

Cover Sheet: Request 10432

WST4xxx Women and Therapy

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Patricia Travis ttravis@ufl.edu
Created	9/19/2015 3:42:06 PM
Updated	11/9/2017 4:53:41 PM
Description of request	Contemporary "psychology" had its origins in the 19th century treatment of mad women. Today, men constitute the bulk of in-patient mental health clients, while the vast majority of out-patient services go to women, who are diagnosed with depression, anxiety, and related somatic complaints at approximately three times the rate of men. Unsurprisingly, women are the largest consumers of "self-help" culture as well. And at the same time, the American Psychological Association estimates that 75% of postgraduate students in psychology and related fields today are women. This class examines the history of women and therapy since the 19th century, looking at women both as patients and as practitioners. While attending to the bio- and neurological dimensions of mental illness, it is grounded in a social constructivist approach, and draws on history, literature, and feminist and critical theory as well as clinical writings.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 011657006	Patricia Travis		9/21/2015
Complete W&T Consult Form.pdf					9/19/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Patricia Travis	Recycled per Brittany Adams' request.	9/21/2015
No document changes					
Department	Approved	CLAS - Womens Studies 011657006	Patricia Travis		9/21/2015
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Patricia Travis	Provide full bibliographic information for textbooks. The grading scale is unclear. The prerequisite you have listed (sophomore status) implies that no specific knowledge is required to excel in the course. Is this true? You state that you have also submitted a 6000-level version of this course, but no such submission is in the approval system. The two courses should be considered together, if possible. Follow the instructions under "Co-listed graduate and undergraduate courses" (http://approval.ufl.edu/ucc-policies) when submitting. It is not necessary to state that departmental or instructor permission may service as a prerequisite, as this is understood.	10/29/2015
No document changes					
Department	Approved	CLAS - Womens Studies 011657006	Patricia Travis	Feedback about syllabus has been addressed. Prerequisites are listed. Syllabus for the 6000 level course and a "co-listed justification" document are among the documents uploaded here.	10/17/2016
No document changes					

Step	Status	Group	User	Comment	Updated
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Patricia Travis	This item has been conditionally approved. Please make the following changes for final approval. 1. You have provided a syllabus for the 6000 level course, but we need a separate UCC1 form for that course as well. 2. Under "course textbooks", you must provide cities, publishers, and dates for each item. 3. The formatting of the grading scheme is unintelligible. Please repair. 4. Please change "Droid" to "hand-held devices". 5. In Dr. Travis's letter, it is puzzling that she plans to use the same rubrics for grading both graduate and undergraduate papers. Instead, perhaps she could say that "rubrics for graduate student papers will reflect expectations of deeper understanding, finer detail and more sophisticated writing style", or something of the sort. 6. It is unnecessary to include the syllabus showing the changes made in yellow.	11/9/2016
No document changes					
Department	Approved	CLAS - Womens Studies 011657006	Patricia Travis		10/13/2017
co-listed justification W&T.doc					
College	Approved	CLAS - College of Liberal Arts and Sciences	Patricia Travis		10/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/24/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					

Step	Status	Group	User	Comment	Updated
No document changes					
College Notified					
No document changes					

Course|New for request 10432

Info

Request: WST4xxx Women and Therapy

Description of request: Contemporary “psychology” had its origins in the 19th century treatment of mad women. Today, men constitute the bulk of in-patient mental health clients, while the vast majority of out-patient services go to women, who are diagnosed with depression, anxiety, and related somatic complaints at approximately three times the rate of men. Unsurprisingly, women are the largest consumers of “self-help” culture as well. And at the same time, the American Psychological Association estimates that 75% of postgraduate students in psychology and related fields today are women. This class examines the history of women and therapy since the 19th century, looking at women both as patients and as practitioners. While attending to the bio- and neurological dimensions of mental illness, it is grounded in a social constructivist approach, and draws on history, literature, and feminist and critical theory as well as clinical writings.

Submitter: Patricia Travis ttravis@ufl.edu

Created: 9/27/2017 7:51:03 PM

Form version: 5

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, in rare cases SCNS will assign a different prefix.

Response:
WST

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
4

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
xxx

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:

Women and Therapy

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Women and Therapy

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course will have rotating (varying) topics in different terms. For rotating topics courses, the course title in the Schedule of Courses and the transcript can vary with the topic.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. Some courses, such as independent study courses, will have rotating (variable) topics. Students may be allowed to repeat these courses provided the content is different.

Response:
No

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Weekly Contact Hours

Indicate the number of hours faculty will have contact with students each week on average throughout the duration of the course.

Response:

3

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Joint (Ugrad/Grad)

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
3411On-Campus

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
Survey of the development of mental health interventions from the 19th century to the present, with attention to women as patients, practitioners, and consumers.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
Any WST 3000 level course or PPE 3003 or CLP 3144

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:

n/a

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This class historicizes and makes transparent the importance of gender-- especially perceptions of appropriate femininity-- to the development of the mental health professions. It provides a context within which to understand the development of professional psychotherapeutic practices and their offshoot, consumer driven self-help cultures. In its attention to the social construction of identity and the power of professionalism, it will help prepare students in a range of pre-health majors for the new MCAT. CWSGR exit survey data shows consistent high demand for more classes focused on women and science, and this course helps meet that demand.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

By the end of the semester, students should be able to:

- Trace the development of therapeutic ideals from their late 19th-Century origins to the present
- Recognize the ways in which the therapeutic professions have relied on and helped to reinforce traditional norms of masculinity and femininity
- Recognize the ways in which academic, research, and clinical modalities are in dialogue with popular self-help ideas
- Articulate a library-based research question relevant to the course content, collect resources sufficient to answer it, and write a clear and correct paper on that question

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned, or a representative list of readings.

Response:

Appignanesi, Freud for Beginners
Foucault, Madness and Civilization
Becker, The Myth of Empowerment
Gremillion, Feeding Anorexia
Fausto-Sterling, Sexing the Body
Hooks, Sisters of the Yam
Horwitz, Creating Mental Illness

Plus a selection of articles and excerpts available through the class Canvas site.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

UNIT ONE: THEORY TOOLKIT
Week I Introductions & Constructions

- Tues, 7 Jan Introduction
- o Case History: Ms. A.

- Thurs, 9 Jan Zarate and Appignanesi, Freud for Beginners (1979)

Week 2 Constructing Gender (and Sex)

- Tues, 14 Jan Readings on Gender
 - o Gray, "Introduction"& "Mr. Fix-It & the Home Improvement Committee" (1992)
 - o West and Zimmerman, "Doing Gender" (1987)
 - o Bartky, "Foucault, Femininity, & the Modernization of Patriarchal Power" (1988)
 - ? Due: Girl, Interrupted Paper
- Thurs, 16 Jan Fausto-Sterling, Sexing the Body (2000), Chpts 1-4

Week 3 Constructing Therapy

- Tues, 21 Jan Foucault, selections from Madness and Civilization (1964)
 - o Some reading tips on M&C
- Thurs, 23 Jan Foucault, cont'd ("Birth of the Asylum" part 1 and part 2)
 - o Some reading tips on "BotA"

Week 4 Constructing Therapy, cont'd

- Tues, 28 Jan Caplan, Mind Games (1998), Introduction and Chpt 2
- Thurs, 30 Jan Caplan, chpts. 3 and 6

Week 5 Constructing Therapy, cont'd

- Tues., 4 Feb Lunbeck, selections from The Psychiatric Persuasion (1994)
 - o Psychiatry between Old and New
 - o Professing Gender
 - o Pathways to Psychiatric Scrutiny
- Thurs, 6 Feb Horwitz, Creating Mental Illness (2002), Introduction and Chpts 2, 3, and 8

Week 6 Constructing Women and Therapy

- Tues., 11 Feb Alcott, selections from Little Women (1868) Chpts 1-2 and 3-4
- Thurs, 13 Feb Becker, The Myth of Empowerment (2005), Introduction and Chpts 2 and 5
- Fri., 14 Feb Due: Proposal for Final Project (noon, via Sakai)

UNIT TWO: WOMEN AS PATIENTS

Week 7 Case Study: Hysteria (and Borderline)

- Tues, 18 Feb Lunbeck, "Hysteria: the Revolt of the 'Good Girl'"
 - o Charcot's Photographs of Augustine
- Thurs, 20 Feb (Student Led Discussion)
 - o Showalter, "Hysteria: the Daughter's Disease"
 - o Jimenez, "Psychiatric Conceptions of Mental Disorders in Women, 1960-1984"
 - o Susan Cahn, "Border Disorders: Mental Illness, Feminist Metaphor, and the Disordered Female Psyche in Twentieth Century United States"

Week 8 Case Study: Eating Disorder

- Tues, 25 Feb Thompson, "Introduction" from A Hunger So Wide and So Deep
 - Thurs, 27 Feb (Student Led Discussion)
 - o Gremillion, Feeding Anorexia, Introduction, Chapter 2, Epilogue
- spring break --

Week 9 Case Study: Anxiety/Depression

- Tues, 11 March
 - o Pilgrim and Bentall, "The Medicalization of Misery"
 - o Hoeksema, "Rethinking Rumination"
 - o Optional: Slater, Black Swans
 - ? What is a Draft?
- Thurs, 13 March (Student Led Discussion)
 - o Herzberg, "The Valium Panic" and "Prozac and the Incorporation of the Brain"

UNIT THREE: WOMEN AS THERAPISTS

Week Ten: From Feminist Movement to Feminist Therapy

- Tues, 18 March
 - o Sarachild, "Consciousness-Raising: a Radical Weapon"
 - o "The Boston Women's Health Book Collective and OBOS"

- Thurs, 20 March (Student Led Discussion)
- o Becker, *The Myth of Empowerment*, chpt 6 & 7

Week Eleven: Taking it to the Streets

- Tues, 25 March (Student Led Discussion)
- o hooks, *Sisters of the Yam: Black Women and Self-Recovery*
- Thurs, 27 March WORK DAY!

UNIT FOUR: WOMEN AND THERAPY IN CONTEMPORARY PRACTICE

Week 12: Self-Recovery and the Divine Feminine

- Tues, 1 April (access to readings in progress)
- o Mary Rockwood Lane website
- o *Healing with the Arts*, chapters 1-4, and 9 (on reserve, Library West)
- o Due: Drafts of Final Projects
- Thurs, 3 April Guest: Mary Rockwood Lane, UF Department of Nursing

Week 13: Victim Advocacy and Trauma Counseling

- Tues, 8 April
- o Braswell, *The Quest for Respect: A Healing Guide for Survivors of Rape*
- o Optional: Alvarado, "The Neurobiology of Sexual Assault"

Scroll down to *The Neurobiology of Sexual Assault* and click on it.

On the next page you must click again on the same words (under "Description" to start the webinar.

This 2013 webinar is approx. 2 hours

- Thurs, 11 April Guest: Rita Lawrence, Director, STRIVE (UF Sexual Trauma/Interpersonal Violence Education Program)
- o Trauma, Advocacy, and Healing Powerpoint

Week 14: The "Empowerment" Problem

- Tues, 15 April
- o Meet with peer review groups
- Thurs, 17 April Guest (via Skype): Dana Becker, Professor Emeritus, Bryn Mawr College School of Social Work

o Becker CV

o Rose, "Introduction" to *Neuro: the New Brain Sciences & the Management of the Mind*

This reading is available as an e-book through the library

o Becker, "Stress and the Biopolitics of American Society"

(note: the first page of text is 49; please number on your printouts for ease of reference in discussion)

Week 15: Conclusions

- Tues, 22 April Last day of class; take home final questions distributed
- o Due: Final Projects

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity.

Response:

Overview of Graded Work

1) "Girl, Interrupted" Paper (Short paper on the way(s) the film depicts women and therapy); Due in class, Tuesday, 14 Jan: 16 points

2) Weekly Reading Journals (Notes, commentary, questions on assigned work);

Due in class each Thursday EXCEPT 9 Jan, 25 Feb, 27 March, 3 April, and the day you present class materials (total of 9 journals): Graded S/U on the basis of thoroughness, acuity, insight; 45 points

3) Presentation of Class Materials (Group facilitation of class discussion): Dates will be assigned; 20 points

4) Final Project (A substantial project that involves original library research and advances your current intellectual/activist agenda)

-- Proposal: due via Canvas at noon, Friday, 14 Feb. 9 pts

-- Draft: due in class, Tuesday, 1 April, 20 points

-- Final: due in class, Tuesday, 22 April, 45 points

5) Take Home Exam (2-3 synthetic essay questions covering readings and discussion from whole semester. Questions distributed in class Tuesday, 22 April); Due via Canvas at noon Monday, 28 April; 25 points

6) Participation (Consistent, informed, thoughtful participation in class discussion, individual and group graduate student meetings); Daily, 20 points

Total Possible Points: 200

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Trysh Travis

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

27 September, 2017

To Whom It May Concern:

I have submitted for approval and permanent course numbers both a (4k) and a (6k) version of a class called "Women and Therapy." I have taught the class in this combined iteration previously, using a special topics number (WST4930/6935), with great success. (See [undergraduate](#) and [graduate evaluations](#) from Spring 2015 and [undergraduate](#) and [graduate evaluations](#) from Spring 2016.) The subject matter and the assignments have been developed to complement the specific intellectual locations of upper division undergraduates and graduate students beginning to frame their theses; the result is a pleasing combination of expertises and enthusiasms. The material is new and provocative to advanced undergraduates, and the independent research project and seminar-style work with graduate students provides them an excellent preview of/practice for graduate training. At the same time, because the syllabus does not overlap with or recreate anything in the curricula of the relevant professional programs (Psychology, Clinical Psychology, Counselor Education, etc.), graduate students are relative novices in the field and so do not dominate or intimidate the classroom.

Because the undergraduate class is a rigorous, reading/writing/discussion based one, adding an additional layer of complexity and independent work to the graduate section was not difficult. In weeks 1, 3, 9, and 10, graduate students read additional material; in weeks 5 and 9 they have a choice between readings, so as to maximize the ways the course speaks to their own research agendas. Reflecting (and cultivating) the assumption that graduate students have a research agenda in process already, graduates have an early informal proposal for their final project due. This allows time for the student, her/his advisor, and the course instructor to coordinate to ensure that enrollment in Women and Therapy is advancing the graduate students' progress towards degree, rather than taking it on a tangent. Finally, graduate students have mandatory scheduled meetings outside of class (either individually or as a group) with the instructor in weeks 3, 5, 8, and 9.¹

Expectations for class comportment and attendance and all policies are consistent for both groups of students. In terms of point values, percentages associated with individual assignments, and rubrics used for paper grading, the grading scale is the same across levels; it is assumed that undergraduates will be somewhat less sophisticated or focused than their graduate counterparts (though at UF this is not always the case), and that graduate student written work will be more nuanced, detailed, and sophisticated, as well as demonstrating broader background knowledge. However, there are no objective assessments in which graduate students would be advantaged over other members of the class and skew the curve.

¹ Readings, meetings, and assignments specific to graduate students are highlighted in the 6000 level syllabus.



College of Liberal Arts and Sciences
Center for Women's Studies and Gender Research
www.web.wst.ufl.edu/

200 Ustler Hall
P.O. Box 117352
Gainesville, FL 32611
352-392-3365
352-392-4873 Fax

In short, I believe that this class is designed well to make the combination of undergrad and grad education of benefit to all the students involved. Please do not hesitate to contact me for further information.

Sincerely,

/s/Trysh Travis
Associate Professor, Waldo W. Neikirk Term Professor 2015-2020
ttravis@ufl.edu

UNIVERSITY OF FLORIDA
Center for Women’s Studies and Gender Research
WST4XXX Women and Therapy
Draft Syllabus

INSTRUCTOR INFORMATION:

Instructor:	Trysh Travis
Office:	305 Ustler Hall
Phone:	273-0393
Office Hours:	W 10:30 am – 12:00 pm
E-Mail:	ttravis@ufl.edu

COURSE INFORMATION:

Time:	T/Th, 4, 4/5
Location:	TBA

Contemporary “psychology” had its origins in the 19th century treatment of mad women. Today, men constitute the bulk of in-patient mental health clients, while the vast majority of out-patient services go to women, who are diagnosed with depression, anxiety, and related somatic complaints at approximately three times the rate of men. Unsurprisingly, women are the largest consumers of “self-help” culture as well. And at the same time, the American Psychological Association estimates that 75% of postgraduate students in psychology and related fields today are women. This class examines the history of women and therapy since the 19th century, looking at women both as patients and as practitioners. While attending to the bio- and neurological dimensions of mental illness, it is grounded in a social constructivist approach, and draws on history, literature, and feminist and critical theory as well as clinical writings. NOTE: This class may be taught as a combined undergraduate and graduate class. If it is, the level-appropriate expectations for each group of students will be set out specifically in the syllabus, even as the two groups’ assignments overlap in some places.

COURSE OBJECTIVES

By the end of the semester, students should be able to:

- Trace the development of therapeutic ideals from their late 19th-Century origins to the present
- Recognize the ways in which the therapeutic professions have relied on and helped to reinforce traditional norms of masculinity and femininity
- Recognize the ways in which academic, research, and clinical modalities are in dialogue with popular self-help ideas
- Articulate a library-based research question (e.g., a question that can be answered using published sources) relevant to the course content, collect resources sufficient to answer it, and write a clear and correct paper on that question

Readings

All books are required and available at the UF Bookstore. You are required to bring hard copy of all assigned readings to class.

Appignanesi, <i>Freud for Beginners</i> (NY: Pantheon, 2003)	Foucault, <i>Madness and Civilization</i> (NY: Vintage, 1988)
Becker, <i>The Myth of Empowerment</i> (NY: NYU Press, 2005)	Gremillion, <i>Feeding Anorexia</i> (Raleigh, NC: Duke UP, 2003)

Fausto-Sterling, <i>Sexing the Body</i> (NY: Basic, 2000)	Hooks, <i>Sisters of the Yam</i> (NY: Routledge, 2014)
Caplan, <i>Mind Games</i> (Berkeley: U. California Press, 2001)	Horwitz, <i>Creating Mental Illness</i> (Chicago: U. Chicago Press, 2003)

Plus a selection of articles and excerpts available through the class Canvas site.

UNIT ONE: THEORY TOOLKIT

Week 1 Introductions & Constructions

- Tues, 7 Jan Introduction
 - [Case History: Ms. A.](#)
- Thurs, 9 Jan Zarate and Appignanesi, *Freud for Beginners* (1979)

Week 2 Constructing Gender (and Sex)

- Tues, 14 Jan Readings on Gender
 - Gray, ["Introduction" & "Mr. Fix-It & the Home Improvement Committee"](#) (1992)
 - West and Zimmerman, ["Doing Gender"](#) (1987)
 - Bartky, ["Foucault, Femininity, & the Modernization of Patriarchal Power"](#) (1988)
 - **Due:** [Girl, Interrupted Paper](#)
- Thurs, 16 Jan Fausto-Sterling, *Sexing the Body* (2000), Chpts 1-4

Week 3 Constructing Therapy

- Tues, 21 Jan Foucault, [selections from *Madness and Civilization*](#) (1964)
 - Some [reading tips on M&C](#)
- Thurs, 23 Jan Foucault, cont'd ("Birth of the Asylum" [part 1](#) and [part 2](#))
 - Some [reading tips on "BotA"](#)

Week 4 Constructing Therapy, cont'd

- Tues, 28 Jan Caplan, *Mind Games* (1998), Introduction and Chpt 2
- Thurs, 30 Jan Caplan, chpts. 3 and 6

Week 5 Constructing Therapy, cont'd

- Tues., 4 Feb Lunbeck, selections from *The Psychiatric Persuasion* (1994)
 - [Psychiatry between Old and New](#)
 - [Professing Gender](#)
 - [Pathways to Psychiatric Scrutiny](#)
- Thurs, 6 Feb Horwitz, *Creating Mental Illness* (2002), Introduction and Chpts 2, 3, and 8

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- Tues., 11 Feb Alcott, selections from *Little Women* (1868) Chpts [1-2](#) and [3-4](#)
- Thurs, 13 Feb Becker, *The Myth of Empowerment* (2005), Introduction and Chpts 2 and 5
- Fri., 14 Feb **Due:** [Proposal for Final Project](#) (noon, via Sakai)

UNIT TWO: WOMEN AS PATIENTS

Week 7 Case Study: Hysteria (and Borderline)

- Tues, 18 Feb Lunbeck, ["Hysteria: the Revolt of the 'Good Girl'"](#)
 - Charcot's [Photographs of Augustine](#)
- Thurs, 20 Feb (Student Led Discussion)
 - Showalter, ["Hysteria: the Daughter's Disease"](#)

- Jimenez, ["Psychiatric Conceptions of Mental Disorders in Women, 1960-1984"](#)
- Susan Cahn, ["Border Disorders: Mental Illness, Feminist Metaphor, and the Disordered Female Psyche in Twentieth Century United States"](#)

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- Tues, 25 Feb Thompson, ["Introduction"](#) from *A Hunger So Wide and So Deep*
- Thurs, 27 Feb (Student Led Discussion)
 - Gremillion, *Feeding Anorexia*, Introduction, Chapter 2, Epilogue

-- spring break --

Week 9 Case Study: Anxiety/Depression

- Tues, 11 March
 - Pilgrim and Bentall, ["The Medicalization of Misery"](#)
 - Hoeksema, ["Rethinking Rumination"](#)
 - Optional: Slater, [Black Swans](#)
 - [What is a Draft?](#)
- Thurs, 13 March (Student Led Discussion)
 - Herzberg, ["The Valium Panic"](#) and ["Prozac and the Incorporation of the Brain"](#)

UNIT THREE: WOMEN AS THERAPISTS

Week Ten: From Feminist Movement to Feminist Therapy

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 - ["The Boston Women's Health Book Collective and OBOS"](#)
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- Thurs, 27 March WORK DAY!

UNIT FOUR: WOMEN AND THERAPY IN CONTEMPORARY PRACTICE

Week 12: Self-Recovery and the Divine Feminine

- Tues, 1 April (access to readings in progress)
 - [Mary Rockwood Lane website](#)
 - *Healing with the Arts*, chapters 1-4, and 9 (on reserve, Library West)
 - **Due: Drafts of Final Projects**
- Thurs, 3 April Guest: [Mary Rockwood Lane](#), UF Department of Nursing

Week 13: Victim Advocacy and Trauma Counseling

- Tues, 8 April
 - Braswell, ["The Quest for Respect: A Healing Guide for Survivors of Rape"](#)
 - Optional: Alvarado, ["The Neurobiology of Sexual Assault"](#)
 - Scroll down to [The Neurobiology of Sexual Assault](#) and click on it.
 - On the next page you must click again on the same words (under "Description" to start the webinar.
 - This 2013 webinar is approx. 2 hours
- Thurs, 11 April Guest: Rita Lawrence, Director, [STRIVE](#) (UF Sexual Trauma/Interpersonal Violence Education Program)

- [Trauma, Advocacy, and Healing Powerpoint](#)

Week 14: The “Empowerment” Problem

- Tues, 15 April
 - Meet with peer review groups
- Thurs, 17 April Guest (via Skype): Dana Becker, Professor Emeritus, Bryn Mawr College School of Social Work
 - [Becker CV](#)
 - Rose, “Introduction” to *Neuro: the New Brain Sciences & the Management of the Mind*
 - This reading is available as an e-book through the library
 - Becker, ["Stress and the Biopolitics of American Society"](#)
 - (note: the first page of text is 49; please number on your printouts for ease of reference in discussion)

Week 15: Conclusions

- Tues, 22 April Last day of class; [take home final questions distributed](#)
 - **Due: Final Projects**



Overview of Graded Work (percentages are rounded)

- *Girl, Interrupted* Paper
 - Short paper on the way(s) the film depicts women and therapy
 - Due in class, Tuesday, 14 Jan
 - **16 points**
- Weekly Reading Journals
 - Notes, commentary, questions on assigned work
 - Due in class each Thursday EXCEPT 9 Jan, 13 Feb, 27 March, 3 April, and the day you present class materials (total of 10 journals)
 - **Graded S/U on the basis of thoroughness, acuity, insight; 50 points**
- Presentation of Class Materials
 - Group facilitation of class discussion
 - Dates will be assigned
 - **18 points**
- Final Project
 - **A substantial project that involves original library research (not original data) and advances your current intellectual/activist agenda**
 - Proposal: due via Sakai at noon, Friday, 14 Feb. **6 pts**
 - Draft: due in class, Tuesday, 1 April, **20 points**
 - Final: due in class, Tuesday, 22 April, **45 points**
- Take Home Exam
 - 2-3 synthetic essay questions covering readings and discussion from whole semester
 - Questions distributed in class Tuesday, 22 April
 - Due via Sakai at noon Monday, 28 April, **25 points**
- Participation
 - Consistent, informed, thoughtful participation in class discussion
 - **Daily, 20 points**

Total Possible Points: 205

To avoid feeling crunched around papers and exams, students should plan to **spend approximately three hours studying for every hour they are in class; on average around 8-9 hours per week.** "Studying" for this class includes active reading, note-taking, reviewing readings and class notes (you may seek out skills workshops in these areas at the [Teaching Center](#) as needed), and preparing written assignments (you may seek out advice and guidance at the [Writing Studio](#) as needed). The grading scale for homework, written work, and participation reflects this expectation. NOTE: You must do all the graded work in order to pass the class.



Course Policies

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Police: [UF police](#) can be reached at 392-1111 or 9-1-1 for emergencies.

Class Comportment: Class is your job. Professionals arrive on time for work every day (with rare exceptions) and stay until close of business. That is the expectation for this class.

- Attendance: Detailed requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Lateness: A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 1% from their final grade each time they arrive late.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Disability Accommodation: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Electronics:

- Cell phones, Ipads and pods, hand-held devices, etc., are not permitted in class. They should be silenced and put in closed bags. Let your loved ones know they cannot reach you during this class period. On the occasions when you MUST take or make a phone call during class time, discuss with me in advance. Students seen using their phones may be asked to leave.

- Laptops are not permitted in class. Cognitive science research demonstrates that [taking notes by hand results in superior comprehension and retention](#). If you require a laptop for note-taking, please follow the Disability Resource Center's policies for accommodation.

Email: I use email to communicate with the class as a whole as well as with individuals, and I will ONLY use your UF email address. It is your responsibility to obtain and use a Gatorlink account.

Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of assessments are available at <https://evaluations.ufl.edu/results>.

Grading: I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A	93+	Excellent performance	<p>A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:</p> <p>https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades http://www.isis.ufl.edu/minusgrades.html</p>
A-	90-92		
B+	87-89		
B	83-86	Good performance	
B-	80-82		
C+	77-79		
C	73-76	Fair performance	
C-	70-72		
D+	67-69		
D	63-66	Poor performance	
D-	60-62		

Late work:

- Assignments are due in class and/or via Canvas as noted in the assignment descriptions in the syllabus. Work is late if it is not received by that time. The late penalty is 1/3 of a grade off for every day late (e.g., a B paper one day becomes a B- the next, a C+ the next, etc.). Weekends count as two days.
- I do not accept work by email.
- Familiarize yourself with campus computing services and BACK UP YOUR WORK AS YOU WRITE, so that printer availability, paper shortages, and crashes do not compromise your ability to get your work in on time.

Special Needs Accommodations: If you need academic accommodations for special needs, you must first contact the [Asst. Dean of Student Services](#) at P205 Peabody Hall (V: 392-1262; TDD: 392-3008) to verify the disability and to establish eligibility for accommodations. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. You should schedule an appointment with me within the first three weeks of the semester to make appropriate arrangements.

Stress Management Resources: Students experiencing high levels of stress and anxiety, or who need help with time management and other workplace skills may contact the [Counseling and Wellness Center](#), 392-1575.