

EHESS

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Salles 07 et 08

BOOKS MAKING US CRAZY? QUESTIONING THE PSYCHIATRIC CANON FROM PINEL TO DSM 5

ORGANISATION

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From Philippe Pinel's *Treatise on Insanity* (1801) to the recent fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5), psychiatric textbooks have sought to establish classifications of mental illness in order to provide a basis for a standardized diagnosis. The ongoing controversies about the aims and uses of the DSM-5 forcefully demonstrate to what extent knowledge production in psychiatry is bound up with specific forms of publication destined to act as works of reference. With this conference, we propose to focus on the question how authoritative psychiatric texts were established by investigating their multiple functions and uses in different fields, ranging from literature and journalism to legal and bureaucratic contexts. This entails detailed studies of the processes of publication and reception of such canonical texts, not only in allied or rival disciplines (philosophy, psychology, psychotherapy, psychoanalysis), but also among non-professional readers who engaged in various ways with those texts. Questioning the psychiatric canon then also implies to investigate in closer detail the relations between official texts and forms of literature that came to be classified as marginal or deviant.

If already Pinel's *Treatise* was a widely read and influential book with an entangled history, other psychiatric textbooks of the 19th century could be considered as true bestsellers, a case that could be made for Richard von Krafft-Ebing's *Psychopathia Sexualis*, but also, even if to a lesser extent, for textbooks such as Emil Kraepelin's or Eugen Bleuler's *Lehrbücher der Psychiatrie* that introduced the famous diagnostic categories "dementia praecox" and "schizophrenia". The co-existence of different national traditions and competing schools places psychiatric textbooks at critical moments of disputes over the clinical validity of nosological categories, but also over methods of teaching and transmitting knowledge. A longue durée approach which pays attention to allied and rival "psy sciences", but also to philosophical and literary strategies to account for mental illnesses and the editorial politics of publishers should enable us to come to a more precise view of the specific role of writing and reading practices that shape the making of knowledge in this field. This conference, then, aims to address a number of issues that have received little attention such as the history of canonizing processes, the transformation of publication standards and the importance of rhetorics for psychiatry.

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PROGRAM

1 OCTOBER
9:30 – 18:00

9:30 Reception and Introduction

Antonella Romano
Andreas Mayer
Yvonne Wübben

10:45 **Juan Rigoli**
GENÈVE

Passions and Rhetorics in the early Esquirol

11:45 **Coffee Break**

12:00 **Vincent Barras**
LAUSANNE

The Treatise on Hallucinations: a Genre in its own right?

13:00 **Lunch Break**

14:30 **Yvonne Wübben**
BERLIN/BOCHUM

A Contested Classic: Emil Kraepelin's Textbook of Psychiatry

15:30 **Katja Günther**
PRINCETON

Textbooks and Notation – Carl Wernicke's *Krankenvorstellungen* and the Undoing of Neuropsychiatry

16:30 **Coffee Break**

16:45 **Sabine Ohlenbusch**
BOCHUM

History of a Marginalized Textbook: Krafft-Ebing's *Lehrbuch der Psychiatrie*

2 OCTOBER
10:00 – 15:30

10:00 **Patricia Rosselet**
LAUSANNE

The Construction of a Treatise on the Diseases of the Nervous System: Jules Dejerine's *Sémiologie des affections du système nerveux* (1914)

11:00 **Andreas Mayer**
PARIS

An Impossible Genre? Remarks on the History of Psychoanalytic Textbooks

12:00 **Coffee Break**

12:15 **Rachel Cooper**
LANCASTER

Writing and reading the DSM

13:15 **Lunch Break**

14:30 **John Forrester**
CAMBRIDGE

Comment and Final Discussion