Mad Science/Mad Pride

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. A pathologizing frame can also be seen in many other clinical models, such as psychoanalysis or cognitive behavioral therapy. Yet, historically and in our own time, there is a wealth of alternative approaches for understanding psychic life. With a little effort it is not hard to find generative models for psychic difference, what we can call “mad pride,” that emphasize the creative, spiritual, and political values of psychic difference.

This course will use a comparative and interdisciplinary approach to develop an understanding of the many models of madness: both pathological and generative. Awareness of
these divergent understandings of mental difference helps understand ways to narrate and navigate psychic troubles. It also 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  
*The Depression Book: Depression as an Opportunity for Spiritual Growth* by Cheri Huber  
*Unholy Ghost: Writers on Depression* by Nell Casey  
*Depression: A Public Feeling* by Ann Cveetkovich  
*What Should We Do with Our Brain?* by Catherine Malabou

**Optional Text**

*Manufacturing Depression* by Gary Greenberg

**Class Schedule**

1.) Jan 26: **Introduction**

   In class video:  
   Crooked Beauty (start)

2.) Feb 2: **Manufacturing Depression?**

   Hacking: Making up People  
   Kramer: *Listening to Prozac*  
   Greenberg: *Manufacturing Depression* Ch 1  
   McNamara: *Inbetweenland* (selections)

   In class video:  
   Crooked Beauty (continued)

3.) Feb 9: **Biopsychiatry, Psychoanalysis, and CBT**

   Luhhrman: Of Two Minds  
   Lewis: *Depression* (pg 1-28)  
   Black and Andreasen. Depression: *Introd. Textbook of Psychiatry*  
   Freud: Mourning and Melancholia  
   Beck: Cognitive Tx.

   In class video: Ordinary People
4.) Feb 16: **Multiplying Models**

Lewis Chapter 2 (pg 28-40)
DiMassa: The Artful Art of the Role of Art in the Ugly Art of Survival
Huber: Depression as Opportunity for Spiritual Growth
hooks: no more crying

In class video: Ordinary People

5.) Feb 23: **“Anti-Psychiatry” and Historical Perspective**

Lewis: Chapter 2 and 3 (pg 40-68)
Szasz: Mental Illness is *Still* a Myth
Laing: Mystification of Experience
Fanon: The So-Called Dependency Complex in Colonized People

In class:
Keats: “Ode to Melancholy”
Szasz and Fanon

6.) Mar 1: **Cultural, Marketing, and Science Studies Perspectives**

Lewis: Chapter 4
Whittaker: Anatomy of an Epidemic
Gotzsche: Big Pharma often Commits Corporate Crime
Sismondo: Pharmaceutical Funding and Clinical Trials
Media Coverage: Shutz (NYT) and Wallace-Wells (Rolling Stone)

In class video: Whittaker and Peter Gøtzsche, MD; Co-founder of the Cochrane Collaboration
Ordinary People
7.) Mar 8: **Marketing and Science Studies Continued**

- Rose: Neurochemical Selves
- Matheson: Corporate Science and the Husbandry of Scientific Knowledge by the Pharmaceutical Industry
- Casey: *Unholy Ghosts*
- Styron: Darkness Visible
- Dormen: Planet No

In class video: Ordinary People

**********First Paper Due Friday March 11 in my box by 3:30 PM**********

First Paper Topic: Imagine Conrad was going through his difficulties in the year 2016? What are some options he would have? How would his treatment most likely evolve? Why?

Mar 15—Spring Recess

8.) Mar 22: **Narrative Theory and Narrative Psychiatry**

- Lewis: Chapter 5
- Ricouer: Life in Quest of a Narrative
- Dormen: Planet No (in Casey: *Unholy Ghosts*)
- Porter: Down the Tracks from (*Poets on Prozac*)
- Hamkens: *Art of Narrative Psychiatry* (Ch 1 and 6)

Suggested: Kearney: On Stories

9.) Mar 29: **Writers on Depression and Open Dialogue**

- Lewis: Chapter 6
- Budbill: The Uses of Depression
- Casey: *Unholy Ghosts*
  - Kaysen: One Cheer for Melancholy
  - Shenk: A Melancholy of My Own
- Seikulla and Olson: The Open Dialogue Approach to Acute Psychosis

Guest: Edward Altwives: Open Dialogue and the NYC Parachute Project
Suggested: Olson et al: Key Elements of Dialogic Practice

10.) April 5: **Mad Pride, Icarus Project, and Mad Studies**

- Lewis: A Mad Fight: Psychiatry and Disability Activism
- Icarus Project: Navigating the Space between Brilliance and Madness
- DuBrul: The Icarus Project: A Counter Narrative for Psychic Diversity
- Shive: Cello Speak: Exploring New Language for Madness
- Mills: Sly Normality
11.) April 12: **Depression/Queer Theory/Affect Theory**

Cvetkovich: *Depression: A Public Feeling* Part I

12.) April 19: **Depression/Queer Theory/Affect Theory**

Cvetkovich: *Depression: A Public Feeling* Part II

13.) April 26: **Neuroscience, Neurodiversity, Neuroplasticity, Neuropsychiatry**

Kandel: New Intellectual Framework for Psychiatry  
Ortego: Challenge of Neurodiversity  
Siegel: Mindful Awareness, Mindsight, and Neural Integration  
Scientific America: Mind of the Meditator  
Lewis: Where is US Psychiatry Going?: From the Biomedical Model to Neuropsychiatry

In class: Malabou introduction  
In class video: Siegel, Davidson

Suggested: Jones-Smith: Neuroscience, Psychotherapy, Neuropsychotherapy

14.) May 3: **Navigating Neuronal Selfhood**

Malabou: What Should We Do With Our Brain?

Second Paper Topic: Please use narrative theory to understand and navigate the readings of the second half.

COURSE REQUIREMENTS

Grades are based on three parts: attendance/participation (1/3) and 2 papers (1/3 each). Late papers are graded down. There will be an opportunity to rewrite the first paper if you desire. The attendance/participation grade is composed of weekly class readings, participation, and attendance. There can be one excused absence for each half of the class. After that, I drop a letter participation grade for each missed class.

Class will generally begin with a short presentation on the material for that week. Class discussion will be initiated by your selections from the material. To prepare for class discussion, please type a quote for each week’s reading (include author and page numbers so we can find your quotes). Please follow each quote with a few sentence of commentary explaining why you picked the quote. We will go around the class in random order reading and discussing the quotes selected. The quotes are then passed in at the end of each class.

Papers are 7 pages type written, double spaced. Please use the material from the class to develop the topic question I hand out. Back up your thesis with arguments and examples from the class readings. Please 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 topics. 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: A+ (98), A (95), A- (91), B+ (89), B (85), B- (81), C+ (79), C (75), C- (71), D (65), and F (number below 65).

ACADEMIC INTEGRITY

Gallatin Policy: “As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating.” For more information, please consult the Gallatin Bulletin or Gallatin website (http://gallatin.nyu.edu/academics/policies/integrity.html)