

ETHN 157/USP149: Madness and Urbanization—Social Identities and Mental Health/Illness in the 20th Century U.S. Metropolis

FALL 2013

Tu/Th 12:30-1:50pm, APM 2301

Prof. Gabriel N. Mendes

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*Please write “157/149” in the subject line or the e-mail might be directed to my spam folder.

Office Phone: 858-822-5118

Office Hours: Wednesday 1:30-3:00pm & Thursday 1:30-3:00pm, **by appointment (seriously, please do not forget to check in with me if you wish to meet.)**

“The psychological basis of the metropolitan type of individuality consists in the intensification of nervous stimulation which results from the swift and uninterrupted change of outer and inner stimuli.” Georg Simmel, “The Metropolis and Mental Life” (1903).

Overview

In this course we will examine the relationship between the city and mental disorders/mental illness (primarily in the Western world). We will investigate the topic through an interdisciplinary study of clinical psychiatry, psychoanalytic theory, history, and literature bearing upon the subject of mental health/illness in the urban context. Through a focused set of case studies, this course will provide an historical and theoretical orientation for contemporary studies of the experience of mental illness and mental healthcare policy in the American city, with critical attention to racial and ethnic disparities in diagnosis, treatment, and outcomes.

Logistics

You can reach me by email, in my office hours, or by appointment at any time during the quarter. I respond to students’ emails by 10am every weekday; I do not answer students’ emails on weekends.

This syllabus is subject to change; any changes will be announced well in advance in class or by email.

Computers of any type are not allowed in this class.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, **you should inform me as soon as possible of your needs.** I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

Policy on Late Papers and Make-up Assignments: Excepting emergencies, I do not allow late papers and do not allow make-up assignments. You have the syllabus well enough in advance to know what is due and when.

Primary Ground Rules: (a) The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. You will be expected to approach this course with a patient, open mind, ready to absorb new facts and new ideas about topics that are, by their nature, subjects of controversy and disagreement. A good classroom environment should stimulate you to think for yourselves and raise critical questions based upon a thorough survey of the evidence before you. Please take note that abusive and harsh language will not be tolerated in this classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>).

(b) Academic dishonesty will not be tolerated in any form. This means plagiarism and other forms of dishonesty such as producing assignments for others. Please become familiar with the UCSD Policy on Academic Integrity (<http://senate.ucsd.edu/manual/Appendices/app2.htm>). Any academic work that you submit in this course, which violates the UCSD Policy on Integrity of Scholarship will automatically receive an “F” for the assignment and may result in you failing the course.

Other Ground Rules: All phones and portable electronic devices (PDA/ Smartphones/ iPads/etc.) must be turned off and may not leave your bag in the classroom. With the exception of students with a documented need for accommodation, laptop computers cannot be used in lecture or section. Students with permission to take notes on their laptops must mute all sounds, disable their wireless connections, and sit in the front row of class. For all cases of students texting/facebooking/instant messaging, I have a zero tolerance policy: you will promptly be asked to leave class and your participation/attendance grade will drop 5 points. The same goes for students who are sleeping or reading. Rest assured, I will notice. You are not invisible and not anonymous in my classroom.

COURSE REQUIREMENTS

Attendance, Participation, Reading:

1. I expect each student to attend all class sessions—there are only 20 of them. You may miss **two class sessions**, no questions asked. **But if you have more than those two unexcused absences you will fail the course.**
2. Since each regular class session will consist of a lecture and discussion it is vital that you keep up with the reading so that you can contribute to the class. You should expect to spend **at least five hours per week on the assigned readings.** (There are 168 hours in a week.)
3. **Please also begin reading Ellison’s *Invisible Man* as soon as possible, so you’ll be finished by the start of Week 4.**

Please feel free see me to discuss strategies for productive reading for the course.

Daily In Class Three Minute Essays—**Given at the end of the class session**, these mini-essays are both diagnostic (checking in to see what you’re learning from the session) and evaluative (aimed at measuring your engagement and comprehension). I will score them

on a scale of 0-3. Zero being a failure to engage the course material and three being mastery of the course material.

Research Proposal: The proposal consists of a comprehensive presentation of a feasible research project on a topic generated from the assigned readings and the individual interests of the students in this course. The proposal will include a presentation of the topic/problem; a survey of the relevant literature on that topic/problem; a methodological discussion; and discussion of possible/expected findings based upon the preceding sections of the proposal.

Grade Distribution

Attendance and Participation:	20% (more than 2 absences = a failing grade)
Three Minute Essays	30%
Final Research Proposal	35%
In-Class Proposal Presentations	15%

General Grading Standards:

- A = **Superior** performance; meets assignment requirements, and demonstrates exceptional execution of those requirements (meaning that your work exceeds the ordinary effort and execution); reflects outstanding insight and depth; grammatically and stylistically excellent; would be considered a model example of assignment completion.
- B = **Good**, solid performance; meets assignment requirements, and demonstrates competent execution of those requirements; reflects insight and depth; grammatically and stylistically strong; may have one or more problem areas.
- C = **Average** performance; meets assignment requirements, minimally; grammatically and stylistically adequate; may have two or more problem areas; papers have more than two factual, typographical, or grammatical errors per page.
- D = **Below average** performance; does not meet minimal assignment requirements; has several fundamental problem areas; has several errors throughout the paper.
- F = **Inferior** performance; does not meet assignment requirements; not deserving of credit.

*****If you are taking this course P/NP, you must take the quizzes, take the midterm, and submit a final paper, attend class and participate in order to get a passing grade*****

Obviously the same goes for those enrolled for a letter grade.

REQUIRED TEXTS (In reading order)

Copies will be placed on Reserve at the Geisel Library

1. Ralph Ellison, *Invisible Man* (Vintage, 1995 [1952]). ISBN-10: 0679732764
2. Jonathan Metz, *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Beacon Press, 2011). ISBN-10: 0807001279
3. Mindy Thompson Fullilove, *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It* (One World, Ballantine Books, 2004). ISBN: 0345454227.

All other readings will be available either directly online or provided as a PDF through TED.UCSD.EDU.

Course Schedule

Week 0—Course Introduction: Conceptualizing Mental Health and Illness

Thursday, 9/26

Readings: DSM-IV, DSM-III, DSM-II, DSM-I

Contemporary Explanations of Mental Health and Illness: The Official Record

Week 1—Readings: Tu. 10/1—*Mental Health: A Report of the Surgeon General*. 1999. <http://profiles.nlm.nih.gov/ps/retrieve/ResourceMetadata/NNBBHS>. Chapters 1 and 2. Skim the rest.

Th. 10/3—*Mental Health: Culture, Race, and Ethnicity: A Supplement to Mental Health: A Report of the Surgeon General*. 2001. <http://www.ncbi.nlm.nih.gov/books/NBK44243/>, Preface, Chapters 1 and 2. Skim the rest.

Mental Life and the Metropolis: “Let’s Take a Sec to Think Back”

Week 2—Readings: Tu. 10/8—Georg Simmel, “Mental Life and the Metropolis”
Th. 10/10—Robert E.L. Faris, “Ecological Factors in Human Behavior,” in J.McV. Hunt, Ed. *Personality and the Behavior Disorders*.

“Psychiatry Comes to Harlem”: Social and Subjective Intersections of Migration, Urbanization, and Racialization

Week 2—Readings: Tu. 10/8—Mendes, *A Deeper Science*, Introduction and Ch.2
Th. 10/10—Mendes, *A Deeper Science*, Ch. 1

Week 3—Readings: Tu. 10/15—Mendes, *A Deeper Science*, Ch. 3
Th. 10/17—Ralph Ellison, “Harlem is Nowhere” in *Shadow and Act* (1964).

Week 4—Readings: Tu. 10/22—Ralph Ellison, *Invisible Man*
Th. 10/24—Ralph Ellison, *Invisible Man*

Week 5—Readings: Tu. 10/29—Ralph Ellison, *Invisible Man*
Th. 10/31—In-Class Preliminary Topic Presentations

Race, Space, and Psychiatric Diagnosis

Week 6—Readings: Tu. 11/5—Jonathan Metzl, *The Protest Psychosis*
Th. 11/7—Jonathan Metzl, *The Protest Psychosis*

The Lived Experience of Social Abandonment

Week 7—Readings: Tu. 11/12—Anne N. Lovell, ““The City Is My Mother”: Narratives of Schizophrenia and Homelessness,” *American Anthropologist* Vol. 99, Issue 2 (June 1997), 355–368.
Th. 11/14—Joao G. Biehl, “Vita: Life in a Zone of Social Abandonment,” *Social Text*, 68, Volume 19, Number 3 (Fall

2001), 131-149.

Week 8—Readings: Tu. 11/19—Mindy Thompson Fullilove, *Root Shock*
Th. 11/21—Mindy Thompson Fullilove, *Root Shock*

Week 9—Readings: Tu. 11/26—Film: *Brother From Another Planet* (Dir. John Sayles, 1984)
No Class Thursday—Thanksgiving Holiday

Week 10: Student Presentations

Tu. 12/3—Th. 12/5

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor

858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu