GALLATIN SCHOOL OF INDIVIDUALIZED STUDY  
NEW YORK UNIVERSITY

Mad Science/Mad Pride

Fall 2012  DSEM-UG1311  
Tues 3:30-6:10  Bldg:25W4  Room:C-4

Bradley Lewis, MD, PhD  
Phone: 212-998-7313, Email: BL466@nyu.edu  
Office: 1 Wash. Pl, Room 609  
Office hours (please schedule in advance):  
Thurs (2-4:30) and Fri (12-2)

Course Overview

Despite the seriousness of what we call mental illness—its pervasive incidence and the extensive suffering it can cause—we struggle to understand the multiple meanings of psychic difference. Most psychiatric research, what we can call “mad science,” has embraced a biological model that articulates mental illness as a medical disease involving neurological pathology. And most other clinical models such as psychoanalysis or cognitive behavioral therapy (more mad science) also tend to emphasize pathology. Yet, historically and in our own time, there remain a wealth of alternative approaches for understanding psychic life. Within these possibilities, it is not hard to find celebratory models, what we can call “mad pride,” that emphasize the generative and creative dimensions of psychic difference.

This course will use a comparative and interdisciplinary approach to develop an understanding of the many models of madness. Awareness of these divergent understandings of mental difference helps understand ways to narrate our own troubles and it allows us to ask important philosophic and political questions that go beyond the models themselves. Which of these models is “best?” Which comes closest to the
“truth?” Can one model, or a combination of models, offer a “solution?” Who should answer these questions and for whom? And, how are people currently struggling with and against dominant models today?

**Required Texts:**

*Depression: Integrating Science, Culture, and Humanities* by Bradley Lewis  
*Unholy Ghost: Writers on Depression* by Nell Casey  
*Anatomy of an Epidemic* by Bob Whitaker  
*The Mindful Brain* by Dan Siegel

**Class Schedule**

**SECTION ONE**

1.) Sept 4 **Introduction**

   Film: Crooked Beauty

2.) Sept 11 **Three Points of View**

   Pro-psychiatry:  
   Andreason and Black: “History of Psychiatry”

   Anti-psychiatry:  
   Szasz: “Mental Illness is Still a Myth”

   Post-psychiatry:  
   Foucault: Historical Constitution of Mental Illness  
   Bracken and Thomas: From Szasz to Foucault: On the Role of Critical Psychiatry

3.) Sept 18 **Listening to Chekhov: Building a Narrative Frame**

   Chekhov: Ivanov  
   Lewis: Listening to Chekhov

4.) Sept 25 **Depression**

   Lewis: *Depression: Integrating Science, Culture, and Humanities* (p 1-69)  
   Video: *Ordinary People*

5.) Oct 2 **Depression**
Lewis: *Depression: Integrating Science, Culture, and Humanities* (p 69-108)
Ricoeur: Life in Quest of a Narrative

**Video: Ordinary People**

6.) Oct 9 **Mad Pride/Icarus**

Adbusters: Mad Pride/Mad World
Mindfreedom Website: [http://www.mindfreedom.org/](http://www.mindfreedom.org/)
Lewis: Mad Fight: Psychiatry and Disability Activism
Icarus Website: [http://theicarusproject.net/](http://theicarusproject.net/)
Icarus: Navigating the Space
DuBrul: The Icarus Project: A Counter-Narrative for Psychic Diversity

Oct 16th No Class—NYU Holiday

7.) Oct 23 **Writers on Depression**

Styron: Darkness Visible (*Unholy Ghost*)
Dormen: Planet No (*Unholy Ghost*)
Porter: Down the Tracks (*Poets on Prozac*)
Budbill: The Uses of Depression (*Poets on Prozac*)
Kaysen: One Cheer for Melancholy (*Unholy Ghost*)
Gwenth Lewis: Dark Gifts (*Poets on Prozac*)
Shenk: A Melancholy of My Own (*Unholy Ghost*)

**FIRST PAPER DUE!!!!**

**Paper Topic:** Please use the readings to consider two “case histories” from *Ordinary People*: Beth (Conrad’s mother) and Karen (his friend from the hospital). For Beth, let’s assume that she too became depressed eventually and needed help. For both “cases,” what model of mental difference were they starting out with? How might they have considered additional options? What differences might it make? How might they compare with the memoirs we read? Feel free to make up background and context as needed (for example, let’s imagine that the time period is the present). And, remember, this is mainly an exercise in integrating the readings. So stay close to the texts you have.

**SECTION TWO**

8. Oct 30 **Contemporary Struggles: Discourse Analysis and Critical Empiricism**

Lewis: Madness Studies
Rose: Neurochemical Selves
Orr: Biopsychiatry and the Informatics of Diagnosis
Angel: The Epidemic of Mental Illness and Illusions of Psychiatry
Carlat: Dr. Drug Rep

Video: Big Bucks, Big Pharma Selling Sickness

9. Nov 6 Critical Empiricism


10. Nov 13 Critical Empiricism

Whitaker: Anatomy of an Epidemic: Part 4 and 5

11. Nov 20 Neurocultures

Giovani: The Case for Cosmetic Psychiatry: Treatment Without Diagnosis
Pitts-Taylor: The Plastic Brain: Neoliberalism and the Neuronal Self
Ortego: Cerebral Subject and the Challenge of Neurodiversity
Choudhury and Slaby: Critical Neurosicince (excerpts)
Pitts-Taylor: Neurocultures Manifesto

Suggested: Matheson: Corporate Science and the Husbandry of Scientific Knowledge by the Pharmaceutical Industry

12. Dec 27 New Neuropsychiatry?

Hellerstein: Heal Your Brain: How the New Neuropsychiatry Can Help You Go from Better to Well (excerpts)
Lewis: Hellerstein Review
Siegel: Mindful Brain: Part 1

13. Dec 4 New Neuropsychiatry?

Siegel: Mindful Brain: Part 2 and 3

14. Dec 11 New Neuropsychiatry?

Siegel: Mindful Brain: Part 3 and 4

Paper Due: Friday Dec 13th at 5 PM

Paper Topic: Please use the readings to consider neuroscience as emergent neuroculture: What’s going on? What are people doing? And, what do you think?
Course Requirements

Grades are based on three parts: attendance/participation (20%) and 2 papers (40% each). There will be an opportunity to rewrite the first paper if you desire. The attendance/participation grade is composed of weekly class attendance and participation.

Each class will begin with a short introduction to the material followed by class discussion (videos will be fit in to this structure). Remember, this is a seminar class so our discussion centers on student interests and initiative. This means that a big part of the quality of the class depends on you. To prepare for your part, please type out two quotes from each of the week’s readings about which you find engaging and worthy of discussion (include page numbers so we can find your quotes). In class, I will ask you to read your quotes and discuss your selection. Doing this assignment carefully not only helps you prepare for your papers and increases your participation grade; it also helps your classmates because it increases the quality of our conversations together.

The papers are 6 pages type written, double spaced. Please use the material from the class to develop the topic question. Back up your thesis with arguments and examples from the class readings (include internal citations with page numbers and a reference list at the end). A good paper demonstrates that you have integrated the material from the class discussions and readings and can use it to analyze your topic. Use the bulk of your energy reading closely and thinking seriously about the materials you have (rather than doing outside research). Also, be sure and give your paper a title.

The grading scale for the class will be as follows: 93-100% (A) 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 70-76 (C), 63-69 (D), and below (F).