

**From Madness to Mental Health:
An Interdisciplinary Approach to the Making of Mental Health**

IDST 089.001, FYS Fall 2017

Days: Tuesdays & Thursdays, Time: 12:30-1:45pm, Location: Stone Center 0210

Instructors

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Office Hours By Appointment

Course Description:

What do we mean when we talk about “Mental Health” and “Mental Illness”? How do history, policy, and pharmacology shape our understanding of mental health and mental illness? What is our role as students and community members in determining how we talk about, regulate, and treat mental health concerns? This course takes an interdisciplinary approach to answering these questions. In contemporary American society, 20% of the population accesses or will require mental health care services. From Madness to Mental Health engages students in active discussion, research, and participation in the history, policy, and pharmacology of mental health, beginning with 16th-century Europe and ending with contemporary society. Over the course of the semester, we will achieve greater understanding and treatment of mental health in local, national, and global contexts.

Throughout this course, students will learn and critique how historical and public understandings of mental illness influence healthcare and social welfare policies. This course will also engage students in critical dialogue regarding the biochemistry of mental illness and related pharmacological interventions. In addition, we will visit institutions that care for people with mental illness and experience first-hand community-based mental health care. Active participation in class discussions, independent research, and in a service-learning experience will culminate in a final research paper to demonstrate mastery of course materials and objectives.

Course Objectives:

By the end of this course, the student will be able to achieve the following learning objectives:

1. **Describe** the transformation from 16th-century madness to our present understanding(s) of mental health.

2. **Explain** the biological and physiological causes of mental illnesses and therapies directed towards these diseases.
3. **Summarize** various trends and factors that (have) influence(d) definitions, policies, and treatment options of mental health, beginning with 16th-century Europe and ending with our present local, national, and global contexts.
4. **Identify** current and historical definitions, policies, and treatment options for mental health locally, nationally, and globally.
5. **Form relationships** between current and historical definitions, policies, and treatment options regarding mental health.
6. **Engage in critical discussion and research** of historical and current definitions, policies, and treatment options for mental health locally, nationally, and globally.
7. **Interact with local organizations** providing potential for service learning engagement in mental healthcare through an APPLES service-learning component.
8. **Communicate** how the experience with local mental health organization/s informs one's personal understanding of the definitions, policies, and treatment options of mental health both orally and in writing.
9. **Share** ideas about the future of mental health definitions, policies, and pharmacology and what you may do to shape them as students, and in your future occupations.
10. **Articulate** how an interdisciplinary approach to mental health provides a greater understanding of mental illness, and mental health care, therapies, policies, and their impact on our society.

Course Policies:

Course Materials:

All required readings will be made available to the students via the Sakai course site. You are expected to have read the required reading before the class, unless otherwise indicated. Please print the readings and bring them to the class, as we will be routinely referring to those during the class discussions.

Attendance: Students are expected to attend all class meetings and be on time. The university attendance policy allows students to miss up to **three** classes without penalty, provided that all assignments are completed prior to the absence. Three tardies equal one absence. Missing beyond three classes may result in a final penalty of one, full letter grade. Participation points

and assignments cannot be made up unless you have a documented, university-approved absence in the case of illness or personal issues. If you expect to have attendance or participation issues, see us immediately.

Classroom Decorum: During all class sessions, cell phones are to be silenced and stored (and never visible on your desk). If you have an emergency need that requires you to make or receive a phone call or text, please inform one of the instructors before class. Unless you are given prior notice, computers will not be used during class and should be off and stored.

Our commitment is to create a climate of mutual respect where students feel welcome to share ideas, ask questions, and try new skills. We ask that you make a similar commitment. Please give classmates and instructors your full attention, treat others and their opinions with courtesy and regard for difference, and avoid all racist, sexist, homophobic, or otherwise offensive language.

Honor Code: UNC's Honor Code is in full effect for the duration of this course and is applicable to each assignment. If you have questions about the honor code, please visit the following website: <http://studentconduct.unc.edu/>.

Breakdown of Grades & Scale:

Grading Scale:

A 94-100%	B- 80-83%	D+ 67-69%
A- 90-93%	C+ 77-79%	D 64-66%
B+ 87-89%	C 74-76%	D- 60-63%
B 84-86%	C- 70-73%	F 0-59%

Breakdown of Course Grades:

Attendance/Participation	10%
Presentations (2)	30%
Written Assignments (4)	30%
Final Research project	30%

Presentations:

There will be two presentations during the semester: **The Group Presentation (15%)** and **Individual Presentation for Final Research Project (15%)**.

The Group Presentation: There will be six group presentations throughout the semester, two per module. Each student must sign up for ONE group presentation date at the beginning of the semester. On the date appointed to them, students will present in groups of 4 about the topic and readings/course materials of the day. Students must speak for 5-7 minutes each (a total of 20-25 minutes). Students must also create a

list of 4-5 discussion questions, to be sent to the class at least two days BEFORE the date of the presentation.

Individual Presentation for Final Research Project: Each student will be required to present their research project ideas during the last two classes of the semester. Each presentation will last for 5 minutes and students will have 2 minutes after the presentation to answer any questions. Our hope is that the feedback received during this presentation will assist students in further informing their final research project, which will be due at the end of the course.

Written Assignments:

There will be **four** written assignments throughout the semester, **worth 7.5% of the final grade each** (30% total): **3 Reading Assignments** and **1 Reflection of Field Experience**.

Reading Assignments: The Reading Assignments will be completed at the end of each module. In these papers, students will summarize their thoughts about the module and make connections to their own budding, research project ideas. Students must reference at least 3 required course materials from the module using the MLA style. Papers should be 2-3 pages, typed, double-spaced, with 1" margins, in 12pt. Times New Roman.

Reflection of Field Experience: The Reflection of Field Experience will require students to make connections between their experience at Club Nova and what they have learned in the class. As such, students will need to connect what they learned from the tour to other course materials and discussions. The Reflection should be 1 page, typed, double-spaced, with 1" margins, in 12pt. Times New Roman. This essay needs to be submitted to students' dropboxes in Sakai 2 weeks after the tour: Thursday, November 9th.

Final Research Project: First Version (10%), Final Version (20%) Total 30%. The research project will measure your independent, investigative skills, and your ability to structure a written argument around your research.

- **Topic:** Pick a topic of your choice related to the history, policy, or pharmacology of mental health to investigate. You cannot pick a topic that has already been a class theme, but you can pick topics inspired by them (for example: lovesickness, no, but lovesickness in medieval English literature, yes). Your topic must be approved by your instructors through email before you begin your research.
- **Organization:** Your paper must make a clear argument and cannot merely be a summary of your sources. Therefore, your paper should have an introduction (with thesis statement declaring your argument and the methods/resources you will use to make it), body (the supporting information that allows you to make your argument), and conclusion (summary).

- **Presentation:** Your paper will be accompanied by a 5-minute presentation of your research at the end of the semester, after you have received feedback on your first version and before submitting the final version. See “Presentations” above for more details.
- **Format and length:** Papers must be at least 10 and no more than 12 pages, double-spaced, using Times New Roman 12pt font and including works cited. Follow MLA format for Works Cited and In-Text Citation.
- **Sources:** Papers must include at least 10 sources from scholarly journals, books, publications, etc. Only 3 of the 10 sources may come from assigned course materials.

Course Schedule (Subject to Change):

WEEK 1 - WEEK 16

Date	Topic	Readings and Assignments
Week 1: Aug 22	Course Overview	Review Course Contract and Syllabus Assignment for 8/24: Elaborate on any experience you have had with mental health concerns or mental illness.
Module 1. Madness & Melancholy: Antiquity - Asylum (1600s)		
Week 1: Aug 24 (Start of Module 1)	Melancholia, Madness, & the Humors in Antiquity	Theophrastus: Problem XXX.I in Klibansky, Panofsky, Saxl: <i>Saturn and Melancholy</i> (12pgs.) Plato: Excerpt from the <i>Phaedrus</i> (5pgs.)
Week 2: Aug 29	Melancholia, Madness, & the Humors in Antiquity	Excerpts from Hippocrates: <i>Aphorisms</i> 3.1-23, 6.23,56, <i>Coan Prenotions</i> 466-476
Week 2: Aug 31	Lovesickness (1400s)	Paintings: Hieronymous Bosch’s <i>Garden of Earthly Delights</i> (1490-1510) Peter of Spain: <i>Questions on the Viaticum</i> Wack, Mary F. “Pathology and Passion: Lovesickness in Antiquity and the Early Middle Ages”

<p>Week 3: Sep 5</p>	<p>Class in Health Sciences Library Room 527: Tour of the Special Collections with Dawne Lucas</p> <p>Heart, Mind, and Soul: Associations Between Parts of the Body & Mental Illness</p>	<p>Selection of Texts Provided by HSL Special Collections</p> <p>*Note: Look over list of HSL texts on Sakai and bring at least <u>two</u> questions for the Special Collections Librarian to class.</p>
<p>Week 3: Sep 7</p>	<p>Hospitalization (1400-1500s)</p>	<p>Excerpt from Sebastian Brant: <i>Ship of Fools</i> *Note: Read Prologue (pp.57-61), Apology & The Wise Man (359-365), and 2 other sections.</p> <p>Pérez, Et Al. "Origins of Psychiatric Hospitalization in Medieval Spain"</p>
<p>Week 4: Sep 12</p>	<p>Early Modern Melancholy (1500s)</p>	<p>Excerpt from Babb, Lawrence: <i>The Elizabethan Malady</i> *Note: You will receive your reading assignment from Babb (one of two chapters) in class on 9/7.</p> <p>Paintings: Dürer's <i>Melencolia I</i> (1514), Hieronymous Bosch: <i>Extracting the Stone of Madness</i> (1494)</p>
<p>Week 4: Sep 14</p> <p>Discussion Group: Ashlyn, Airlie, Katie, Jordan</p>	<p>Early Modern Melancholy (1500s-1600s)</p>	<p>Excerpt from Cervantes: <i>Don Quixote</i> (Chapter 1)</p> <p>Excerpt from Juan Huarte de San Juan: <i>The Examination of Men's Wits for the Sciences</i></p> <p>Excerpt from Robert Burton's <i>Anatomy of Melancholy</i></p>
<p>Week 5: Sep 19</p>	<p>Early Modern Diet / Pharmacology and Mental Health</p> <p>Guest Lecture on the</p>	<p>Sandhu, Et Al.: "Feeding the Microbiota-Gut-Brain Axis: Diet, Microbiome, and Neuropsychiatry"</p> <p>Blog Posts from Longhurst: "Melancholy,</p>

	Microbiome & Mental Health (Dr. Mary Kimmel & Hannah Rackers)	diet and Robert Burton,” Smith: “The Burton Diet: Notes on The Anatomy of Melancholy”
Week 5: Sep 21 (End of Module 1)	Confinement & Asylum (1600s - 1800s)	Hatton: Excerpt from <i>A New View of London</i> Ward: Excerpt from <i>The London Spy</i> Foucault: “The Great Confinement”
Discussion Group: Grace, Prasiddhi, Marco, McRae		
Module 2. Emergence of Mental Health Care: 1600s - Deinstitutionalization (1960s)		
Week 6: Sep 26 (Start of Module 2)	Emergence of Mental health Policy	Grob, G. (1994) Chapter 2: Inventing the asylum. In <i>The Mad Among Us. Excerpts from Foucault. Madness and Civilization (regarding Architecture of Asylums)</i>
Week 6: Sep 28	Emergence of Psychiatry + State & Federal Mental Health Policy	Grob, G. & Goldman. H. (2006) Chapter 1: Winds of Change. In <i>The Dilemma of Federal Mental Health Policy</i> . <i>Suggested:</i> http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lobotomist-bedlam-1946/
Week 7: Oct 3	Deinstitutionalization	Bachrach, L. (1976). Deinstitutionalization: An analytical review and sociological perspective. Kiesler et al. (1983). An Assessment of Deinstitutionalization
Discussion Group: Suzanne, Alean, Martha, Claire		
Week 7: Oct 5	Psychotropic drugs	Excerpts from: William Gronfein (1985) <i>Psychotropic Drugs and the Origins of Deinstitutionalization</i>
Week 8: Oct 10	Contemporary Policies	Excerpts from: Goldman & Grob. (2006). <i>Defining mental illness in mental health policy</i> .

		<p>Excerpts from: Estroff et al. (1997). Pathways to disability income among persons with severe, persistent psychiatric disorders</p> <p>Excerpts from: Frank & Glied (2006). Chapter 4: Healthcare financing and income support. In <i>Better But Not Well</i>.</p>
<p>Week 8: Oct 12</p>	<p>Contemporary Policies</p> <p>Guest Lecture: Corye Dunn DOJ vs NC</p>	<p>Excerpts from:</p> <p>Readings related to the DOJ vs NC case.</p> <p>Frank, Goldman & Hogan (2003). Medicaid And Mental Health: Be Careful What You Ask For Mechanic. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system.</p> <p>Trivedi et al. (2008). Insurance Parity and the Use of Outpatient Mental Health Care Following a Psychiatric Hospitalization</p>
<p>Week 9: Oct 17</p> <p>Discussion Group: Nicole, Ashley, Teddy, Anna</p>	<p>Special topic: Gun violence and Mental illness</p>	<p>Readings:</p> <p>Review: Washington post data on police shootings. https://www.washingtonpost.com/graphics/national/police-shootings-2016/</p> <p>Readings of incidents related to Dylan Roof incident Vs. Fort Lauderdale Airport shooting Vs. UNC incident with Islamic Students</p> <p>Excerpts from: Estroff et al. (1994). The Influence of Social Networks and Social Support on Violence by Persons With Serious Mental Illness</p> <p>Email Topic for Final Research Project to Instructors</p>

Week 9 Oct 19	No Thursday Class due to Fall Break	
Week 10: Oct 24 (End of Module 2)	Club Nova Tour	
Module 3. Impact of Deinstitutionalization (1960s) - Contemporary Mental Health Care		
Week 10: Oct 26 (Start of Module 3) Discussion Group: Hannah, Ariana, Jeremy, Cadan	Special Topic: Criminal Justice systems and Mental Illness	Excerpts from: Raphael & Stoll. (2013). Assessing the contribution of the deinstitutionalization of the mentally ill to growth in the US Incarceration Rate Glance at: Boston Globe Spotlight: State mental hospitals were closed to give people with mental illness greater freedom https://apps.bostonglobe.com/spotlight/the-desperate-and-the-dead/series/community-care/?p1=Spotlight_MI_Story_Explore
Week 11: Oct 31	Clinical drug development and the importance of PK/PD	https://blogs.scientificamerican.com/question-blog/molecules-to-medicine-from-test-tube-to-medicine-chest/
Week 11: Nov 2	The Blood Brain Barrier (BBB)	Video on the blood-brain barrier: http://study.com/academy/lesson/blood-brain-barrier-definition-function.html Advanced Reading: Balabh et. al, The blood–brain barrier: an overview Structure, regulation, and clinical implications
Week 12: Nov 7 Discussion Group: Theresa, Jonah, Michael, Quiron	An overview of the medical treatment of mental illnesses and its public perception	Reading: Mental Health Medications- https://www.nimh.nih.gov/health/topics/mental-health-medications/index.shtml Head to head debate in The BMJ (2015) <i>Gotzsche vs. Young and Crace</i> Does long term use of psychiatric drugs cause more harm than good?
Week 12: Nov 9	Psychosocial	Reading: Bachrach, L. L. (1992).

	Rehabilitation of Mental Illness	Psychosocial rehabilitation and psychiatry in the care of long-term patients. <i>American Journal of Psychiatry</i> , 149, 1455-1455.
Week 13: Nov 14	Guest lecture by a psychiatric service user	Reading(s) from Guest Lecturer
Week 13: Nov 16	Emerging Concerns in Mental Health Illness	When HIV Infects the Brain. <i>The Atlantic</i> http://www.theatlantic.com/health/archive/2015/03/when-hiv-infects-the-brain/388787/ https://www.theatlantic.com/magazine/archive/2016/07/when-the-body-attacks-the-mind/485564/
Week 14: Nov 21 (End of Module 3)	Guest Lecture: Mental Health in the Asian American Community in the US (Dr. Jennifer Ho) Global Mental Health Care	Reading from Guest Lecturer: Excerpt from "Open in Emergency" WHO. (2004). Prevalence, Severity, and Unmet Need for Treatment of Mental Disorders in the World Health Organization World Mental Health Surveys Patel et al. (2007). Treatment & Prevention of mental disorder in low-income and middle-income countries. Napier et al. (2014). Culture and health
Week 14: No Thursday class due to Thanksgiving Recess		
Week 15: Nov 28	From Past to Present...	(Review Modules 1-3) Submit First Version of Final Research Project to Sakai Dropbox
Week 15: Nov 30	Looking Toward the Future	Excerpts from: Mark, T. L., Levit, K. R., Yee, T., & Chow, C. M. (2014). Spending on mental and substance use disorders projected to grow more slowly than all

		<p>health spending through 2020. <i>Health Affairs</i>, 33(8), 1407-1415.</p> <p>Roehrig, C. (2016). Mental disorders top the list of the most costly conditions in the United States: \$201 Billion. <i>Health Affairs</i>, 10-1377.</p>
Week 16: Dec 5	Research Presentations	
December 8	Research Presentations	
December 15	Final Version of Final Research Project Due to Sakai Dropbox by 11:59pm	