Lauren J. Tenney, MA, MPA
Second Doctoral Examination

Reading List

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Committee:
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ABSTRACT

This reading list reviews two bodies of work. The initial interrogation of the literature looked for proponents of behavior and thought control and opposition to it. The first topic examined is “Mad Annals: Attempts at Reform and Abolition of Insane Asylums, State Hospitals, and Psychiatric Institutions, including their Systems and Practices in the Public Sector”. The second topic is “Slavery, Racism, and the Black Power Movement”. Both of these topics are prefaced with a selection of readings to introduce a) the way I look at their dimensionalized realities (Cohen, 1988/1975b) using the lens of “Environmental Psychology in Mental Institutions”, and b) the frame of reference, or “Theoretical Frameworks” that are relied on to formulate the organization of materials found.

Harold Proshansky (1987) suggested that the survival of Environmental Psychology is dependent on bringing Environmental Psychology into other fields (pp. 1467-1468). In my attempt to do that, this work meets at the intersection of other disciplines in a dynamic manner; therefore, I am listing them alphabetically: Activism; Black Studies; Developmental Psychology; Disability Studies; Economics; History; Liberation Psychology; Social/Personality Psychology; Participatory Action Research; Politics; Psychiatry; Public Administration; Public Health; Women’s Studies, and Youth Studies.

It is important to note that I understand this reading list is extraordinarily long and that within academia there is a hierarchy of valued materials. You will notice that some of the readings go beyond scholarly articles and books, encompassing government reports and materials published by community based organizations and individuals. For academics to truly engage in work that is participatory, they must give materials created by those they are investigating issues with the same legitimate weight as peer-reviewed materials. Hence, I have included nontraditional sources in this review of the literature.

As long as there has been oppression, there has been resistance. A woven history, these subjects share common threads of development, economics, education, emotion, identity, race, class, gender, sexuality, and spirituality. In this presentation of largely historical and qualitative readings selected, if oppression is the weft and resistance is the warp, economics is certainly the loom on which they are woven.

Presented here is a wealth of evidence on how frighteningly dangerous unchecked human nature can be on the physical and psychological environments in which our activity occurs (Vygotsky, 1978), along side the incredible spirit human beings have not only to survive, but to thrive (Hornstein, 2005; Webber, 1978).

I conclude this abstract with what I hope will be of particular interest to the PhD Program in Environmental Psychology at the Graduate Center, CUNY. I have found extensive evidence on how and why utilizing the principles of environmental psychology can be of value to the modern day mental health system. A systems theory approach (Bronfenbrenner, 1979; 1977) contests neoliberal agendas which place responsibility on an individual as systems theory focuses on fixing fundamental flaws in the design, maintenance, and control of the physical and psychological environments in which we engage. Of particular interest to my future work is Bronfenbrenner’s description of the transforming experiment on the macrosystem.

References


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INTRODUCTION:

Environmental Psychology in Mental Institutions

Environmental Psychology is a field of study that came to be through investigations into mental institutions in the 1960s with the pioneering efforts and research of Harold Proshansky, William Ittleson, Leanne Rivlin, Maxine Wolfe and Architecture-Research-Construction, Inc.. Themes which emerged from the literature are a) social theory and environmental psychology of institutions; b) architecture, design, planning & change; c) ward atmosphere assessment; and d) children and psychiatric institutions.

a) social theory & environmental psychology of institutions


b) architecture, design, planning & change

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c) ward atmosphere assessment


d) children and psychiatric institutions


Theoretical Frameworks

These readings should ground the reader in the multiple perspectives in which systems exist and offers ways to construct them, how people operate inside of them, and ways to evaluate them. Themes of this section are a) activism; b) power; c) method; d) a dialectical systems theory analysis of rules and resources in a forced life-space; and e) public administration in action.

a) activism


b) power


c) method


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**d) a dialectical, dialogical systems theory analysis of rules and resources in a forced life-space**


**e) public administration in action**


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TOPIC ONE:

Attempts at Reform and Abolition of Insane Asylums, State Hospitals, and Psychiatric Institutions, their Systems, and Practices in the Public Sector.

The thematic scheme of these readings works to address eleven subject areas. They are: A) historical inquiry of 19th century lunatic and insane asylums; B) the ongoing debates between (insanity/alienist) psychiatry, (lunatics liberation, anti-asylum) anti-psychiatry, and psychology: diagnosis & practice; C) a contested movement; D) user and survivor input into policy and planning; E) ourstories of commitment; F) analysis of ourstories; G) alternatives to traditional psychiatric services; H) social construction of assigned identity and stage models; I) the revolution and struggle for the liberation of a people; J) the capabilities approach; and K) liberation psychology. Each of these subject areas will be prefaced to their accompanying reading lists.

A. Historical Inquiry Of 19th Century Lunatic And Insane Asylums

Some of this inquiry is the result of actual archival work at the New York State Archives, the Utica Public Library, The Libraries at Hamilton College, and the Oneida County Historical Society as well as multiple historical academic and user and survivor historical accounts of experiences in the asylum, mental hygiene, psychiatric, and mental health systems. Themes of historical inquiry are a) overarching histories; b) place; c) practice; d) public administration; e) culture; and f) women.

a) overarching histories


b) place


c) practice


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**d) public administration**


**e) culture**


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f) women


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**B) The Ongoing debates between (insanity/alienist) Psychiatry, (lunatics liberation, anti-asylum) Anti-Psychiatry, and Psychology: Diagnosis & Practice**

This section outlines the debates among the professions, highlighting the crisis Vygotsky warned of nearly a century ago. Themes are: a) psychology; b) psychiatry; c) anti-psychiatry; d) schizophrenia; and e) government reports.

**a) psychology**


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b) psychiatry


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c) anti-psychiatry


d) schizophrenia


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e) government reports


C) A Contested Movement

This section highlights the struggle that the movement of people who are survivors of psychiatric atrocities has endured to even be recognized. It is based on an article by Riessman & Riessman (2006a) and Letters to the Editor of Psychiatric Services in response to it. It is framed within Chamberlin's (1990) authoritative work on the history of the modern ex-patient's movement and Emerick’s (2006) exploration of semantics contextualize the dispute.


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D) User And Survivor Input Into Policy And Planning

Spanning centuries, there is evidence of the involvement of people who are users or survivors of psychiatric services working within government funded and regulated mental health systems to change tax-funded psychiatric services. This section reviews materials dating back to the 18th century.


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E) Ourstories Of Commitment

Compared to the larger fields of psychology and psychiatry, very little research focuses on the issues of concern to the Consumer, Survivor, and Ex-Patient Movements, and there is practically no focus on the consumer, recipient or peer industries. However, there are actually thousands of found accounts of these narratives (Hornstein, 2005), which serve as evidence of a consistent attempt throughout history made by people who are users or survivors of psychiatry striving to make change in the systems with which they were involved.


Davis, P. B. (1860). *The travels and experiences of Miss Phebe B. Davis, of Barnard, Windsor County, VT, being a sequel to her two years and three months in the N.Y. state lunatic asylum at Utica, N.Y.* Syracuse, NY: J. G. K. Truair & Co.


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F) Analysis Of Oursories

There have been a handful of academics and users-and-survivors-of-psychiatry-turned-academics that have analyzed the written or spoken words of people who were recipients of mental health services or survivors of psychiatric atrocities. This section offers an overview of their findings. An analysis of these works illustrates the Language Games that Participatory Action Research creates and presents deep issues for the theoretical underpinnings of psychological research and practice.


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G) Alternatives To Traditional Psychiatric Services

This section looks at some of the earliest models of patient controlled alternatives to psychiatry and recent established best practices of peer services. In addition, this section addresses participatory action research conducted by people with psychiatric histories with people with psychiatric histories as research partners.


H) Social Construction Of Assigned Identity & Stage Models

The section focuses on the social construction of identity and how personal identity and group identity alter life experiences. Several five stage models of personal growth and development are explored.


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I) The Revolution & Struggle For The Liberation Of A People

People who are psychiatrically labeled are sometimes described as one of the last civil rights movements to come to fruition. In recent years, one of these movements, the Users and Survivors of Psychiatry Movement, has revived the language of a human rights movement (Declaration of Principles, 1982). Many of Our stories describe experiences of being oppressed. Yet, many of these authors gathered up the muster to both write and tell of their experiences and find a way to have them published.


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**Public Safety? Public Health?**


J) The Capabilities Approach

This is an interesting approach as the capabilities framework takes into account the environment, personal capital, resources, and “beings and doings” (Hopper & Bergstresser, 2007; Center for Recovery in Social Context Capabilities Approach Seminars, 2007-2008). The actual physical environment as well as the psychological environment and social capital (Saegert, Thompson, & Warren, 2001) are missing from the model and attempts at adding them in are being made by the Center to Study Recovery in Social Context.


K) Liberation Psychology

Liberation Psychology gives the freedom to tell it as it is. In using liberation psychology which is deeply rooted in politics, this section discusses groundwork for creating a liberation movement that can and must be talked about while protecting and ensuring current rights protections. Also discussed are the healing properties of taking action.


TOPIC TWO

Slavery, Oppression, Racism, and the Black Power Movement

A) Antebellum & Slavery

This section reviews the decade prior to the Civil War. This is crucial to understand as it gives me insight into what was happening prior to the crisis peaking. This section discusses a) 19th century “science” as control; b) 19th century statistics as pro-slavery propaganda and the birth of the modern census; and c) slave narratives.

a) 19th century “science” as control


Rush, B. (1799). Observations intended to favour a supposition that the black color (as it is called) of the Negroes is derived from the Leprosy. Transactions of the American Philosophical Society, 4(12) 289-297.


b) 19th century statistics as pro-slavery propaganda & the birth of the modern census


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Journal, 27.


c) Slave narratives


**B) Contextualizing the mid-19th Century**

This section was developed so that I would have a better understanding of the 19th century. It was important for me to look both pre and post-slavery to better understand the trajectory of change. Here I address mid-19th century a) law; b) education; c) culture, innovation & the Civil War; and d) Reconstruction.

**a) law**


Maine Liquor Law (1852). Maine, United States.


**b) education**


**c) culture, innovation, & the Civil War**

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d) Reconstruction


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C) Racism And Oppression In Alienist, Mental Hygiene, And Psychiatric Systems

There is a long history of racist practices in psychiatry. Admittedly, the language has changed significantly over the centuries, in public space, and the racism we find today is much more grounded in institutional practices and individual prejudices. This section reviews research linking psychiatry to racist practices in this country and beyond.


D) 20th Century Science as “Treatment”

The first half of the 20th century presented significant ethical blunders in psychiatry including sterilization programs, Metrazol shock, Insulin shock, electroconvulsive treatment (ECT), occipital frontal lobotomy, psychiatric drugging, a host of aversive behavioral interventions, and psychological and pharmaceutical experimentation. The deep and shameful history of psychiatry and eugenics gives us great cause to both expose it for what it was and to ensure it never happens again. It is important to note that chemical, mechanical, and physical restraints, seclusion, skin shocks, forced psychopharmacological management, ECT, and lobotomy (psychosurgery) are not only currently sanctioned and minimally, if at all regulated, but promoted.


Milgram, S. (1981). This week’s citation classic. Citation Classics, 5, 114.


E) Responses To and Analysis Of Racism And Discrimination

Reviewing the Black power movement, this section first looks at how some social movements organize themselves in a) movement matters to provide theoretical frameworks. A deep look at b) Black culture; c) Black power, d) Black Women, Feminists, and Black power, e) the Student Nonviolent Coordinating Committee; f) the Black Panther Party; g) Black identity; h) Comrades & Allies in other liberation movements; and i) Black studies ensues.

a) movement matters


b) black culture


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c) Black power


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d) Black Women, Feminists, and Black power


e) Student Nonviolent Coordinating Committee


Chilcoat, G., & Ligon, J. (1998). 'We talk here. This is a school for talking.' Participatory democracy from the classroom out... Curriculum Inquiry, 28(2), 165.
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**f) Black Panther Party**

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g) Black identity


h) Comrades & Allies in other liberation movements


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i) Black studies


F) Public Health Policy & Institutional Racism

This section addresses racial disparities in health care faced by African Americans and institutional racism in public health policy. Ethical issues of the Jim Crow Era and its lasting imprints are discussed.


G) African Americans, Racism, and Mental Health

This section reviews literature that points to the negative consequences of racism and discrimination on mental health and well being of African Americans despite a high ability to withstand these daily stresses and go beyond survival. It also discusses racism that can be found in modern day mental health systems.


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