

**Special Topics in WGSS**  
**Measuring the Mind: Gender, Race, and Technologies of Difference**  
M/W/F  
Spring 2017

**Instructor:** Rachel Weitzenkorn

**Email:** rweitze@emory.edu

**Office Hours:** Wednesday 11:30-12:30 in Candler Library 129D, and by appointment

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Colleague Information  
(Contact for notes/assignments)

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When emailing me, always include WGS 400 in the subject line. Emails should always include a subject, a greeting and a signature.

**COURSE DESCRIPTION**

This course interrogates the relationships between gender, race and the practices of the psychological sciences from the 19th century to the present. Rather than focus on the discoveries, diagnosis, or effects of psychological knowledges, this course attends to the methods used by researchers in the 19th and 20th century. Our reading and discussion will focus on primary texts such as Darwin, Charcot, Freud, and Fanon as well as feminist engagements with these technologies of difference such as Showalter, Haraway, Gilman, and Rose. The course will be organized by three modules: Technologies of Observing the Mind, Technologies of Hearing the Mind, and Technologies of Testing the Mind. In each instance we will examine the practices of measuring the mind as a way to understand modern theories of gender and race. As a final activity the class will take a field trip to a now closed psychiatric hospital in Milledgeville, Georgia to interact with the spaces and technologies of mental illness in the 20<sup>th</sup> century.

Because we will be linking primary historical documents with theories of race and gender, some background knowledge of the field of Women's, Gender, and Sexuality Studies is required. This is a special topics course and as such will culminate in a final research project.

**Course goals**

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

- utilize tools developed in feminism to analyze psychological knowledges
- relate practices of psychology to theories of human difference
- discuss how gender and race are related in understandings of the mind
- critically evaluate recent discoveries in mental health through a historical lens
- write about primary historical materials

## REQUIRED TEXTS

\*All readings are available in the course packet, which you can purchase from Emory Document Services on the left entrance of the DUC. The cost is \$15.

## COURSE ASSIGNMENTS

Class Participation	10%
Guided Paper 1	20%
Guided Paper 2	20%
Primary Source Analysis Project	50%

**Class Participation (10%):** The classroom atmosphere is of utmost importance. I expect everyone to come to class prepared to engage and contribute to the day's activities. To this end, in addition to reading the daily assignments closely, please prepare a discussion question or passage of interest that can act as a starting place for our discussion. Though I will not check for this everyday, I may ask you to pose a question or idea to the class, spontaneously. You are expected to bring your course pack to every class and may be expected to share your note taking or highlighting method with the class.

**One on One:** Everyone is required to come to my office hours or set up another meeting time with me at least once before Spring Break. This will be a chance for me to touch base and see how the class environment is working for everyone. It will also be a chance for us to explore any outside interests you would like to bring to the material. I will make a signup sheet available for office hours booking. If you cannot make one of the times on the sheet it is your responsibility to set up a mutually agreeable time.

**Paper #1 (20%):** this 1500 word paper is due on Thursday March 1. A series of questions and a list references will be distributed in week 3. Your paper is due in class on Thursday March 1. Hard copies must be submitted; electronic copies will not be allowed.

**Paper #2 (20%):** this 1500 word paper is due on Monday April 6. A series of question and a list references will be distributed in week 7. Your paper is due in class on Thursday March 1. Hard copies must be submitted, electronic copies will not be allowed.

**Primary Source Analysis Project (50%):** This assignment is broken up into three pieces that will be completed throughout the semester. For this assignment you will begin to gather documents, images, and objects from the Wellcome Library digital collection: <http://wellcomelibrary.org/collections/digital-collections/>. The assignment will end with your own documentation and reflection at the psychiatric hospital

**Primary Source Blog Post (15%):** In Week 1 I will introduce you to the Wellcome archive. In each of the three modules you will find one image, document, or technique in the archive that relates to the module. You will post a short description of a primary source for each module (3) to the blog.

**Presentation (15%):** At the beginning of the semester you will sign up to present and develop one of your primary sources from the archive into a longer presentation.

You will give a 20 minute presentation on one Friday. These presentations should draw from secondary sources about your archival object as well as the readings of the week.

**Milledgeville Reflection (20%):** In week 13 we will take a day long field trip to the now closed Milledgeville Psychiatric hospital. During our exploration you will take notes, pictures, and videos that you will combine into a final project. This project will use your own experiences at the hospital along with your primary source analysis to think about the theme of the course “Technologies of Difference”. How do each of the modules relate? The final presentation should use three objects (from the archive or the field trip) to develop a thesis about how technologies relate to the ways we conceive of difference. This will be a 6-8 page paper, but may take alternate forms to incorporate images, sound, and video in varying ways. This will need to be approved by me.

### GRADING

Grades will be determined by the following scale:

93-100 = A    92-90 = A-    87-89 = B+    86-83 = B  
80-82 = B-    77-79 = C+    73-76 = C                70-72 = C

Grading Standards:

<b>A Outstanding</b>	Consistently outstanding performance on course-related tasks that distinguishes the student from other members of the class. The student has a comprehensive and incisive grasp of the issues, literature or information covered in the course, and has compellingly demonstrated a capacity for original, creative, critical or logical thinking. Lucid understanding and innovative integration of both factual and theoretical material. First-rate written and oral communication skills.
<b>A- Excellent</b>	Consistently strong performance on course-related tasks. The student has a comprehensive grasp of the issues, literature or information covered in the course, and has forcefully demonstrated a capacity for original, creative, critical or logical thinking. Clearly understands and is able to integrate both factual and theoretical material. Strong written and oral communication skills.
<b>B+ Very Good</b>	Consistently above average performance on course-related tasks. The student has a very good grasp of the issues, literature or information covered in the course, and has reliably demonstrated a capacity for original, creative, critical or logical thinking. A very good understanding of factual and theoretical material, and some capacity to integrate the two. Solid written and oral communication skills.

<b>B Good</b>	Good and generally consistent performance on course-related tasks. The student has a general understanding of the issues, literature or information covered in the course, and has demonstrated a growing capacity for original, creative, critical or logical thinking. A good understanding of factual and theoretical material, and limited capacity to integrate the two. Basic written and oral communication skills.
<b>B- Satisfactory</b>	Satisfactory performance on course-related tasks. The student has a reasonable understanding of the basic issues, literature or information covered in the course, and has occasionally demonstrated a capacity for original, creative, critical or logical thinking. Understands basic factual and theoretical material, but is unable to integrate the two. Limited or inconsistent written and oral communication skills.
<b>C+/C/C- Barely Adequate</b>	A barely adequate performance on course-related tasks and/or incomplete work. The student has a limited understanding of the basic issues, literature or information covered in the course and has not demonstrated a capacity for original, creative, critical or logical thinking. Inability to go beyond basic recitation of factual or theoretical material related to the class. Clear weaknesses in written and oral communication skills.
<b>D Poor</b>	Inadequate performance on course-related tasks and/or incomplete work.

### **COURSE POLICIES**

**Emory complies with the regulations of the Americans with Disabilities Act of 1990** and offers accommodations to students with documented disabilities. If you are in of accommodation please see me as soon as possible. All information will be held in strict confidence. The Office for Disability Services, located in 110 Administration Building, offers services for students with documented disabilities. Contact the ODS at (404) 727-9877.

**Laptops, cellphones, tablets and other devices are not permitted.** The course pack provides all materials for the course and any supplementary materials should be

printed. We are together as a class for a mere 50 minutes, and it is essential that everyone remains focused on the readings and tasks in the classroom. If I see you on a device that has not been preauthorized you will lose your participation grade for that day.

**Attendance is mandatory.** The class meets three times per week. You may miss three classes without a documented excuse. Beyond that, if you fail to provide a documented excuse you will lose half a letter grade for every absence. Egregious tardiness will be treated as an absence.

**Late work is not accepted.** Assignments are due at the start of class on the dates listed below. Late work will automatically receive a zero.

**Plagiarism is not permitted.** Academic dishonesty of any type will not be tolerated. Turning in work that is not your own, or that lacks proper citations, or that is an incorrect “paraphrase,” is a violation of Emory’s Honor Code. See [http://www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html) for details about the handling of cases of academic dishonesty. It is your responsibility to understand what constitutes plagiarism. The history department has a very concise description here: <http://www.history.emory.edu/undergrad/plagiarism.html>.

**All written assignments should be typed in Times New Roman 12 pt. font, double spaced and with one-inch margins.** Your work will be graded on the clarity and technical proficiency in addition to its content. Incorrect spelling and grammar will negatively impact your grade. Please visit me during office hours to receive feedback on your writing. Alternatively the writing center is an excellent resource. Visit [www.writingcenter.emory.edu](http://www.writingcenter.emory.edu) for more information about the center can support you.

### Schedule

(The readings listed are for the whole week. I will lecture on Monday, we will discuss on Wednesday, and we will have primary source presentations on Friday)

#### WEEK 1: Historicizing Technology

Daston, Lorraine and Peter Galison. 1992. “The Image of Objectivity.” *Representations*, No. 40 (Autumn), 81-128.

Haraway, Donna. 1988. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective”. *Feminist Studies* 14 (3), 575–99.

(F) Workshop for primary source analysis

\*\*\*\*\*MODULE 1: SEEING THE MIND\*\*\*\*\*

#### Week 2: Seeing the Insane

Selections from Charcot, Jean-Martin. *Charcot, the Clinician – The Tuesday Lessons*.

1887-1888. Trans. Christopher G. Goetz. New York: Raven Press, 1987.

Selections from Gilman, Sander. 1982. *Seeing the Insane*. Ann Arbor: University of Michigan Press.

**Week 3: Seeing The Inherited Mind**

PAPER QUESTIONS DISTRIBUTED

Selections from Darwin, Charles. 1872. *Expression of Emotion in Man and Animals*. London: John Murray.

**Week 4: Seeing the Biological Mind**

Harrington, Anne (1987). *Medicine, Mind, and the Double Brain*. Princeton: Princeton University Press, p. 235-247.

\*\*\*\*\***MODULE 2: HEARING THE MIND**\*\*\*\*\*

**Week 5: Introduction to the Talking Cure**

Breuer, Josef and Sigmund Freud, "Case Histories. Case 1. Anna O. (Breuer), Case 4. Katharina (Freud)." In, Freud, S., *The Complete Psychological Works*, James Strachey, Ed., (London: Hogarth Press, 1962 [1955]), pp. 21-47, 125- 134.

**Week 6: Talking vs Seeing**

Rose, Jacqueline. "Femininity and its discontents." *Feminist Review* 14, no. 1 (1983): 5-21.

**Week 7: Speaking Hysteria**

PAPER QUESTIONS DISTRIBUTED

Showalter, Elaine, "Male Hysteria: W.H.R. Rivers and the Lessons of Shell Shock" in: *The Female Malady. Women, Madness, and English Culture, 1830- 1980*. (New York: Pantheon Books, 1985), pp.168-194.

Film: *The Snake Pit* (1948)

**Week 8**

**What Can't be Spoken**

Selection from Polly Teale's "After Mrs. Rochester" (2003)\*

Selections from Frantz Fanon's *Black Skin, White Masks* (Introduction, Chapter 4, Chapter 6, Conclusion)\*

**Week 9**

**SPRING BREAK NO CLASS**

\*\*\*\*\***MODULE 3: MEASURING THE MIND**\*\*\*\*\*

### **Week 10: Curing the Mind**

Selections from Foucault, Michael. 1964. *Madness and Civilization*. New York: Vintage Books.

### **Week 11: Diagnosing the Mind**

**Selections from** Rose, Nicolas. The psychological complex: Social regulation and the psychology of the individual (London: Routledge & Kegan Paul, 1985).

Film: *Three Faces of Eve*. 1957.

### **Week 12: Containing the Mind**

D.J. Coon, "Standardizing the Subject: Experimental Psychologists, Introspection, and the Quest for a Technoscientific Ideal", *Technology and Culture* 34 (1993), pp. 757-783.

Donnelly. 1983. "The Architecture of Confinement" in *Managing the Mind*. PG 48-67

### **Week 13: Hiding the Insane**

#### **Field Trip**

**Reading from the Milledgeville website**

### **Week 14: Beyond the US**

Deacon, H. (2000). "Racial Categories and Psychiatry in Africa: The Asylum on Robben Island in the Nineteenth Century." Ch. 5 In W. Ernst and B. Harris, Editors. *Race, Science and Medicine, 1700-1960*. New York: Routledge.

### **Week 15: Contemporary Techniques**

Selections from DSM-5

Selections from Martin, Emily. 2009. *Bipolar Expeditions*. Princeton: Princeton University Press.

**FINAL PROJECT DUE THE DAY OF THE FINAL EXAM IN HARD COPY IN MY OFFICE**