

Mind, Madness and Society: Schizophrenia across Cultures and Genres
ENG/INTL 410/510

Professors: Mary Wood and Kristin Yarris
Fall quarter, 2017

SYLLABUS – dates and readings are subject to change; when changed, the instructors will announce any changes in class

Class Meeting Time: 10:00-11:20am Mondays and Wednesdays

Class Meeting Room: 105 Esslinger

Professor Mary Wood, Department of English mewood@uoregon.edu

Office: 445 PLC. Office Hours: Wednesdays 12:30-2:30 & Thursdays 2:00-3:00pm.

Professor Kristin Yarris, Department of International Studies keyarris@uoregon.edu

Office: PLC 313. Office Hours: Mondays 12:00-2:00pm & Wednesdays 12:00-1:00pm.

Course overview:

This course examines the ways madness, as lived experience and as social category, has been studied and represented across cultures and genres. As a mental illness, schizophrenia challenges conventional ways of knowing the relationships between mind and body, thought and perception, illness and cure, and self and society. Biomedicine offers one set of explanations for schizophrenia, but these explanations are partial and incomplete, themselves historically-contingent. Given the limits of biomedical understandings of the causes, courses, and treatments for schizophrenia, we must look to other disciplines for insights into the lived experience of psychosis, cultural representations of madness, and schizophrenia as a social category. Drawing largely from medical anthropology and cultural studies, this class probes questions such as: How do representations of madness serve to reinforce ideas of “normality” and “abnormality” across time and social contexts? What do psychotic experiences tell us about the relation between mind and body, self and society? To what extent does schizophrenia function as a means of calling attention to troubling circumstances in our social world? Alternatively, how does schizophrenia and its management operate as a form of social control? Finally, what do “treatment” and “recovery” from schizophrenia mean in contemporary contexts of restructuring of health care delivery systems? Throughout this course, we will engage these queries and questions from both local and global perspectives, and from the vantage points of the humanities and social sciences.

This course will be taught as a seminar, wherein all students are expected to participate in the co-creation of a shared community of inquiry and engagement. In order to achieve this, students are expected to complete required readings before class, and to prepare comments and questions for in-class discussion based on the assigned readings. The professors will at times offer comments to the class in a lecture or didactic style; however, much of class will be designed as a seminar-style discussion of readings and other course materials. Course materials will include a selection of chapters and articles, books, and videos, films, and other materials, to be engaged with throughout the term, both inside and outside of class. The professors will also coordinate a group guided visit to the Oregon State Hospital Museum for students. The class thus includes a good deal of work outside of class meeting time, including a research project conducted in pairs or small groups culminating in a final oral presentation and written paper.

At the end of this course, students will:

- 1) Gain a deeper understanding of the historical, social, cultural and political contexts for the diagnosis and treatment of severe mental illness;
- 2) Learn about the perspectives and voices of people diagnosed with mental illness and be able to analyze and empathize with those perspectives as subjective expressions;
- 3) Think critically about the ethical issues surrounding field research conducted with people diagnosed with mental illnesses in a range of national and cultural contexts;
- 4) Recognize cultural differences in the experience and understanding of mental illness and understand the implications of these for diagnosis and treatment;
- 5) Discern the narrative aspects of writings about mental illness, whether autobiographies, fictional accounts, psychiatric case studies, scientific studies, or journalistic descriptions;
- 6) Appreciate different humanistic and social scientific approaches to mental illness, and recognize the value of interdisciplinary collaboration in research on schizophrenia; and,
- 7) Develop skills in: archival research, secondary literature research in social science and humanities, collaborative group research, oral presentation, and academic writing.

Course Requirements

Participation, in-class and extra-class activities (30%)

Students will be expected to attend all class meetings, and to post comments or questions about the assigned readings to the course Canvas site in advance of each class meeting in the online discussion forum (e.g. by 9 a.m. Monday for Monday's readings and by 9 a.m. Wednesday for Wednesday's readings). In addition, the instructors will prepare a series of in-class and extra-class activities, including: viewing of films, critically reading online materials, and visiting UO archives and other sites. The class will also take a field trip, to the Oregon State Hospital Museum (www.oshmuseum.org), with Instructors arranging for transportation to and from the museum. Each student will be asked to prepare one question for the museum guided tour and to submit a short reflection paper on the visit. Additional details will be given in class. In total, these activities will comprise 30% of each student's course grade.

Research project – oral presentation (35%)

In small groups or pairs, students will work on a research project related to class topics. Possible topics include: the cultural history of certain treatment modalities; the history of institutions or key figures in Oregon or global psychiatry; examination of controversies around treatments; histories of (de)institutionalization in Oregon, the US, and/or globally; patient-centered recovery; patient and clinician narratives; racial/ethnic disparities in mental health; among other topics. Students will conduct research around their project topic using primary and secondary data, academic literature reviews, analyses of cultural texts and first-person accounts, among other data sources. The instructors will circulate a list of potential project topics by week 2, and students will be exposed to project possibilities through a visit to UO Special Collections and a visit to the Oregon State Hospital Museum of Mental Health. Project groups and topics should be determined by week 5 of the term. Presentations may take the form of Power Point-type presentation, poster board presentation, or some other form that you discuss with the instructors ahead of time. **Presentations will be given in class during Week 10 (Nov. 27th and 29th).** *Note: we may also need to schedule another class meeting to enable all groups time to present.* Additional expectations and grading guidelines for the presentations will be reviewed in class.

Research project - final paper (35%)

Based on the same general topic area as the group projects, students will submit individual research papers of approx. 8 d.s. pages (undergraduates) and 14 d.s. pages (graduates). Students may focus in on a particular question or set of questions for their paper, drawing generally on their group project topic. Students are also welcome to talk with the Instructors about adapting the final paper assignment in order to advance their own research agendas/theses/dissertations. (Students seeking to adapt the final paper assignment to their own research interests must discuss their plans with the Instructors no later than Week 8.) With the permission of the instructors (secured by Week 8), students may also co-author the final papers (in that case, the length expectation is approx. 16 d.s. pages). **Final papers will be due on Canvas by Wed. Dec. 6th at 5:00pm.** Late papers will not be accepted and incompletes will not be given. Additional guidelines for the paper will be reviewed in class.

Course Information

A note on academic integrity: Students are expected to follow the UO's code of student conduct, a copy of which can be found at: conduct.uoregon.edu. At minimum, this means students are required to complete their own work on graded assignments. Remember that our goal is to create a supportive space for mutual, critical, intellectual inquiry.

A note on diversity and inclusion: Your professors are committed to creating a class environment that recognizes and values the diverse contributions of all students, fostering students' sense of inclusion, regardless of race or ethnicity, gender identity or sexual orientation, religion, national origin, immigration status, ability status, or other social markers of difference. We welcome students' suggestions for achieving these goals together throughout the term. Some resources available for students at UO include: <https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae> and <https://blogs.uoregon.edu/dreamers/>.

A note on technology in the classroom: Appropriate use of technology (e.g. searching the web for class-related information or using laptops or tablets for note-taking) is acceptable. Inacceptable uses of technology in the classroom include browsing social media sites and texting. Students are expected to engage appropriately with technology in order to foster a better classroom experience for everyone.

A note on e-mail correspondence with Professors: The Professors will do their best to respond to student emails within 24 hours of receipt. Do *not* expect responses to emails after 6pm, over the weekends, or on university holidays. Students also need to check their UO email and Canvas messages regularly so as not to miss any communication from the Professors.

A note on attendance and absence: The Professors assume that students are responsible and want to be present for all classes in order to engage with course materials. It is students' responsibility to find out about missed material or assignments from their peers or instructors. Assignments are due on the day indicated by the Professors, so plan your schedules accordingly.

A note on accommodations: It is the Professors' intention to make any needed accommodations in order that all students can participate fully and effectively in this class. Please contact the

Professors or the UO Counseling and Testing Center at <http://counseling.uoregon.edu> in order to request an accommodation.

A note on mental health and wellbeing: Being a university student and managing life's many demands is challenging, and these are difficult and stressful times for all of us. Students are encouraged to utilize the services of the UO Counseling and Testing Center to support their mental health and wellbeing. See: <http://counseling.uoregon.edu>.

Tentative Weekly Schedule of Topics & Readings

The course begins with an historical and theoretical overview (weeks 1-4), and then moves into an examination of first-hand experiences, autobiographical narratives, and other forms of life writing about schizophrenia, including the reading of Dr. Hornstein's book. The latter weeks of class will focus on issues in cross-cultural diagnosis, research, and treatment, drawing on the book by Drs. Luhrmann and Marrow. These two books will be supplemented by our collective reading and engagement with academic articles, medical case studies, popular writing, documentary films, and works of fiction. We will also visit UO Special Collections and University Archives and the Oregon State Hospital Museum in Salem. Finally, we are fortunate to have the opportunity to have Dr. Hornstein, of Mt. Holyoke College, visit our class Nov. 13th.

Required Books and Articles:

Both books are available for purchase in the Duckstore. Articles and other required readings are available through the course Canvas page or UO Libraries.

- (1) Hornstein, Gail. 2017. *Agnes's Jacket: A psychologist's search for the meanings of madness*. New York: Routledge Books.
- (2) Luhrmann, Tanya and Marrow, Jocelyn. 2016. *Our Most Troubling Madness: Case studies in schizophrenia across cultures*. University of California Press.

Week 1 (Sept. 25 & 27)

Topics and queries: Background, history, theoretical overview: the social and historical construction of "madness"; the psychoanalytic turn; the biomedical turn; diverse disciplinary approaches to research in schizophrenia.

Readings:

Warner, Richard. 1985. Introduction, "What is Schizophrenia", pp. 7-32. From, *Recovery from Schizophrenia: Psychiatry and Political Economy*. London and Boston: Routledge & Kegan Paul.

Gregory Bateson. 2000. [1972] Excerpt from: *Steps to an Ecology of Mind: Collected Essays in Anthropology, Psychiatry, Evolution, and Epistemology*. Chicago: University of Chicago Press.

Stefanidis, Erin. 2006. Being Rational. *Schizophrenia Bulletin*, 32:3: 422-23.

Boevink, Wilma. 2006. From Being a Disorder to Dealing with Life. *Schizophrenia Bulletin*, 32:1: 17-19.

Week 2 (Oct. 2 & 4)

Topics and queries: Diagnosis: fragmented histories and cross-cultural limitations. Tracing schizophrenia in the DSM; the narrative construction of diagnosis; biomedicine and its limits; challenges in cross-cultural and international research.

Readings:

[Monday]

Wood, Mary Elene. 2013. "Diagnostic Narrative in the *DSM-IV Case Book*." pp. 217-260. From, *Life Writing and Schizophrenia: Encounters at the edge of meaning*. New York: Rodopi.

Yarris, Kristin E. and Carolyn Ponting. n.d. Moral Matters: Schizophrenia and Masculinity in Mexico. Under review at *Ethos: The Journal of the Society for Psychological Anthropology*.

[Wednesday]

Kleinman, Arthur. 1988. Do Psychiatric Disorders differ Across Cultures? Chapter 2. pp. 18-33. In: *Rethinking Psychiatry*. New York: The Free Press.

Fabrega, Horacio. 1996. Chapter 1, "Cultural and Historical Foundations of Psychiatric Diagnosis". pp. 3-14. In: *Culture and Psychiatric Diagnosis*. Introduction. Washington D.C.: American Psychiatric Press.

Good, Byron. 1996. Epilogue, "Knowledge, Power and Diagnosis". pp. 347-351. In: *Culture and Psychiatric Diagnosis*. Introduction. Washington D.C.: American Psychiatric Press.

In class activity: *DSM classification for schizophrenia-- look at DSM III, IV, V and discuss*

Week 3 (Oct. 9 & 11)

Topics and queries: Writing Schizophrenia, autobiographical representation. Madness, meaning, and constructing a moral life; How do people speak from out of "madness"? How do they get others to listen? Is autobiography "truth"? Is fiction better than autobiography is representing "madness"?

Readings:

Frame, Janet. 1985. Chapter IV. From, *Faces in the Water*. [1961] London: George Braziller.

Saks, Elyn. 2007. *The Center Cannot Hold: My Journey Through Madness*. Chapter seven and pp. 328-336. New York: Hyperion.

Walters, Anna Lee. 1992. "Buffalo Wallow Woman." From, *Talking Indian: Reflections on survival and writing*.

Class Activities:

View Saks' 2012 TED talk, "A Tale of Mental Illness" and discuss.
<https://www.youtube.com/watch?v=f6CILJA110Y>

Students should begin research and reading materials related to their group projects.

Week 4 (Oct. 16 & 18)

Topics and queries: Archival research, reading university collections, thinking historically and critically about the construction of mental illness; race and mental illness, structural racism in U.S. medicine.

Class Activity, Monday, Oct. 16:

Visit to University Archives, 2nd floor of the Knight Library. Meeting with: Linda Long and Jennifer O'Neal, Special Collections Librarians.

Readings for Wednesday:

Metzl, Jonathan. 2009. *The Protest Psychosis: How Schizophrenia became a black disease*. Boston: Beacon Press. ***Preface and Part IV Required and Part V, Recommended.***

Week 5 (Oct. 23 & 25)

Topics and queries: Who speaks for schizophrenia? Counter-hegemonic voices; from patients to advocates; moving through diagnosis to agency; impact of mental illness on families and caregivers; various meanings and experiences of hearing voices.

Readings:

Gail Hornstein. *Agnes's Jacket: A psychologist's search for the meanings of madness*.
Read: Chapters 1-14.

Luhrmann, T., Padmavati R., Tharoor, H., Osei, A. 2014. Differences in voice-hearing experiences of people with psychosis in the U.S.A., India, and Ghana: interview-based study. *British Journal of Psychiatry* 206(1): 41-44.

Film: "Memory of my face", (22 mins.) from *Afflictions* series.

Week 6 (Oct. 31 & Nov. 1)

Topics and queries: Writing Schizophrenia, Autobiographical representation. Madness, meaning, and constructing a moral life; How do people speak from out of "madness"? How do they get others to listen? Is autobiography "truth"? Is fiction better than autobiography is representing "madness"?

Readings:

Finish: *Agnes's Jacket: A psychologist's search for the meanings of madness*
Chapters 15- 26.

Viewing and discussion of film excerpts: *One Flew over the Cuckoo's Nest*
and documentary about the film's development at OSH

Class Activity:

Friday, Nov. 3. 9:00-3:00

Visit and guided tour of the Oregon State Hospital Museum in Salem.

Bus transportation and payment of museum admission will be arranged for students.

Week 7 (Nov. 6 & 8)

Topics and Queries:

Time in class this week will be devoted to helping groups delineate their research project questions and aims.

Reading: BEGIN: *Our Most Troubling Madness: Case studies in schizophrenia across cultures.* Chapters 1- 5. pp. 1-98

Film: “Shadows and Illuminations”, (35 mins.) from *Afflictions* series.

Week 8 (Nov. 13 & 15)

Topics and queries: Does schizophrenia exist across cultures? Cultural differences in symptom expressions and responses to those living with psychosis. What a cultural approach reveals about the mind, body, and society. Implications for diagnosis and treatment

Reading: COMPLETE: *Our Most Troubling Madness: Case studies in schizophrenia across cultures.* Chapters 1- 5. pp. 1-98

Monday Guest Lecture: Dr. Gail Hornstein, Mt. Holyoke College

Students will post questions for discussion with Dr. Hornstein to the course Canvas page by 12:00 noon on Friday, Nov. 10th.

Outside class activity: Hornstein public lecture Tuesday, Nov. 14. 3:30-4:30pm. 111 Lillis. *Students may receive extra credit for writing a reflection paragraph on the public lecture and submitting it by Monday, Nov. 20th.*

Week 9 (Nov. 20 & 22)

Topics and queries: Systems and institutions of mental health care, neoliberalization and individual responsibility for illness; gender and mental illness; alternative modalities of “recovery”, care, and treatment.

Reading: *Our Most Troubling Madness: Case studies in schizophrenia across cultures.* Chapters 6-12, pp. 99-196.

Myers, Neely. 2010. Culture, Stress, and Recovery from Schizophrenia: Lessons from the field for Global Mental Health. *Culture, Medicine and Psychiatry*. DOI 10.0007/s11013-010-9186-7.

Week 10 (Nov. 27 & 29)

In-class presentations of group projects

Sign ups to be arranged in class; each presentation will be approx. 15 mins; every student is required to submit a short written reflection on other groups' presentations.

NOTE: We may need to schedule an additional class meeting this week to allow all groups time to present, TBD.

Final papers due: Wednesday, Dec. 6th by 5:00pm on Canvas.

Note: Final papers will be submitted electronically. Late papers will not be accepted; early papers welcome. Also note, no Incompletes will be given for this class, so please plan your schedules accordingly. Please speak with either or both of the Professors asap if you foresee any difficulties in completing the course assignments on time.