

Documenting Mental Illness (WST 392)

Prof. Lisa Diedrich

Office hours on Zoom: M 2-4pm, W 2:30-3:30
(or by appointment)

Please email to arrange a Zoom appointment

Email: Lisa.Diedrich@stonybrook.edu

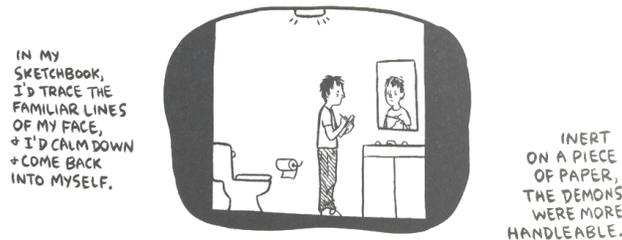
(If you are not able to reach your instructor within 72 hours, please notify either WGSS UGPD Nancy.Hiemstra@stonybrook.edu or CAS_Dean@stonybrook.edu)

AUGUST 17, 2020 (MAY BE REVISED DURING THE SEMESTER)

“Colonialism forces the colonized to constantly ask the question:

‘Who am I in reality?’”

–Frantz Fanon, *The Wretched of the Earth*



–Ellen Forney, *Marbles*

“A simple place to start is here: we’re sensitive. We feel things hard and fast. We feel things quiet and deep. We feel things huge and open. We feel things heavy and slow.”

–The Icarus Project, *Navigating the Space Between Brilliance and Madness*

Mental illness often comes into public consciousness in the United States through the specter of violence, such as in the many horrific mass shootings where the shooter’s mental health is questioned. The media frenzy that accompanies these tragic events presents a picture of mental illness that is at best limited and at worst harmful. Indeed, statistics show clearly that people who are mentally ill are more likely to be victims of violence than to commit violence. In this course we will explore mental illness as a category of analysis that comes into being through a multiplicity of discourses, practices, and institutions. We will look at a variety of case studies about the experience and event of mental illness in diverse situations and communities, and as presented in a variety of genres and forms—psychological and sociological analyses,

documentary and feature films, graphic and prose memoirs, and through interviews with people who deal with mental illness in their daily lives. We will explore how certain social situations—including, colonialism, incarceration, police violence, sexual violence, and trauma—produce “nervous conditions” that can be disabling. We will look at historical and contemporary diagnoses of and treatments for mental illness, as well as forms of activism, including patient-centered advocacy, anti- and radical psychiatry, and the Mad Pride and neurodiversity movements. Our goal is to expand and complicate our understanding of the biopsychosocial politics of mental illness, as well as to think broadly and creatively about effective, and even radical, ways to treat mental illness and generate personal and social health and well-being.

On studying mental illness in a pandemic

I know these are incredibly challenging times. New York has been one epicenter of a pandemic that is not over. We have also witnessed the horrific killing of George Floyd, and many of us have participated in the protests against police violence that erupted in New York and all over the world. These are not ordinary times and many instructors, including me, have had to adapt from in-person to remote learning. I firmly believe this is the safest and most accessible way to learn at the present time. I know that many of you are pleased to be able to take your classes online; some less so. I am committed to working together to create a flexible and inclusive space for learning that takes seriously one of the themes of the class: the need to think creatively about our practices of healing and spaces of care. This includes the online space in which we will study mental health and illness in a pandemic. Feel free to reach out to me should you have concerns as we take on a difficult topic at a difficult time.

Learning Outcomes:

This course fulfills the Stony Brook Curriculum (SBC) requirement to “understand relationships between science or technology and the arts, humanities or social sciences (STAS).” Upon completion of this course, students should be able to demonstrate proficiency in the following skills:

1. Define key concepts and use these concepts to help you discuss and analyze course materials. For example, you should be able to define Goffman’s key concept “total institution” and identify 3 types and 3 characteristics of total institutions. Then, compare and contrast Goffman’s analysis of total institutions to other examples discussed in class.

2. Compare and contrast a variety of examples of different treatments for mental illness.
3. On the discussion board, students will post, comment, and share. This will require that students read and summarize course materials, analyze and assess key arguments, engage with their classmates, and connect class discussions and materials to current events and everyday experiences.
4. Engage in the interdisciplinary analysis of psychiatric, therapeutic, and cultural practices, processes, and productions in relation to the experience of mental illness.
5. Use a variety of methodological tools (including discourse analysis, annotation, visual cultural analysis, and interviewing) to analyze different cultures of mental health and illness.

Required texts that you will need to purchase or borrow:

- Tsitsi Dangarembga, *Nervous Conditions* (New York: Lynne Reinner Publishers, 2004).
- Ellen Forney, *Marbles: Mania, Depression, Michelangelo, and Me: A Graphic Memoir* (New York: Gotham Books, 2012).
- Una, *Becoming Unbecoming* (Brighton: Myriad, 2015).

Films:

- *Crooked Beauty: Navigating the space between brilliance and madness* (Ken Paul Rosenthal, 2010; 33 minutes). Available at: <https://vimeo.com/28315394>
- *13th* (Ava DuVernay, 2016; 100 minutes)
- *Kings Park* (Lucy Winer, 2012; 108 minutes)
- *Frantz Fanon: Black Skin, White Masks* (Isaac Julien, 1997; 71 minutes). Available at: <https://www.youtube.com/watch?v=tQhwK0QM1gA>
- *Torrey Pines* (Clyde Peterson, 2016; 60 minutes) Available at: <https://vimeo.com/176881503>

Course Delivery Mode and Structure:

This is an asynchronous online course delivered in the Blackboard learning management system (LMS). Students must be mindful of ALL course expectations, activities, assignments, and due dates, especially because an online course requires significant time management. All assignments and course interactions will utilize internet technologies. See "Technical Requirements" section for more information. In Blackboard, you will access course materials, my lectures/presentations/voice threads, discussion boards,

assignments with instructions and grading rubrics, and announcements for updates on class discussions/materials, etc. Except for Week 1, which has 2 learning modules, EACH WEEK HAS 1 LEARNING MODULE. Students will sign up at the beginning of the semester to blog on 2 texts. Blog posts will be due on Mondays before 6 pm EST. Comments are due on Wednesdays before 6 pm. Some variations may occur.

How we will communicate:

Course-related questions should be posted in the General Questions Forum in the course Discussion board. For personal/private issues, email me directly. If you use Blackboard's **email tool** from the course site, it will automatically include your full name, course name and section when you send me an email.

Please allow between 24-48 hours for an email reply. Your Stony Brook University email must be used for all University-related communications. You must have an active Stony Brook University email account and access to the Internet. All instructor correspondence will be sent to your SBU email account.

Plan on checking your SBU email account regularly for course-related messages.

To log in to Stony Brook Google Mail, go to <http://www.stonybrook.edu/mycloud> and sign in with your NetID and password.

Regular announcements will be sent from Blackboard. These will be posted in the course site and may or may not be sent by email.

Regular communication is essential in online classes. Logging in once a day, checking the discussion board and participating with your colleagues will help you keep up with the demands of the class.

Technical Requirements:

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades and feedback. The Blackboard course site can be accessed at

<https://blackboard.stonybrook.edu>

If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information. You are responsible for having a reliable computer and Internet connection throughout the term. You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.

Students should be able to use email, a word processor, spreadsheet program, and presentation software to complete this course successfully.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 10 or higher (we recommend a 3-year Warranty)
- Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome or Firefox; Mac users may use Chrome or Firefox. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)
- High speed internet connection
- Word processing software (Microsoft Word, Google Docs, etc.)
- Headphones/earbuds and a microphone
- Webcam (recommended)
- Printer (optional)
- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Phone: 631-632-9800 (client support, Wi-Fi, software and hardware)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- If you are on campus, visit the Walk-Up Tech Support Station in the Educational Communications Center (ECC) building.

Email: It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (<http://www.stonybrook.edu/mycloud>), but you may verify your official Electronic Post Office (EPO) address at <http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo>. If you choose to forward your official University email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at <http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>. If

you need technical assistance, please contact Client Support at [\(631\) 632-9800](tel:631-632-9800) or supportteam@stonybrook.edu.

Student Accessibility Support Center Statement: If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation are confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Academic Integrity: Do not plagiarize, which is defined as "to take and use as one's own the thoughts, writings, or inventions of another" (*The Oxford English Dictionary*). This means you have plagiarized if, for example: you copy part or all of another student's paper, or use another student's paper from another class or semester, or if you download part or all of your paper from the internet and claim it as your own, or if you copy from a book and do not quote or cite the author. I take plagiarism very seriously. If you plagiarize, you will be turned in to Academic Judiciary. If you are confused about what constitutes plagiarism, come talk to me about it.

University statement on Academic Integrity: Each student must pursue their academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic

Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Course Evaluation: Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. Feedback from course evaluations helps me determine what texts, assignments, pedagogical practices work well or not. Course evaluations also help our department continue to deliver a rigorous, exciting, and comprehensive curriculum in Women's, Gender, and Sexuality Studies that prepares students for a diverse range of career, graduate and professional school options.

Course Policies:

Late Work: All assignments have due dates outlined in the schedule below. If, for some reason, you cannot meet a particular deadline, you will have the option of turning in late assignments for partial credit. Please contact me by email if you cannot meet a deadline, so we can discuss when and how you can complete the assignment.

Religious Observances: If you have religious observances that conflict with scheduled assignments, please contact me at least one week beforehand so we can plan an alternative schedule for you to complete any class activity or assignment you missed.

Understand When You May Drop This Course: It is your responsibility to understand when you need to consider [withdrawing from a course](#). Refer to the [Stony Brook Academic Schedule](#) for dates and deadlines for registration.

Incomplete Policy: Under emergency/special circumstances, you may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible.

Course Materials and Copyright Statement: Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission

of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

Online Communication Guidelines and Learning Resources: Maintain professional conduct both in the classroom and online. The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and in online communication. Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

Online Etiquette:

- Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
- If you are responding to a message, include the relevant part of the original message in your reply, or refer to the original post to avoid confusion;
- Be specific (to the reading, film or video, or comment from a classmate you are responding to) and be clear, especially when asking questions.
- Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible;
- Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.
- Generous and constructive feedback—even when disagreeing with a classmate or me or an author's argument—will produce a more

thoughtful, less defensive, response and lead to a better discussion for everyone

Online Classes Require Better Communication:

It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. I cannot see the confused, frustrated, or unhappy expressions on your face if you encounter problems (though you can post the appropriate emoticon in your discussion comments and questions to help me see!). You **MUST** communicate with me so that I can help. To make the experience go smoothly, remember that you're responsible for initiating more contact, and being direct, persistent, and vocal when you don't understand something.

My Role as the Instructor:

As the instructor, I will serve as a "guide" in our online classroom. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
- To fill in important things that may have been missed.
- To re-direct discussion when it gets "out of hand."
- To point out key points or to identify valuable posts.

How to Be Successful in this Course: As the instructor, my main focus is to help you do well in this course. I want to make sure you have every opportunity to learn and to achieve a satisfactory experience engaging with your classmates and exploring new ideas and ways to think about mental illness and neurodiversity. Here are some tips for the successful completion of the course:

1. **Keep up with the readings, films, Voice Threads, and other materials for the course. Be an active reader, viewer, and listener!** Take notes and jot down questions as you go through each learning module. These notes will be useful as you write blog posts and comments.
2. I recommend that you **check in regularly on Blackboard**. Even if you have completed the learning module for the week, you will want to see what your classmates have posted on the Discussion Board threads. You will get more out of this class by participating on a regular basis.

3. **Complete all the assignments.** Notice that we start off in Week 1 with a multi-modal introductions assignment worth 5 points that should help familiarize you with many of the tools and activities we will engage in throughout the semester. Please also be sure to sign up at the beginning of the semester for your 2 blog posts. There will also be 2 annotation exercises where students will be divided into small groups. Students have a choice for their final project and will submit a proposal in advance. It's important to be aware of deadlines and plan ahead for your assignments.

Student Resources:

Academic and Major Advising: Have questions about choosing the right course? Contact an advisor today. Phone and emails vary-please see website for additional contact information; website: <https://www.stonybrook.edu/for-students/academic-advising/>

Academic Success and Tutoring Center (ASTC): The ASTC provides free academic support services for all undergraduate students, including one-on-one tutoring, small group tutoring, academic success coaching, and public speaking seminars. Learn more about these services and additional campus resources at www.stonybrook.edu/tutoring.

Further Resources: Another helpful resource for students who need any kind of help while at Stony Brook (academic, financial, health, etc.) is the "For Students" section linked from the Stony Brook homepage: <http://www.stonybrook.edu/for-students>

Counseling and Psychological Services: CAPS staff are available by phone, day or night. <http://studentaffairs.stonybrook.edu/caps/>

SBU Libraries: access to and help in using databases, ebooks, and other sources for your research.

- Research Guides and Tutorials: <http://guides.library.stonybrook.edu/>
- Getting Help: <https://library.stonybrook.edu/research/ask-a-librarian/>

Support for Online Learning: <https://www.stonybrook.edu/online/>

Writing Center: Students are able to schedule face-to-face and online appointments. <https://www.stonybrook.edu/writingcenter/>

Questions? Please use the general Discussion Board thread for course and technology questions. If you would like to meet with me over zoom to discuss the questions or concerns about your progress or performance in the course, then please email me and we will set up a meeting on zoom.

Keep the conversation going, use our course hashtag: #DocuMI20. I will use this hashtag on Twitter to post articles and commentary related to course themes. Students are encouraged to do the same on Twitter, Instagram, and other social media. Some other hashtags to explore to get you started: #stopthestigma, #endthestigma, #WhatYouDontSee, #neurodiversity, #hearingvoices, #PTSD. If you come across a new hashtag relevant to the class, please share on the Sharing Discussion Board thread.

Course Schedule (Table format)

Week/ Theme	Materials to read & watch	Tasks/Assignments/activities	Due dates
WEEK 1/ Aug 24-28 Welcome to Documenting Mental Illness!	Module 1: Read: The course syllabus!! Watch: "It's On the Syllabus" video	Discussion Board post on one of the quotations on the syllabus (1 pt.) Comment on one of your classmate's posts (1 pt.) Backgrounds and aspirations questionnaire (1 pt.) Voice Thread introduction (2 pts.)	All activities in this module due by end of the day on Thursday, August 27
WEEK 1/ Aug 24-28 Navigating the space between brilliance and madness	Module 2: Watch: <i>Crooked Beauty: Navigating the space between brilliance and madness</i> (Ken Paul Rosenthal, 2010; 33 minutes)	Review questions on Voice Thread presentation to guide you as you watch the film Take notes as you watch the film	Please sign up on the Google document for blogging. Each student will sign up to post blogs on two texts.
WEEK 2 Aug 31-Sep 4	Read: 1. Sandra Allen, "The Trials of Teresa Sheehan"	Discussion Board: students who have signed up to blog on one of the readings or the film, should	Blog posts are due before 6pm

Mental illness, policing, and incarceration case studies: Teresa Sheehan, Kalief Browder, and the Trayvon Generation	2. Jennifer Gonnerman, "Before the Law" 3. Elizabeth Alexander, "The Trayvon Generation" Watch: 13 th (Ava DuVernay, 2016; 100 minutes).	post in the discussion board for each text. Other students are encouraged to post comments in response to the blog posts. Remember that you will post 3 comments on discussion boards throughout the course of the semester. Three is the minimum; you are welcome to post more!	on Monday. Comments before 6pm on Wednesday.
WEEK 3 Sep 7-11 Racism and trauma: Graphic storytelling	Read: Ebony Flowers, "My Lil Sister Lena." Graphic Narratives and Comics Key terms and concepts handout	Review description of Annotation as Method of Visual Analysis exercise Group work: Annotation as Method of Visual Analysis Discussion Board exercise Students will be divided into small groups to describe, analyze, and discuss specific images from the graphic story "My Lil Sister Lena."	Post annotation on BB Discussion Board before 6pm on Monday, Sep 7. Comment on at least one other post before 6pm on Wednesday, Sep 9.
WEEK 4 Sep 14-18 Total institutions: "forcing houses for changing persons"	Read: 1. Dmitri N. Shalin, "Goffman and Mental Illness: Asylums and 'The Insanity of Place' Revisited" 2. Susan Stamberg, "'Architecture of an Asylum' Tracks History of U.S. Treatment of Mental Illness"	Review Voice Thread and slides on Erving Goffman and his key concepts (including: total institution, looping, stripping). Discussion Board: students who have signed up to blog on the Shalin article should post in the discussion board.	Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.
WEEK 5 Sep 21-25 Total institution case study: documentary film	Watch: <i>King's Park</i> (Lucy Winer, 2012)	Review questions on Voice Thread presentation to guide you as you watch the film Take notes as you watch the film Discussion Board: students who have signed up to blog on the film should post in the discussion board.	Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.
WEEK 6 Sep 28-Oct 2	Watch: <i>Frantz Fanon: Black Skin, White Masks</i> (Isaac Julien, 1997; 71 minutes)	Take notes as you watch the film Discussion Board: students who have signed up to blog on the	Blog posts are due before 6pm on Monday.

Colonial war and mental disorders: "But the war goes on": testimony	Read: Frantz Fanon, excerpt from "Colonial War and Mental Disorders," chapter 5 of <i>The Wretched of the Earth</i>	film or excerpt should post in the discussion board.	Comments before 6pm on Wednesday
WEEK 7 Oct 5-9 Colonial war and mental disorders case study: fiction	Read: Tsitsi Dangarembga, <i>Nervous Conditions</i> (pp. 1-121)	Review Voice Thread and slides on key themes in Dangarembga's novel. Discussion Board: students who have signed up to blog on Dangarembga's novel may post in the discussion board this week or next.	Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.
WEEK 8 Oct 12-16 Colonial war and mental disorders case study: fiction	Continue reading: Tsitsi Dangarembga, <i>Nervous Conditions</i> (pp. 122-208)	See above.	Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.
WEEK 9 Oct 19-23 The figure of the "crazy artist": graphic medicine	Read: Ellen Forney, <i>Marbles</i> (chapters 1-4) Explore the Graphic Medicine: Ill-Conceived & Well-Drawn Exhibition at the U.S. National Library of Medicine website, Curated by Ellen Forney	Review Voice Thread and slides introducing Forney's graphic narrative. Discussion Board: students who have signed up to blog on Forney's graphic narrative may post in the discussion board this week or next.	Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday. Project proposals due by end of the day on Thursday, October 29.
WEEK 10 Oct 26-30 The figure of the "crazy artist": graphic medicine	Continue reading: Ellen Forney, <i>Marbles</i> (chapters 5-9)	Review slides on key themes in Forney's graphic narrative. Discussion Board: students who have signed up to blog on Forney's graphic narrative may post in the discussion board this week or next.	Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.

<p>WEEK 11 Nov 2-6</p> <p>Schizophrenia in Japan: ethnography</p>	<p>Read: Karen Nakamura, <i>A Disability of the Soul: An Ethnography of Schizophrenia and Mental Illness in Contemporary Japan</i> (chapters 1, pp. 1-33 and chapter 6, pp. 163-201)</p> <p>Watch: Eleanor Longden, "The Voices in My Head," TED Talk</p>	<p>Discussion Board: students who have signed up to blog on Nakamura's ethnography should post in the discussion board.</p>	<p>Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.</p>
<p>WEEK 12 Nov 9-13</p> <p>Gender violence and shame: graphic trauma</p>	<p>Read: Una, <i>Becoming Unbecoming</i> (Brighton: Myriad, 2015).</p>	<p>Review slides on key themes in Una's graphic narrative.</p> <p>Discussion Board: students who have signed up to blog on Una's graphic narrative may post in the discussion board this week or next.</p>	<p>Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.</p>
<p>WEEK 13 Nov 16-20</p> <p>Gender violence and shame: graphic trauma</p>	<p>Continue reading: Una, <i>Becoming Unbecoming</i></p> <p>Watch: Chanel Miller, "I Am With You"</p>	<p>Please see above.</p> <p>Discussion board: students who have signed up to blog on Miller's short animated film should post in the discussion board.</p>	<p>Blog posts are due before 6pm on Monday. Comments before 6pm on Wednesday.</p>
<p>WEEK 14 Nov 23-27</p> <p>No words: stop-motion animated film</p> <p>Happy Thanksgiving!</p>	<p>Watch; <i>Torrey Pines</i> (Clyde Peterson, 2016; 60 minutes)</p> <p>Art Zone: Seattle artist Clyde Petersen's coming-of-age story in stop-motion animation</p>	<p>Group work: Annotation as Method of Visual Analysis Discussion Board exercise</p> <p>Students will be divided into small groups to describe, analyze, and discuss specific images from the animated film.</p>	<p>Post annotation on BB Discussion Board before 6pm on Monday, Nov 23.</p> <p>Comment on at least one other post before 6pm on Wednesday, Nov 25.</p>
<p>WEEK 15 Nov 30-Dec 4</p> <p>Illness politics: "voices from</p>	<p>Read and explore: Icarus Project's <i>Navigating the Space Between Brilliance and Madness</i></p>	<p>Discussion board: students who have signed up to blog on the Icarus Project's zine should post in the discussion board.</p>	<p>Blog posts are due before 6pm on Monday. Comments before 6pm on</p>

uncharted territories"			Wednesday.
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Course Schedule (List format + links for some readings)

WEEK 1 (Aug 24-28)

Introductions

Module 1: Welcome to Documenting Mental Illness!

Read the syllabus carefully!

Discussion Board post on one of the quotations on the syllabus

Comment on one of your classmate's posts

Backgrounds and aspirations questionnaire

Voice Thread introduction

Module 2: Navigating the space between brilliance and madness

Review questions to guide you as you watch the film

Watch *Crooked Beauty: Navigating the space between brilliance and madness* (Ken Paul Rosenthal, 2010; 33 minutes)

WEEK 2 (Aug 31-Sep 4)

Mental illness, policing, and incarceration:

Teresa Sheehan, Kalief Browder, and the Trayvon Generation

1. Sandra Allen, "The Trials of Teresa Sheehan," *Buzzfeed News* (July 9, 2015).

Available at: <http://www.buzzfeed.com/sandraeallen/the-trials-of-teresa-sheehan-how-america-is-killing-its-ment#.xyDkjuNDg>

2. Jennifer Gonnerman, "Before the Law," *The New Yorker* (October 6, 2014).

Available at: <https://www.newyorker.com/magazine/2014/10/06/before-the-law>

3. Elizabeth Alexander, "The Trayvon Generation," *The New Yorker* (June 15,

2020). Available at: <https://www.newyorker.com/magazine/2020/06/22/the-trayvon-generation>

4. Watch *13th* (Ava DuVernay, 2016; 100 minutes). Available at:

<https://www.youtube.com/watch?v=krfcq5pF8u8>

WEEK 3 (Sep 7-11)

Racism and trauma: Graphic storytelling

Ebony Flowers, "My Lil Sister Lena." Available at:

<https://www.theparisreview.org/blog/2019/07/24/my-lil-sister-lena/>

Group work: Annotation as Method of Visual Analysis discussion

WEEK 4 (Sep 14-18)

Total institutions: "forcing houses for changing persons"¹

Read Dmitri N. Shalin, "Goffman and Mental Illness: *Asylums* and 'The Insanity of Place' Revisited"

Susan Stamberg, "'Architecture of an Asylum' Tracks History of U.S. Treatment of Mental Illness." Available at: <https://www.npr.org/sections/health-shots/2017/07/06/535608442/architecture-of-an-asylum-tracks-history-of-u-s-treatment-of-mental-illness>

WEEK 5 (Sep 21-25)

Total institution case study: documentary film

Watch *King's Park* (Lucy Winer, 2012)

WEEK 6 (Sep 28-Oct 2)

Colonial war and mental disorders: "But the war goes on"²: testimony

Watch *Frantz Fanon: Black Skin, White Masks* (Isaac Julien, 1997; 50 minutes)

<https://www.youtube.com/watch?v=tQhwK0QM1gA>

<https://www.isaacjulien.com/projects/frantz-fanon-black-skin-white-mask/>

Frantz Fanon, excerpt from "Colonial War and Mental Disorders," chapter 5 of *The Wretched of the Earth*

<https://www.versobooks.com/blogs/2274-colonial-violence-and-mental-disorders-an-extract-from-frantz-fanon-s-the-wretched-of-the-earth>

WEEK 7 (Oct 5-9)

Colonial war and mental disorders case study: fiction

Tsitsi Dangarembga, *Nervous Conditions* (pp. 1-121)

WEEK 8 (Oct 12-16)

Tsitsi Dangarembga, *Nervous Conditions* cont. (pp. 122-208)

WEEK 9 (Oct 19-23)

The figure of the "crazy artist": graphic medicine

¹ Erving Goffman, *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates* (New York: Anchor, 1961), 12.

² Frantz Fanon, *The Wretched of the Earth* (New York: Grove Press, 2005 [1961]), 249.

Ellen Forney, *Marbles* (chapters 1-4)

Explore the Graphic Medicine: Ill-Conceived & Well-Drawn Exhibition at the U.S. National Library of Medicine website, Curated by Ellen Forney

<https://www.nlm.nih.gov/exhibition/graphicmedicine/collection-detail.html?imgid=2&imgName=OB12411-md>

WEEK 10 (Oct 26-30)

Ellen Forney, *Marbles* continued (chapters 5-9)

Project proposals due by end of the day on Thursday, October 29.

WEEK 11 (Nov 2-6)

Schizophrenia in Japan: ethnography

Karen Nakamura, *A Disability of the Soul: An Ethnography of Schizophrenia and Mental Illness in Contemporary Japan* (chapters 1, pp. 1-33 and chapter 6, pp. 163-201)

Eleanor Longden, "The Voices in My Head," TED Talk, August 2013

https://www.ted.com/speakers/eleanor_longden

WEEK 12 (Nov 9-13)

Gender violence and shame: graphic trauma

Una, *Becoming Unbecoming* (Brighton: Myriad, 2015).

WEEK 13 (Nov 16-20)

Una, *Becoming Unbecoming* cont.

Chanel Miller, "I Am With You"

WEEK 14 (Nov 23-27)

No words: stop-motion animated film

Torrey Pines (Clyde Peterson, 2016; 60 minutes)

<https://vimeo.com/176881503>

Art Zone: Seattle artist Clyde Petersen's coming-of-age story in stop-motion animation <https://www.youtube.com/watch?v=LObiMKaOtH0>

Group work: Annotation as Method of Visual Analysis discussion

Happy Thanksgiving! Please read and explore the Icarus Project's *Navigating the Space Between Brilliance and Madness*

WEEK 15 (Nov 30-Dec 4)

Illness politics: “voices from uncharted territories”³

The Icarus Project, *Navigating the Space Between Brilliance and Madness*
http://nycicarus.org/images/navigating_the_space.pdf

Course Requirements

1. Multi-modal Introductions (5 points): The Welcome to Documenting Mental Illness! WEEK 1 learning module requires that you introduce yourselves to the course (by reading the syllabus carefully and engaging on the Discussion Board with the quotations at the beginning of the syllabus), to me (through a Backgrounds and Aspirations questionnaire), and to your classmates (through Voice Thread introductions). This module should also introduce you to several important features of the course: Discussion Board, the assignment portal, and Voice Thread. For full points, please complete all the components of Module 1 by end of Thursday, August 27.

Annotation as method of visual analysis group discussion (10x 2 = 20 points): Twice during the semester, students will be organized into small groups to practice annotation as method of visual analysis. Each group will be assigned one image from a text, and they will be required to annotate it. The two texts are Ebony Flowers’s graphic story “My Lil Sister Lena” and Clyde Peterson’s stop-motion animated film *Torrey Pines*. This exercise requires students to post their own annotations and comment on at least 2 of the annotations of other members of their group.

How to annotate: Generally, we annotate by writing directly on a text or image. Because our discussion will be virtual not in-person, students are not required to write directly on the image. What you will do instead is a two-part process—note taking and interpretation. First, you will study the image carefully. You will take notes on what you see and feel as you look at the image. This is descriptive work. Describe the image in detail. These notes do not need to be full sentences or paragraphs. You will want to look and look again. That is, don’t simply look and take notes in one sitting, but spend time studying, then do something else for a

³ The Icarus Project, *Navigating the Space Between Brilliance and Madness* (available online at: http://theicarusproject.net/files/navigating_the_space.pdf), back cover.

period of time (sleep on it, go for a walk, watch a film, listen to music), and return later to look again.

After you feel like you have fully annotated or described the image, then give us some thoughts on what ideas or feelings the image is attempting to show. In a short paragraph (3 or 4 sentences), interpret the image. Key concepts from the course and other course materials will help you do this interpretative analysis.

You will post both your notes on and your interpretation of the image. Once you have posted your own notes and interpretation, you will be able to see what other members of the group have posted. You will want to comment and respond to 2 other posts.

Grade rubric (10 points):

- Notes (4 points)—How detailed is your description of the image?
- Interpretation (4 points)—Your notes should help you analyze and interpret the image. How insightful/creative/original is your interpretation?
- Comments (2 points)—Your comments should be analytical and thoughtful, not simply “I agree with so and so” but why you agree/disagree.

3. Blogging (45 points): This assignment is multi-faceted and has 3 components: posting, commenting, and sharing. Students will write and post two blog entries (200-250 words each—posted on the Discussion Board site on Blackboard), in which you discuss the readings assigned for one of the days in the week ahead. Students will also comment at least once on a post by a classmate and share at least once a news article or other item they have come across outside the class that relates to the themes of the class.

Posts (x2 = 10 points each):

- 1) A brief summary of the readings
- 2) A thoughtful assessment of the readings, which would include answering the following questions: What are the author’s main arguments? Do you agree or disagree with them and why? How do the readings relate to each other and to earlier readings already discussed in class? What new concepts or terms are introduced? What do you find interesting and/or confusing about these terms and concepts?

3) At least two discussion questions that will help generate a conversation about the reading.

Blog posts are due before 6 p.m. on Mondays. Late submissions will be penalized.

Comments (x4 = 5 points each): In addition to your two blog entries, you are expected to post a comment (50-100 words) on a posting by a classmate. (This is the minimum requirement. You should feel free to engage more!)

Comments are due before 6 p.m. on Wednesdays. Your comments should be analytical and thoughtful, not simply “I agree with so and so” but why you agree/disagree. You should also try to read as many blog entries by your classmates as possible–this will help you understand the readings better–different people notice and focus on different things. We learn more from each other than we do on our own.

Shares (x1 = 5 points): Please share with the class an article or some other item that relates to the themes of the class (e.g., a news story, feature article, academic article, film or book review, comic, hashtag or conversation on social media, etc.). Please briefly summarize what you share (50-100 words): tell the class how this connects with our readings and discussions (be specific). For example, does it offer a story or situation that demonstrates a key concept or theme we have discussed in class? Does it offer a different perspective on the experience of mental illness?

4. Documenting Mental Illness project (30 points): three options–choose one!

1. Interview: Students will conduct a 30-minute interview with a person or friend or family member of a person diagnosed with a mental condition, a mental health care practitioner or educator, or a person involved with mental health activism or advocacy. Students will transcribe the interview, and also write a 2-page reaction to the interview process.

2. Comic: Students will create a comic about an issue related to course themes. This could document a personal experience or that of someone you know; it could portray experiences of a particular diagnosis, treatment, or other forms of care; about the impact of trauma and violence on individuals or communities; or about the racial, sexual, and

class politics of mental illness. The comic must be at least 4 panels. Students will write a 2-page artist's statement discussing their comic.

3. Zine: Students will create a zine related to course themes. The zine should include a combination of visual and written texts. The zine might include personal stories, original artwork, collage, short interviews, advocacy and activist statements. The zine must be at least 8 pages. Students will write a 2-page statement discussing the form and content of their zine.

Project proposals (1-page) are due by the end of the day on Thursday, October 29. Proposals are worth up to 5 points towards the total 30 points. Please explain which project you intend to do and provide a short rationale for your project. For the interview project, you will explain who you are interviewing and why, and submit 10 questions that will help frame your interview. For the comics project, describe the experience or event your comic will document and explain why you think this experience or event is important to document in this form. For the zine project, give the name of your zine and describe the main components that you will include. How will you produce your zine and who is the audience for it?

Interested in becoming a WGS major or minor?

Email me or visit the WGSS website:

<https://www.stonybrook.edu/commcms/wgss/>

