. By including historical documentation and firsthand accounts from medical and scientific professionals as these disciplines evolved over time students will learn a historical perspective on how the understanding of madness and its diagnosis and treatment developed within the United States.

Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.

By introducing students to the development of psychiatry, psychotherapy, and aspects of rehabilitative medicine within the United States the course expresses an appreciation of the methodologies of science by showing how scientific and medical knowledge undercut many of the previously-existing myths and misconceptions regarding madness (such as the view that episodes of madness were caused by lunar changes). Yet the course also examines the limits of scientific inquiry. By examining psychosurgical procedures such as leucotomies and lobotomies as well as other controversial treatments such as electroconvulsive therapy, the course exposes the concerns that arose as the result of these procedures and the impact these treatments had on patients. The course also studies how "psychiatric survivors" pushed back against scientific and medical interpretations and practices and how their activism played a role in the move toward deinstitutionalization and drug therapy for those with psychiatric and intellectual disabilities.

Please Note: Courses listed in this category:

- 1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.
- 2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

This course would address the observations, assumptions, and limitations of the field of psychology.

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Since much of the course focuses on medical and scientific approaches to the diagnosis and treatment of psychiatric and intellectual disabilities, including controversial treatments and therapies, their impact on patients, and public perceptions of these diagnoses and treatments in American culture, the course allows ample opportunities to focus on the personal, public, and ethical nature of the diagnoses and treatments of madness. Students will be introduced to primary source materials throughout American history that will assist them in making evidence-based conclusions regarding the topics discussed in the course. For example, students will read, listen to, and view firsthand accounts of "psychiatric survivors" who raise personal, public, and ethical concerns about the diagnosis of and treatments for psychiatric and intellectual disabilities. Isaac Hunt's Astounding Disclosures! Three Years in a Madhouse from 1851 and Howard Dully's recollections of his experiences as the result of a lobotomy he received in 1960 are examples of these types of sources.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

As described in the attached syllabus the course offers a historical perspective pertaining to scientific approaches to the diagnosis and treatment of mental and intellectual disabilities. It also examines cultural perceptions of scientific approaches to madness as well as the impact of scientific/medical practices on individuals, the communities in which they lived, and the nation as a whole.

Includes a writing component described on course syllabus

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Writing is an important component of the course. All students will be required to complete two writing-intensive exams (a midterm and a final). In addition, students must either write a research paper of 7-10 pages, complete two book reviews of 3-5 pages each, or complete a public service project which includes a 5-page report. At 250 words a page, and including the two writing-intensive exams, all students will complete at least a minimum of 1500 words of formal graded writing. Writing will be evaluated on the strength of the argument, demonstrated knowledge of material assigned for the class, and on the skill of the presentation. All course assignments, except class participation, require formal writing.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The proposed course would fit well within the G.E. Program Objectives listed in the CSUS Policy Manual, General Education Program, Section I.B. The goals and objectives of the course would further the objectives of the program by giving students an opportunity to think about the knowledge of living systems in a deeper way, to question societal norms at historical points in time, to be concerned with the ethical and humane treatment and inclusion of all individuals, and to explore the lived experiences of individuals who have historically been excluded from mainstream society. Students will also be given the opportunity to read, write, and to potentially conduct research and public service as they deepen their knowledge of psychiatric and intellectual disabilities and their diagnosis and treatment in United States history. It is thought that the course could potentially become a successful addition to the G.E. program.

Please attach any additional files not requested above:

History of Madness - New Course.pdf

Reviewer Comments:

Alyson Buckman (abuckman) (Wed, 17 Mar 2021 18:52:33 GMT): Looks like a wonderful course with good justification. However, the ELO and Assessment areas need some work. Please shorten #2, cutting off after 'history.' The rest is unnecessary. Please replace #3's 'examine' with 'analyze' as a higher order outcome. In the Assessment area: 'completion' isn't really an assessable element. What are your assessment tools and what are you assessing? How do you know students completed the work? This doesn't assess the ELOs as such. Please make these changes in the syllabus as well prior to resubmission. Additionally, there is no evidence of consultation with Psychology. You simply can attach a copy of the email sent to them to notify them of possible conflict. Thank you!

Robin Fisher (rfisher) (Wed, 17 Mar 2021 21:27:53 GMT): Rollback: Dear Jeffrey, please see Alyson Buckman's requested edits on behalf of the committee. Let me know if you have any questions. Thank you, Robin Fisher

Jeffrey Wilson (jkwilson) (Thu, 18 Mar 2021 00:36:52 GMT): Thanks for this feedback - I've made the recommended changes. The consultation email to Psychology is attached, titled 'History of Madness - New Course.'

Key: 14388