Fall 2019

HSS 403_H01: Madness, Technology, and the City

Burcak Ozludil

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HSS 403-H03: Madness, Technology, and the City

Meeting Day & Time: Wednesdays 6:00-8:50PM
Albert Dorman Honors College IDS 1 (AKA DHRH 210)

Instructor: Dr. Burcak Ozludil
3 credits
Office Hours: Wednesdays 10:00AM-11:30PM or by appointment
Email: bozludil@njit.edu   Office: ADHC 225

Course description:

Taking madness as the focal point, the course aims to analyze the concept's shifting meanings, technologies of control/surveillance, and their relation to space while exploring methodologies and tools in digital humanities.

Each class will be composed of two parts. The first half will be a combination of lecture and discussion. Lectures will be on the understanding and treatment of insanity as manifested spatially over time and across the globe. Students will contribute to lectures by reading, annotating, and discussing the topic. The second half will be dedicated to an in-class exercise of a digital tool or the overview/discussion of various digital tools. Students will investigate new methodologies that digital tools can offer, how such tools can help make connections they cannot otherwise, and understand some theoretical underpinnings of using them. Under the themes of Annotation, Scholarly Communication, Mapping, Modeling, Experience/Inhabiting, and Visualization, the course will introduce some current tool types to students and invite them to experiment with different ones. Readings will be done by using an annotation platform, Hypothes.is, as participants "read collectively." This is a hands-on class and students are expected to bring a laptop.

Learning Objectives:
The objectives of this class are multifold: it seeks to enhance students' awareness of how perceptions of madness and its relationship to space reflect the social, cultural, and medical developments over the course of history. In this class, madness is understood as a part of the

human sciences; we will primarily look at its social history. The class seeks to foster thinking about spatial dimensions in humanities disciplines and students' program of study if applicable. The course also seeks to develop student's ability to think critically and independently, and express the ideas and arguments articulately.

A second general objective is to familiarize students with new approaches and digital tools in humanities disciplines. By exploring these methods and platforms, and their potential, students will develop spatial and visual analysis skills, critical and creative thinking, and effective verbal and written communication.

Course Requirements & Grading Criteria [Subject to change during semester]:

1 Read and Annotate: Students are expected to read the assigned texts before the class (by date indicated on the syllabus). All readings will be available on the course website. Students will take notes on and annotate directly the digital text provided by using Hypothes.is that is available on the course website. (Instructions will be provided in the first class.) Each time respond to these questions:
1) Identify a statement you agree with, briefly explain why.
2) Identify a statement you do not agree with, briefly explain why.
3) Identify a statement you do not understand.

2 In-class Exercises: Students will explore methods and digital platforms in humanities disciplines by doing hands-on exercises such as Scalar, Hypothes.is, Unity, ArcGIS.

3 Reviews of Final Project: Students are expected to start working on the final project early in the semester and document their progress on the course website as provided. The topic is subject to the instructor's approval. There will be two reviews (see dates and expectations below) and the reviews will be part of the grade.

4 Final Project: The final project will be delivered on the course website as provided. As the final project, students can choose to use an existing tool, manipulate a tool, or develop a tool based on their research interest and fields. Some project ideas include creating a digital multi-media paper, a digital "exhibition," mapping, visualization of data, temporospatial analysis, art/architectural visualization, Virtual Reality, and Augmented Reality.

5 Extra Credit: Field trip to Roosevelt Island.

Grading

In-class participation:	15%
Annotations:	20%
In-class Exercises:	10%
Reviews:	20%
Final Project:	35%
Extra Credit:	+10 to Final Project

Grading will adhere to the following University policy:

A	Superior (100-90)	C	Acceptable (70-74)
B+	Excellent (89-85)	D	Minimum (69-60)
B	Very Good (84-80)	F	Failing (59 or below)
C+	Good (79-75)		

Academic Integrity Policy & Conduct in Class

Attendance: Attendance is mandatory and will be checked. You are expected to arrive promptly and be prepared for the day's material. Avoid coming to class late or departing early. Doing so more than once or twice during the semester is disruptive and will count against you. You must notify the instructor in advance, in writing (email or printed note), if you plan to miss class and I will determine if this absence will be excused. Students will be penalized a full grade for each absence after three unexcused absences. Special circumstances should be discussed with me.

Honor Code: Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at _dos@njit.edu_.

Contact Information
Professor Burcak Ozludil
Email: bozludil@njit.edu   Office: ADHC 225
Office Hours: Wednesdays 10:00AM-11:30PM or by appointment
Students are encouraged to drop in during office hours. Students should also feel free to email with any concerns or questions about the course.

Schedule

Week	Date	Lecture Topics, Reading Assignments

1   9/4
ANNOTATION

Introduction: Space, Knowledge, Digital
Foucault, Michel. 1995. *Discipline & Punish: The Birth of the Prison*, p.195.

Software: Hypothes.is
Exercise: Read collaboratively and annotate:
Burdick, Anne, et.al. 2016. *Digital_Humanities*. The MIT Press, pp. 122-123

2   9/11
COMMUNICATION

Segregation & The Invent of Moral Treatment
Middle ages to early 19th century, from segregation to moral treatment

Read and Annotate Before Class: Tuke, Samuel, and Isaac Peirce. *Description of the Retreat*, Chapter III, 62-70
Reading: Christine Stevenson, "Robert Hooke's Bethlem"

Software: Scalar
Exercise: Create a profile and connect to class

3   9/18
MAPPING

Healing with Architecture I
19th century-mid-20th century, environmental determinism
Read and Annotate Before Class: Yanni, Carla. "The Linear Plan for Insane Asylums in the United States before 1866," pp. 24–49.
Reading: Bodenhamer, David, "The Potential of Spatial Humanities," pp. 14-30

Software: Scalar
Exercise: Map the story of Nellie Bly
Bly, Nellie. *Ten Days in a Mad-house*. 1887.

4   9/25
MAPPING

Healing with Architecture II
Closing asylums
Read and Annotate Before Class: Sacks, Oliver, "The Lost Virtues of the Asylum"
Reading: Vaughan, Laura, "Disease, Health, and Housing" in *Mapping Society*

Software: ArcGIS Online
Exercise: Mapping NJ Asylums

5   10/2
REVIEW

Colonizing the Mind
Medical colonization, the 'Native Only' Lunatic Asylums, European asylums

Read and Annotate Before Class: Waltraud Ernst, "Madness and Colonial Spaces – British India, c. 1840-1947", in *Madness, Architecture and the Built Environment: Psychiatric Spaces in Historical Context*

First review of final projects: Pick a topic, pick a platform, first survey of sources: list five (5) sources

6	**10/9**	**Madness in the Islamic World**
MODELING		**Read and Annotate Before Class:** Ozludil Altin, Burcak, "Psychiatry, Space and Time: The Case of an Ottoman Asylum"

Reading: Wendell, Ozludil, Thompson, "Prototyping a Temporospatial Simulation Framework: Case of an Ottoman Insane Asylum"
Software: Unity
Exercise: SpatioScholar

7	**10/16**	**Migration, Ethnicity, and Mental Health**
MODELING		**Read and Annotate Before Class:** Angela McCarthy and Catharine Coleborne (eds), *Migration, Ethnicity and Mental Health: International Perspectives*

Reading: David Stalley. Computer Visualization and History.

Software: Sketch-up
Exercise: Create simple 3D models

8	**10/23**	**Our Reality: The Virtual and the Augmented**
EXPERIENCE		**Read and Annotate Before Class:** Beng-Kiang Tan, Hafizur Rahaman, "Virtual Heritage: Reality and Criticism," 2009

Exercise: Photogrammetry

9	**10/30**	**Putting Living-Beings Back into Space**
EXPERIENCE		**Read and Annotate Before Class:** Lincoln, M. (2017, July 27). Predicting the past: digital art history, modeling, and machine learning.

Reading: Macal, C. M., & North, M. J. (2010). Tutorial on agent-based modelling and simulation. Journal of Simulation, 4(3), 151–162.

Exercise: *Agent-based modeling*

10	**11/6**	**Confinement and Social Control**
REVIEW		

Read and Annotate Before Class: Foucault, Michel, excerpt from "Panopticism," in *Discipline & Punish* pp. 200-209
Reading: Foucault, Michel. *"Society Must Be Defended,"* pp. 239-264.

Second review of final projects

11   11/13   Big Data and Social Control

Read and Annotate Before Class: Završnik, Aleš. *Big Data, Crime and Social Control*. Routledge, 2017. Introduction

Exercise: *Data Visualization in Tableau and* *Zotero*

12   11/20   Psychiatry Under Attack: Towards Community Care
Read and Annotate Before Class: Mechanic and Grob, **"**Rhetoric, Realities, and the Plight of the Mentally Ill in America," 2006.

        11/27   No class—Friday classes meet

13   12/4   Final Presentations

14   12/11   Final Presentations