



Madness:

Civilization and its Psychopathologies in Europe

Proposed as: PSY3905

3 credits

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Overview:

The Madness course focuses on conceptualizations of trauma and madness; the history of the treatments of madness from 17th Century Bedlam to modern times; and how social identity and social influence can contribute to our understanding of leadership, power and propaganda in Europe from the French Revolution to the end of the Cold War. This course will include presentations, field trips, walking tours and other cultural experiences and will meet in London and Paris.

The Catalyst Experience Sessions:

Students are required to participate in each academic session of The Catalyst Experience, which is our program's active orientation to the four cities that we use as our classrooms. These sessions will include walking tours and museum visits, in addition to formal elements of Catalyst orientation that will focus on safety, wellness, and local transportation. You may not miss any of these required sessions under any circumstances.

Learning Outcomes

1. To understand what the study of psychology is and how its analytical efforts as a field differ from those associated with other fields in the social and hard sciences.
2. To identify and understand key persons, movements, events, and concepts important to the development of psychology in the history of Europe.

3. To develop and hone critical skills in reading, interpretation, discussion and writing that are at the heart of active citizenship and effective communication within the field of psychology.
4. To learn how to think about the relationship between historical actors and movements and to see the interplay between the past, the present and myriad debates about the future where the field of psychology is concerned

Themes

The course will focus on two major themes as described below. Please note that the themes are not sequential but will be interwoven throughout the course.

--Theme One: Trauma, Madness, and its Treatments

Goals: To provide students with an understanding of:

1. The history of conceptualizations of “madness”, “trauma”, and the relationships between them
2. The history of treating madness from the 17th century through the end of the 20th century.
3. The use of psychological methods to induce trauma (interrogation) and to eliminate the deleterious effects of trauma (psychotherapy).

Objectives: In achieving these goals, you will need to learn about:

1. The history of ideas regarding “hysteria”, along with individuals responsible for these ideas including Charcot, Freud & Yeall
2. The evolution of the notion of “war trauma”, its treatments, and its modern conceptualizations
3. The origins and evolution of institutions instrumental in housing and treating the mad, such as Bedlam and La Salpêtrière
4. The origins and evolution of institutions instrumental in producing and inducing trauma
5. The historic and contemporary use of psychological methods by police and governmental interrogators
6. The current status of understanding and treating mental disorders.

--Theme Two: Leadership, Power, Propaganda, and Social Identity

Goals: To provide students with an understanding of how the concept of social identity can be applied to help explain leadership, power, resistance, and nationalism in European history.

Objectives: In achieving these goals, you will interrogate key ideas underlying the concepts of:

1. Leadership and the acquisition of power and how they apply specifically to understanding the rise, success and fall of leaders such as Napoleon Bonaparte, Winston Churchill, Philippe Petain and Margaret Thatcher
2. The principles of self-categorization and how they apply to the rise of social movements such as the French Revolution, the Nazis, the French Resistance, and modern Communism
3. The concept of social identity and how it is reflected culturally through the literature, art, sport, music, architecture of London and Paris
4. The principles of social influence and the specific techniques of propaganda used to influence perceptions, create social identity, and acquire and maintain power, in particular the propaganda implemented during both World Wars in England and France.

Required Reading:

There are three required books for the class. Doing the required reading is ESSENTIAL to your performance in the course. All of the texts are available in Amazon Kindle format, Apple iBooks format, or both. We HIGHLY recommend electronic copies rather than trying to cart actual books around Europe. That being said, traditional printed books are perfectly acceptable. We will begin discussing readings from all the texts right from the start in London. Notice that only specific chapters and/or sections of the texts are required. It is important that you try to read as much of this required material as you can before you arrive in London! You could certainly save some of the reading for when we are in Europe, but you should not count on having lots of free time to read over there. Trust us, there will be many other things you would rather be doing with your spare time in Europe! Here are the books you are required to have for the class. For each text, you will see which specific parts of the books you are required to read.

--Required Class Texts:

Haslam, S.A., Reicher, S.D., & Platow, M.J. (2010). The new psychology of leadership: Identity, influence and power. London: Psychology Press. (Read all of chapters 1 & 3; and the "Conclusion..." sections of all other chapters.) Print and Kindle Editions on Amazon:

http://www.amazon.com/s/ref=nb_sb_ss_i_0_32?url=search-alias%3Dstripbooks&field-keywords=the+new+psychology+of+leadership+identity+influence+and+power&srefix=The+new+psychology+of+leadership%2Cstripbooks%2C232

Kindle Edition on Amazon is currently \$29.96

Also available in iBooks format on iTunes for \$39.99

Scull, A. (2012). *Hysteria: The disturbing history*. New York: Oxford University Press. (Read Chapters 6-9).

Print and Kindle editions on Amazon:

http://www.amazon.com/s/ref=nb_sb_ss_fb_0_16?url=search-alias%3Daps&field-keywords=hysteria+the+disturbing+history&prefix=hysteria+the+dis%2Csstripbooks%2C157&rh=i%3Aaps%2Ck%3Ahysteria+the+disturbing+history

Kindle edition on Amazon is currently \$9.99

Also available on iBooks format from iTunes for \$16.99

Shabo, M.E. (2010). *Techniques of propaganda and persuasion*. Clayton, DE: Prestwick House. (Read the Introduction, all of Part I, and Chapter 12. One other chapter will be assigned later.)

Kindle Edition on Amazon:

http://www.amazon.com/s/ref=nb_sb_ss_c_0_37?url=search-alias%3Ddigital-text&field-keywords=techniques+of+propaganda+and+persuasion&prefix=techniques+of+propaganda+and+persuasi%2Csstripbooks%2C181&rh=n%3A133140011%2Ck%3Atechniques+of+propaganda+and+persuasion

Kindle edition on Amazon is currently \$8.69

Also available in iBooks format on iTunes

(There is also a 2008 hardcopy edition of the book, but you should stick with the 2010 version in either electronic format.)

Optional Further Reading:

You are (of course) welcome to read chapters/sections of your texts that are not required reading for the class. In addition, there are a number of additional books that relate to the knowledge bases covered in the course. This list includes some fiction and non-fiction titles that relate to specific aspects of the class and may be useful for future synthesis of the information we will cover in the class.

Barker, P. (1993). *Regeneration*. New York: Plume Publishers.

Jones, E., & Wessely, S. (2006). Shell shock to PTSD: Military psychiatry from 1900 to the Gulf War (Maudsley Series). London: Psychology Press.

King, D. (2011). Death in the city of light: The serial killer of Nazi-occupied Paris. New York: Crown Publishing Group.

Koehler, J. O. (2000). Stasi: The untold story of the East German Secret Police. New York; Basic Books.

Makari, G. (2008). Revolution in mind: The creation of psychoanalysis. New York: Harper Perennial.

Methos, V. (2011). Existentialism and death on a Paris afternoon. Amazon Digital Services.

Postmes, T., & Jetten, J. (Eds) (2006). Individuality and the group: Advances in social identity. Thousand Oaks, CA: Sage Publications.

Recommended Films:

The films listed below all relate to key issues and historical periods we will cover in the course. They are not required viewing per se, but we HIGHLY recommend them. All of them will deepen your course experience.

The Lives of Others
Nazi Medicine: In the Shadow of the Reich
Augustine
A Dangerous Method
A Very Long Engagement
Good Bye, Lenin
Army of Shadows

There are, of course, dozens of documentary and/or historical fiction films made regarding Napoleon, French Revolution, World War I & II, the Holocaust, post-war Europe, etc. Many of these are available on streaming sources like Netflix. Viewing some/any of these would probably be helpful in helping put the course material into context.

Class Format:

Class time will be devoted to orientation, academic walks, discussion of the readings, and visits to historic sites (e.g., museums, institutions, landmarks, etc.). Please understand that this is a moving class. We will be walking a lot. Some of this (hopefully not too much!) will take place in inclement weather. Bad weather

will not postpone or cancel classes! Class attendance and participation in class activities and discussions are required. Please see the Participation policies below for more detail.

Assessment:

Students in this course will be evaluated based on their performance on a final examination, five blog entries/reaction essays, and their course participation. Exam.

- There will be one comprehensive final exam in the class that will consist of questions taken from academic lectures, class walks, site visits, readings, and cultural experiences encountered as part of the Madness course. The exam is worth 100 points, and will be given in class in Paris. We will provide significant detail throughout the course on the structure, content areas, and other aspects of the final exam.
- Students will complete five blog entries/reaction essays that will either be posted to the Madness Facebook page or emailed privately to the instructor. There are about ten class days specifically allocated to the Madness course. Thus, you need to do a blog entry/reaction essay for about half the class activities. Students will be assigned to one of two groups that will alternate blogs for that day. Each day there will be a theme to address that will incorporate the day's class activity, the reading, and your reactions to each. These groups will be determined at our first meeting in London. At this time we will also discuss the scheduling of blog entries to the Facebook page. By the end of the course, you will have posted 2-3 of your blogs to the Madness Facebook page. The blog entries/reaction essays will be worth 50 points total (10 points each for the five entries).
- Given the unique character of the Catalyst program, participation in all course activities is mandatory. 100 points are assigned for your participation grade. Students are expected to arrive on time (every time!) and to actively participate in all scheduled activities. Participation includes being present (physically and mentally!), on time, having done the required reading, and actively engaging in discussions/sharing ideas with classmates. If a student misses a scheduled course activity, one letter grade will be deducted from the student's final grade. If a student misses two class activities, two letter grades will be deducted. If a student misses three class activities, the student will receive an F for the course, and face dismissal from the Catalyst program. It is also critical that you be on time for class meetings. You should plan to arrive at our meeting place at least five minutes prior to our formal meeting time. Being more than five minutes late for a formal meeting time will result in a minimum 20-point deduction

for the Participation component of your grade. Being late twice will be treated as a missed class and penalized as discussed above. Even if you show up on time, you may receive deductions from your participation grade if you are obviously unprepared, unresponsive, uncooperative, or behave in ways to worsen the course experience of other students.

Grading:

Final Exam	100 points
Blog Entries/Reaction Essays (5 @ 10 points each)	50 points
Participation	100 points
Total Points	250 points

Final grades will be calculated by adding your points across the final exam, blog entries/reaction essays, and participation opportunities, and dividing your point total by the total number of points possible in the class (i.e., 250). Students having any doubt about the grade they are earning in the course should visit with the instructors to clarify their situation.

No extra credit will be offered or accepted.

The following percentage scale will be applied to determine your grade:
90+% =A; 80–89% =B; 70-79% =C; 60-69 =D; 0-59% =F

Plagiarism:

Plagiarism is when an individual paraphrases or quotes another writer's work without proper acknowledgement or citation. Any material falsely presented as one's own is considered plagiarism. If you have any doubts about what constitutes plagiarism, please ask before submitting your work. In that way, you can avoid any charges of plagiarism.

AMERICAN WITH DISABILITIES ACT

(ADA) If a student has a disability that qualifies under the Americanwith Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by the ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.