

From Antipsychiatry to Mad Pride: Mental Healthcare and Social Movements

Instructor: Dr. Andrew Evans (they/them)

Email: aevans23@nd.edu

Course Description:

Psychiatry and mental healthcare have been the target of criticism and controversy for decades. Common critiques are that the field is not grounded in medical science, that it pathologizes normal problems in living, or that it is a method of social control. This course will focus on the social movements that have been critical of mental healthcare from the second half of the twentieth century to today. We will begin by considering questions such as: What is the proper role of mental healthcare? What is a social movement? What is oppression and how does it relate to mental healthcare? Then we will shift to discussing particular social movements including antipsychiatry, Mad Pride, the psychiatric survivors' movement, and the emergence of the concepts of neurodiversity and the social model of disability as alternatives to pathology. The goal of the course will be to better understand these critiques of mental healthcare and imagine changes that could be made to the system to improve the lives of those who suffer from mental health conditions.

Learning Goals:

By the end of this course, you will be able to...

- Describe, in detail, different social movements that have critiqued and impacted the development of mental healthcare from the mid-twentieth century to today, including the antipsychiatry movement, the Mad Pride movement, and the psychiatric survivors' movement. Also, you will be able to describe alternatives to the concept of psychopathology including the concept of neurodiversity and the social model of disability.
- Develop a thesis and back up that thesis with clear and plausible argumentation.
- Relate what you learn about mental healthcare to your own life and experiences.

Grade Scale:

A 93%-100%	A- 90%-92.5%	B+ 87%-89.5%	B 83%-86.5%
B- 80%-82.5%	C+ 77%-79.5%	C 73%-76.5%	C- 70%-72.5%
D 60%-69.5%	F 0%-59.5%		

Point Distribution:

Short thesis paper	30 points
Long thesis paper	60 points

5-minute presentation	30 points
Main point and question assignments (MPQs)	60 points (5 points each)
Total	180 points

Short Thesis paper:

For the short thesis paper, you will come up with a thesis on a topic that comes from the course content. You will then defend your thesis via argumentation. The paper should be between 1,200-1,800 words long. Three weeks before the short thesis paper is due you will turn in a brief proposal to me of what you are planning to write about. The proposal will not be graded, it is just an opportunity for me to let you know if you are on the right track. More information will be available about the short thesis paper as the due date approaches.

Long Thesis Paper:

For the long thesis paper, you will come up with a different thesis on a topic that comes from the course content. You will then defend your thesis via argumentation. The paper should be between 1,800-2,400 words long. Three weeks before the long thesis paper is due you will turn in a brief proposal to me of what you are planning to write about. The proposal will not be graded, it is just an opportunity for me to let you know if you are on the right track. More information will be available about the long thesis paper as the due date approaches.

5-Minute Presentation:

For the last two classes, we will schedule 5-minute presentations. During your time slot, you will have five minutes to present the thesis from either your short thesis paper or long thesis paper. There are many ways you can choose to present your thesis: PowerPoint, video, podcast, a creative work like a painting or a song, etc. A few weeks before the last week of class, you will turn in a brief proposal explaining what you plan to do for your presentation. The proposal will not be graded.

Main Point and Question Assignments (MPQs):

Each week you write out a few sentences for each of that week's readings in which you explain what you take the main point of the reading to be. Under that you will ask a question about each reading. It is your job throughout the Tuesday and Thursday classes to get your questions answered. At the end of class on Thursdays you will turn in your MPQ, which will include the main points, questions, and answers. Each MPQ is worth 5 points. It is okay to miss one MPQ, there will be an option to make one up at the end of the semester.

Late Work Policy:

Papers can be turned in up to one week past the due date and will be docked 10%. After one week of being late, please discuss with me to see if it will be possible to still turn in the paper. In general, MPQs cannot be turned in late.

Exceptional and Extreme Circumstances:

Regarding any late work, if you are having trouble turning things in on time, please talk with me. Exceptions can always be made for illness, an emergency, or some other extenuating circumstance. Talk with me about it and we will come to a solution.

Academic Misconduct:

Do not plagiarize or cheat in any way. Follow the university's policies on academic conduct. If I discover that you have broken the university's policies on academic conduct, I am required to report it. Punishments range from failing the assignment to expulsion from the university.

[Undergraduate Academic Code of Honor](#)

Inclusion:

It is my goal to make this class a safe space for people of all ages, races, national origins, ancestries, political affiliations, disability statuses, medical conditions, gender identities, gender expressions, sexes, sexual orientations, marital statuses, veteran statuses, and other forms of difference. No discrimination will be tolerated. Especially when participating in class discussions, everyone should make sure to be respectful. It is important to maintain a safe environment for learning to occur in. Please let me know via email if there are any inclusion-related considerations that I should be aware of (e.g., pronouns or if you use a name that is not listed in the system).

Accessibility and Accommodations:

Regarding accessibility, I will do everything I can to ensure that accommodations will be made when needed.

Any student who has a documented disability and is registered with Sara Bea Accessibility Services should speak with me as soon as possible regarding accommodations. Students who are not registered should contact the Sara Bea Accessibility Services as soon as possible since accommodation typically needs to be arranged in advance.

[Accessibility Support](#)

Mental Health:

Diminished mental health can interfere with optimal academic performance. The source of mental distress might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. The University

Counseling Center (UCC) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being.

Remember, getting help is a smart and courageous thing to do — for yourself and for those who care about you. For more resources, please see ucc.nd.edu or studenthealth.nd.edu.

The UCC is located on the third floor of Saint Liam Hall Phone: 574-631-7336. Hours: Monday-Friday 8:30am – 5:00pm.

24/7 crisis intervention services are available by calling the UCC at 574-631-7336. Crisis Services are available 24/7 except during the week that the University is closed over the Christmas holiday. <https://ucc.nd.edu/counseling-services/crisis/>

Title IX:

The University of Notre Dame provides services for those who have been affected by sexual assault, sexual misconduct, dating or domestic violence, stalking and any conduct that creates a hostile environment. For help and further information including contact information for on and off-campus resources, please consult: <https://titleix.nd.edu/support-resources/>.

Other Helpful Resources:

[Writing Center](#)

[University Health Services](#)

[LGBTQ Resources](#)

Communication:

The best way to communicate with me is email. I am usually able to respond to an email within 48 hours. Please feel free to email me with any questions or concerns you have. I will hold office hours on Tuesdays from 3:30pm-4:30pm in 219C O’Shaughnessy Hall. I am also available to schedule meetings outside of my office hours.

Technology Policy:

You are permitted to use a laptop, tablet, or other electronic device for note taking in class. However, I do ask that when you are in class, you focus on what is being discussed and not browse the web or do anything else non-class related on your device. I understand that you may need to contact someone during class, but I ask that you please leave the room to call or text.

Difficult Content:

Since the focus of this course is mental health, some topics we discuss may be difficult or potentially triggering. There may be discussion of severe mental suffering, suicide, depression, anxiety, forced hospitalization and restraint, and potentially other sensitive topics. Please make sure to be careful with the course content and always take care of yourself. If there is something that you think would

be difficult for you to read or view, then it is okay to skip it. Just let me know that you need to skip it and we will decide on something else you can read instead. If a particular reading, video, or class discussion seems like it would be potentially triggering or upsetting, I will do my best to warn you ahead of time. If you have any thoughts or questions about any of this please feel free to reach out to me.

Please Note:


I reserve the right to make changes to the syllabus. If I do so, I will always give you notice ahead of time.

Schedule:

Date and Topic	Readings and Assignments
<i>Introducing Mental Illness</i>	
Tuesday August 22	Read: <ul style="list-style-type: none"> • Syllabus • Gupta (2019) “What is Psychiatry?”
Thursday August 24	No class—Dr. Evans is getting married!
<i>Oppression and mental healthcare</i>	
Tuesday August 29	Read: <ul style="list-style-type: none"> • Saks (2007) <i>The Center Cannot Hold</i> Prologue and Chapters 1, 11, and 12 • Nyquist Potter (2019) “Voice, Silencing, and Listening Well: Socially Located Patients, Oppressive Structures, and an Invitation to Shift the Epistemic Terrain”
Thursday August 31	Read: <ul style="list-style-type: none"> • Frye (2000) “Oppression” • Hay (2011) “The Obligation to Resist Oppression” Due: <ul style="list-style-type: none"> • MPQ 1
<i>What is a social movement?</i>	
Tuesday September 5	Read: <ul style="list-style-type: none"> • Kolars (2016) “Social Movements” • Noffke (2017) “Morality and Social Movements: Mobilizing for Social Change”

Thursday September 7	<p>Read:</p> <ul style="list-style-type: none"> • Heydari Fard (forthcoming) “The Transformative Power of Social Movements” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 2
<i>Antipsychiatry</i>	
Tuesday September 12	<p>Read:</p> <ul style="list-style-type: none"> • Szasz (1960) “The Myth of Mental Illness”
Thursday September 14	<p>Read:</p> <ul style="list-style-type: none"> • Szasz (1966) “Psychiatric Classification as a Strategy of Personal Constraint” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 3
Tuesday September 19	<p>Read:</p> <ul style="list-style-type: none"> • Scheff (1963) “The Role of the Mentally Ill and the Dynamics of Disorder”
Thursday September 21	<p>Read:</p> <ul style="list-style-type: none"> • Goffman (1969) “The Insanity of Place” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 4 • Turn in short thesis paper proposal
<i>Foucault</i>	
Tuesday September 26	<p>Read:</p> <ul style="list-style-type: none"> • Foucault “Psychiatric Power” • Foucault “The Abnormals”
Thursday September 28	<p>Read:</p> <ul style="list-style-type: none"> • Foucault “The Birth of Biopolitics” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 5
<i>Critique of Antipsychiatry</i>	
Tuesday October 3	<p>Read:</p> <ul style="list-style-type: none"> • Sedgwick (1973) “Illness: Mental and Otherwise”

	<ul style="list-style-type: none"> • Sedgwick (1982) <i>Psycho Politics</i> Chapter 6 “Psychiatry and Politics in Thomas Szasz”
Thursday October 5	<p>Read:</p> <ul style="list-style-type: none"> • Sedgwick (1981) “Michel Foucault: The Anti-History of Psychiatry” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 6
<i>Neurodiversity</i>	
Tuesday October 10	<p>Read:</p> <ul style="list-style-type: none"> • Walker (2013) “Throw Away the Master’s Tools: Liberating Ourselves from the Pathology Paradigm”
Thursday October 12	<p>Read:</p> <ul style="list-style-type: none"> • Davis (1995) “Constructing Normalcy” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 7 • Short thesis paper
Tuesday October 17	Mid-term break
Tuesday October 19	Mid-term break
<i>The social model of disability</i>	
Tuesday October 24	<p>Read:</p> <ul style="list-style-type: none"> • Goering (2015) “Rethinking Disability: the Social Model of Disability and Chronic Disease” • Horgan (2019) “Social and Medical Models of Disability and Mental Health: Evolution and Renewal” • Kinn (2016) “Reflections on the Social Model of Distress or Madness: How to Make the Social Model of Disability Accessible to People With Mental Health Challenges”
Thursday October 26	<p>Read:</p> <ul style="list-style-type: none"> • Chapman (2019) “Neurodiversity Theory and Its Discontents: Autism, Schizophrenia, and the Social Model of Disability”

	<p>Due:</p> <ul style="list-style-type: none"> • MPQ 8
<i>Mad Pride</i>	
<p>Tuesday October 31</p> 	<p>Read:</p> <ul style="list-style-type: none"> • Abraham (2016) “Remembering Mad Pride, The Movement That Celebrated Mental Illness” from Vice • Oregon Health and Science University “Fostering a Culture of Empowerment in Mental Health Care”
<p>Thursday November 2</p>	<p>Read:</p> <ul style="list-style-type: none"> • Beresford (2016) “From Psycho-Politics to Mad Studies: Learning From the Legacy of Peter Sedgwick” • Beresford & Russo (2016) “Supporting the Sustainability of Mad Studies and Preventing Its Co-Option” <p>Due:</p> <ul style="list-style-type: none"> • MPQ 9
<p>Tuesday November 7</p>	<p>Read:</p> <ul style="list-style-type: none"> • Rashed (2018) “In Defense of Madness: The Problem of Disability”
<p>Thursday November 9</p>	<p>Read:</p> <ul style="list-style-type: none"> • <i>Asylum Magazine</i> (2011) Mad Pride issue <p>Due:</p> <ul style="list-style-type: none"> • MPQ 10
<i>Patient Voices</i>	
<p>Tuesday November 14</p>	<p>Read:</p> <ul style="list-style-type: none"> • Nelson et al. (1998) “‘Nothing About Me, Without Me’: Participatory Action Research with Self-Help/Mutual Aid Organizations for Psychiatric Consumers/Survivors”
<p>Thursday November 16</p>	<p>Read:</p> <ul style="list-style-type: none"> • Crossley (2001) “‘Patient’ Voices, Social Movements and the Habitus; How Psychiatric Survivors ‘Speak Out’”

	<p>Due:</p> <ul style="list-style-type: none"> • MPQ 11 • Turn in 5-minute presentation proposal • Turn in long thesis paper proposal
Tuesday November 21	Thanksgiving holiday
Thursday November 23	Thanksgiving holiday
<i>Psychiatric survivors' movement</i>	
Tuesday November 28	<p>Read:</p> <ul style="list-style-type: none"> • Adame (2014) "There Needs to be a Place in Society for Madness': The Psychiatric Survivor Movement and New Directions in Mental Health Care" • Cresswell (2009) "Psychiatric Survivors and Experiential Rights"
Thursday November 30	<p>Read:</p> <ul style="list-style-type: none"> • Browse the Hearing Voices Network website • Browse the Fireweed Collective website <p>Due:</p> <ul style="list-style-type: none"> • MPQ 12
Tuesday December 5	5-minute presentations
Thursday December 7	<p>5-minute presentations</p> <p>Due:</p> <ul style="list-style-type: none"> • Make-up MPQ (optional) • Long thesis paper