

**WS 434 (E) Women and Madness Fall 2015**  
**M 8:00-10:30 am; George 214**

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**Course description, goals:**

For thousands of years, patriarchal cultures have proscribed “madness” in women. Mad women have been routinely abused in many parts of the world and throughout history: sexually, physically, emotionally, and politically. Mad women have been beaten and killed, burned at the stake as witches, locked in their homes, and incarcerated in hospitals and prisons.

This multidisciplinary seminar course examines how developments in medical research and practice influenced our understanding of what a madwoman is at various points in western history, addresses the influence both madwomen and their doctors have had on the “psy” professions, and incorporates the creative work of “madwomen” who have persistently challenged frameworks for defining and treating madness. We will pay special attention to the work of women writers, artists, and scientists deemed “mad” by their contemporaries and examine the socio-political influences that may have contributed to the emotional struggles they experienced and the work they produced.

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute approximately 50% of the course content which interrogates recent historic, as well as contemporary issues of women and madness from psycho-legal and socio-political perspectives. Throughout this course, students will critically analyze and discuss their own ideas about “madness,” question and debate theories regarding women’s past and current struggles within medical, legal and psychiatric establishments, and ground their ideas ethically, epistemologically, and empirically. By the end of the course, students will have developed skills in recognizing and analyzing ethical issues pertaining to the treatment of women by medical and legal institutions and be able to responsibly discuss related ethical issues. Paper assignments will assist students in learning to make ethically determined judgments. Examples of ethical questions that will be addressed include: Should women be forced to take medication when they believe their psychiatric symptoms are related to life circumstances such as domestic violence? Does the medical community have an obligation to “treat” symptoms relating to identity oppression (sex, race, culture, etc.)? Should a severely depressed woman be forced into treatment to prevent suicide? Should mental health protocols following experience of sexual abuse be mandated to include restorative justice?

In addition to the subject matter outlined above, Women and Madness incorporates the first two (2) of the three (3) Women’s Studies Program Learning Objectives (PLO):

1. Demonstrated ability to engage in critical and interdisciplinary thinking, analysis, and problem solving through effective written and oral communication.
2. Evidence of ability to integrate key concepts in Women's Studies, including the social construction of gender; intersectionalities among gender, sexuality, race, class and other vectors of power and identity; social stratification; and how these issues manifest in a Pacific-Asia

context in written and oral work.

3. Demonstrated ability to connect the classroom with "real world" feminist issues through active engagement in citizenship and civic participation.

### **Grades:**

1. Three Essays: (75% of grade) Min. 7 pages, 1.5 spaced. I will provide you two essay prompts for each assignment that pose questions requiring you to understand and apply foundations of ethical reasoning to issues raised in readings and class discussions. You will choose one prompt and develop it as an argument paper.
2. Participation: (25% of grade) You are expected to actively engage in critical reading of all material for the course and participate fully in all class discussions; you must come to class fully prepared to ask and answer questions.

### **Other class policies:**

1. Attendance: Mandatory. However, since illnesses and unexpected emergencies do occur, you have two free absences. 1/2 a grade will be deducted from the final course grade for every absence after the third one.
2. No Incompletes. Please note that an Incomplete may be given to an undergraduate **only** when the student "has not completed a small, but important part of a semester's work if the instructor believes that the incomplete was caused by conditions beyond the student's control" (2015-2016 UHM Catalog).
5. All written assignments must use a consistent style sheet.
4. **Plagiarism** or any other kind of cheating will not be tolerated. You will fail the course at the first instance of plagiarism or cheating on any assignment. See, 2015-2016 UHM Catalogue for discussion of academic integrity including plagiarism.
5. Grading Policy: A, B, C, D, F A = 4.0; B= 3.0; C = 2.0; D = 1..
6. All cell phones and paggers must be off during class session.
7. **Classroom as FREE SPEECH ZONE /Policy for Class, Small Group and E-mail Discussions:** In order for all of us to take full advantage of the educational communities we are in, we must keep to certain rules meant to ensure that everyone's views and ideas get a fair and respectful hearing. E-mail discussions are an extension of the classroom. The discussion etiquette for this class follows:
  - a. Listen to understand, not necessarily to agree.
  - b. Discuss ideas, not the speaker.
  - c. Allow speaker to complete remarks before you respond.
  - d. Speak, and then wait for others in class who wish to speak to do so before you speak again.
  - e. Keep in mind that one way to strengthen your essays/arguments is to express your ideas fully and to listen openly to the feedback and ideas of classmates. Disagreements with others, accompanied by useful suggestions, will usually help you to refine and develop

your ideas. When you express disagreements with others' opinions, do so fully and respectfully, focusing on the idea or opinion under discussion. Most importantly, provide the best reasons you can come up with as to why you hold a certain position. A primary emphasis of this kind of class is to ask "why?"

### Required Texts:

1. Appignanesi, Lisa. *Mad, Bad and Sad, Women and the Mind Doctors*
2. Ayrat-Clouse, Odile, *Camille Claudel (must purchase used)*
3. Caplan, Paula. *They Say You're Crazy. How the World's Most Powerful Psychiatrists Decide Who's Normal.*
4. Jamison, Kay Redfield. *Touched With Fire: Manic-Depressive Illness and the Artistic Temperment.*
5. Shannonhouse, Rebecca. *Out of Her Mind. Women Writing on Madness.*

### Class Schedule:

Aug 24	Course Introduction
Aug 31	Appignanesi, <i>Mad, Bad and Sad, Women and the Mind Doctors</i> (Parts 1 & 2)
Sept 7	LABOR DAY
Sept 14	Appignanesi, con't. (Parts 3 & 4); <b>Prompt #1 distributed.</b>
Sept 21	Shannonhouse, <i>Out of Her Mind</i> ; (Introduction – p 59);
Sept 28	Shannonhouse, con't. (pp. 60-119);
Oct 5	Shannonhouse, con't. (pp. 120-191); <b>Paper #1 due.</b>
Oct 12	Jamison (Chapters 1, 2, and Appendixes); <b>Prompt #2 distributed.</b>
Oct 19	Jamison (Chapters 3-5).
Oct 26	Jamison (Chapters 6-7).
Nov 2	Ayrat-Clouse (Preface – p. 83); <b>Paper #2 due.</b>
Nov 9	Ayrat-Clouse, con't. (pp. 84 – 174);
Nov 16	VETERAN'S DAY
Nov 23	Ayrat-Clouse, con't. (pp. 174 – 257); <b>Prompt #3 distributed.</b>
Nov 30	Caplan, <i>They Say You're Crazy</i> (read entire book by today).
Dec 7	Caplan, con't;.
Dec 14	Exam Period; <b>Paper #3 due; FINAL EXAM TIME 7:30-9:30 a.m.</b>