

IDH2930 (Un)Common Read
From Torture to CBT: One Flew Over the Cuckoo's Nest &
Evolution of Mental Health Reform

Spring 2023
class number 30873
M/7 (1:55-2:45PM)
Hume 119 – in person

Professor: Dr. Steven Noll

Office: 217 Keene Flint Hall

Phone: 352-273-3380 (go through the automated menu & you will be able to reach me LIVE during office hours- You can also leave a message & I will get back to you)

History Department: 392-0271 (You can reach me when I am not in my office hours by leaving a message on my machine)

E-mail: nolls@ufl.edu (this is a good way to get in touch with me as I check e-mails more than once a day.)

Office hours: Monday & Wednesday 11 AM -12 noon – office 217 Keene-Flint Hall

Student Instructor: Katherine (Katie) Usrey

E-mail: katherine.usrey@ufl.edu

Office hours: Mondays 11:30AM-12:30PM on zoom (705 963 0543) and in person by appointment

COURSE DESCRIPTION

With its infamous portrayal of lobotomy and sadistic nurses, *One Flew Over the Cuckoo's Nest* provided a spotlight – although a bleak one – on psychiatry in popular culture. Its release coincided with the mental health reform movement of deinstitutionalization, which pushed for a radical move away from the very asylums and mental hospitals where McMurphy met his fate. But how much has the world of mental health treatment transformed? This course will explore both the impact of *One Flew Over the Cuckoo's Nest* on views of mental health reform then and now from an interdisciplinary perspective with a foundation in history and psychology. This course will also encourage students to reflect on their own stigma regarding mental health and how fictional portrayals like *One Flew Over the Cuckoo's Nest* still affect mental illness and its treatment today.

This is an interactive learning experience class. We encourage questions and class discussions. Please do not hesitate to ask both factual and interpretive questions. If you have specific questions on the subject matter or on grading, please e-mail either of us or come see us during office hours.

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly in class and via Canvas, are not unusual and should be expected.

COURSE OBJECTIVES / LEARNING OUTCOMES

Participants who successfully complete this course will be able to:

- Explore their personal relationship to mental health and mental health stigma.
- Recognize how fictional portrayals of mental illness affect how it is viewed culturally.
- Analyze how the themes of power, race, and gender interact with mental health and illness in the context of *One Flew Over the Cuckoos Nest*.
- Compare how the film and book version of *One Flew Over the Cuckoos Nest* influenced popular culture upon their release.
- Assess how mental health reform has evolved since the release of *One Flew Over the Cuckoos Nest*.
- Identify the impact of *One Flew Over the Cuckoos Nest* on the era of Deinstitutionalization from an interdisciplinary perspective.

ADDITIONAL COURSE AND UF POLICIES

COVID-19 and Masks

The College of Liberal Arts and Sciences emphasizes that, in light of CDC recommendations, **face coverings, though not required, are recommended in all UF facilities, including your classrooms**. Regardless of vaccination status, mask usage is a responsible and vital way of preventing transmission of COVID-19. Faculty may also ask for mask usage in their offices during one-on-one meetings (with a provision for remote office hour meetings as an alternative).

Course technology

All participants are required to access course materials on Canvas via [e-learning](#). Additionally, I expect you to check your UF email daily for any updates I send out.

Attendance and make-up work

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](#).

Attendance is graded and broken down in the assignments section. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. This means you should do the readings assigned for that day *before* you attend class.

Late policy

Both instructors understand that there is still a lot of additional stress occurring outside of just coursework. If you are having issues completing individual assignments in a timely manner, please reach out to us so we can discuss it.

Cell phone and laptop/tablet policy

Please turn off all cell phones before the beginning of each class. Even when phones are on vibrate, they disturb you and others around you. Texting, social media use, checking email, or any use of devices other than to access readings, take notes, or conduct approved research during class is not acceptable.

Netiquette and communication courtesy

All members of the class are expected to follow rules of common courtesy during, before, and

after class, in all email messages, threaded discussions, and chats.

Academic etiquette

Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order for us to learn from each other, we have to allow each other to make mistakes, and to offer unpopular positions for debate. However, name-calling, other forms of verbal harassment, sexual harassment and microaggressions will not be tolerated and will result in being asked to leave the class.

UF Academic Integrity

This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: “*The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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.”* Further information about the UF Honor Code and guidelines for Academic Honesty are here. In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

Student conduct code and sexual harassment

This course also operates under UF’s Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click here. UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see UF policies regarding harassment. Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women’s Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

UF gender equity

The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy. “Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies

whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality.” For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

Office of Victim Services

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.)
(352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday,
8:30AM - 5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24-hour helpline)

Accommodations

The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the [UF Disability Resource Center](#) (0001 Building 0020-Reid Hall, accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

Community resources

Your well-being is important to the University of Florida. The [U Matter, We Care initiative](#) is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the [Counseling and Wellness Center](#). Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here are additional resources:

- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Extra course fees

There are no additional fees for this course.

Academic resources

The following are academic resources that may be helpful for completing this course:

- [E-learning technical support](#) - 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. [Student help FAQs](#)
- [Library support](#) - Ask-a-librarian. Various ways to receive assistance with respect to using the libraries or finding resources
- [Teaching Center](#) - Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.
- [University Writing Studio](#) - 2215 Turlington Hall, (352) 846-1138, The [UF Writing Program](#) offers all UF students help in the ongoing process of becoming better writers. One-on-one tutoring, online tutoring, and workshops.
- [Career Connections Center](#) - 352-392-1601. Career assistance and counseling services.

Technology resources

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Privacy & accessibility policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)
 - [Accessibility](#)

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student

participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Reading, writing, and study time

Each week the class meetings will include interactive lectures and structured discussion. Before class you should complete the assigned readings and think critically about their application to topic of the day; there are sometimes written assignments to help you reach that goal. Course lecture each week will also include overviews of readings to help students with material. Please note, university courses, in general, are designed such that *every hour in class is expected to be accompanied by at least 3 hours of study outside of class.*

REQUIRED READINGS

Main Text

Kesey, Ken. *One Flew over the Cuckoo's Nest*. 1962.

The book on which this course will be available on-line & at the UF Bookstore as well as other bookstores near campus. If you have any problems in buying the books, please let me know as soon as possible.

There are many different publication editions of the book. All are acceptable, but since the book does not have chapter numbers or names, it will be a bit difficult for us to all read the same material each week & be ready to discuss it. So, please be flexible about that.

Articles and other resources (available on Canvas and through UF Libraries)

- Cabrera, L. Y., Gilbert, M. M. C., McCright, A. M., Achtyes, E. D., & Bluhm, R. (2021). Beyond the Cuckoo's Nest: Patient and Public Attitudes about Psychiatric Electroceutical Interventions. *Psychiatric Quarterly*, 92(4), 1425–1438. <https://doi.org/10.1007/s11126-021-09916-9>
- Grob, G. N. (1980). Abuse in American mental hospitals in historical perspective: Myth and reality. *International Journal of Law and Psychiatry*, 3(3), 295–310. [https://doi.org/10.1016/0160-2527\(80\)90009-6](https://doi.org/10.1016/0160-2527(80)90009-6)
- Lambe, J. (2019). Memory Politics: Psychiatric Critique, Cultural Protest, and One Flew Over the Cuckoo's Nest - ProQuest. *Literature and Medicine; Baltimore*, 37(2), 298–324. <https://doi.org/10.1353/lm.2019.0014>
- McGovern, C. M. (1986). The Myths of Social Control and Custodial Oppression: Patterns of Psychiatric Medicine in Late Nineteenth-Century Institutions. *Journal of Social History*, 20(1), 3–23.
- Rochefort, D. A. (2018). Reimagining the Cuckoo's Nest. *Journal of Medical Humanities*, 39(1), 3–14. <https://doi.org/10.1007/s10912-017-9481-1>
- Rutten, K., Roets, G., Soetaert, R., & Roose, R. (2012). The rhetoric of disability: A dramatic-narrative analysis of One Flew over the Cuckoo's Nest. *Critical Arts: A South-North Journal of Cultural & Media Studies*, 26(5), 641–645. <https://doi.org/10.1080/02560046.2012.744720>

ASSIGNMENTS

Class Participation – 40%

Participation will be graded per week. While we encourage everyone to contribute in discussion, if there is something that keeps you from this (language barrier, anxiety, etc.) please discuss it with us at the beginning of the semester. We are looking for quality over quantity and looking forward to having meaningful discussion every week.

Theme Intersection Reflection – 15%

Choose one concept from power, race, and gender to write a one-to-two-page essay (12pt font Times New Roman single-spaced) to analyze how the concept interacts with mental health and illness in the context of *One Flew Over the Cuckoo Nest*. This can be done by exploring a specific character, event, or general themes throughout the book.

Movie & Book Comparison Reflection – 15%

Write a one-to-two-page essay (12pt font Times New Roman single-spaced) comparing the book and movie iterations of *One Flew Over the Cuckoo's Nest*. The essay will focus on the similarities and differences between the two versions. The paper may be taken in any direction but will address issues provided later in the semester.

Final Project – 30%

The final project will be a small group presentation. Each group will lead a discussion based on the topic of their choosing using topics covered throughout the course. A visual aid and minimum number of discussion questions will be required.

GRADING

Please be aware that the level of effort you put into the class may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class.

| Assignment | Point value | Total points accruable |
|-----------------------|-------------|------------------------|
| Class Participation | 3 x 13 | 40 |
| Theme Reflection | 15 | 15 |
| Comparison Reflection | 15 | 15 |
| Final Project | 30 | 30 |
| Total | | 100 |

At the end of the semester, final grades will be determined by the following formula:

| | | |
|------------------------|-------------------|-------------------------|
| 94 and more points = A | 80-83 points = B- | 67-69 points = D+ |
| 90-93 points = A- | 77-79 points = C+ | 64-66 points = D |
| 87-89 points = B+ | 74-76 points = C | 60-63 points = D- |
| 84-86 points = B | 70-73 points = C- | 59 and fewer points = E |

In cases where the number of points falls in between letter grades, points will be rounded to the nearest whole number.

SCHEDULE

| Date | Topic | Read/Watch before today's class | Due This Week |
|----------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Week 1: 1/9 | Course Introduction | | |
| Week 2: 1/16 | NO CLASS – MLK Day | | |
| Week 3: 1/23 | Book Intro & Deinstitutionalization | <ul style="list-style-type: none"> • Ch. 1-4 Pg. 1-41 • Grob | |
| Week 4: 1/30 | Part 1 | <ul style="list-style-type: none"> • Ch. 5-7 Pg. 42-90 | |
| Week 5: 2/6 | End of Part 1 & Power | <ul style="list-style-type: none"> • Ch. 8 – 13 (End of Part 1) Pg. 91-145 • McGovern | |
| Week 6: 2/13 | Part 2 & PEI in Popular Culture | <ul style="list-style-type: none"> • Ch. 14-19 / All of Part 2 Pg. 146 – 201 • Cabrera et al | |
| Week 7: 2/20 | Part 3 | <ul style="list-style-type: none"> • Ch 20-21 / All of Part 3 Pg. 202 - 258 | |
| Week 8: 2/27 | Part 4 & Cultural Impact | <ul style="list-style-type: none"> • Ch. 22 – End / All of Part 4 Pg. 259-325 | Theme Reflection |
| Week 9: 3/6 | | <ul style="list-style-type: none"> • Cabrera et al • Rutten et al (Pg. 641-645) | |
| Break: 3/13 | NO CLASS – Spring Break | | |
| Week 10: 3/20 | One Flew Film | <ul style="list-style-type: none"> • <i>One Flew Over the Cuckoo's Nest</i> (Will watch in class) | |
| Week 11: 3/27 | Film Discussion | <ul style="list-style-type: none"> • <i>One Flew Over the Cuckoo's Nest</i> (Finish film on your own) • Lambe | Comparative Reflection |
| Week 12: 4/3 | Group 1 Presentations | | Group 1 Final Project |
| Week 13: 4/10 | Group 2 Presentations | | Group 2 Final Project |
| Week 14: 4/17 | Group 3 Presentations | | Group 3 Final Project |
| Week 15: 4/24 | Wrap Up & Final Class One Flew – Now v. Then | <ul style="list-style-type: none"> • Rochefort | |