

## **Psychology 366: CULTURE AND MENTAL HEALTH**

146 Straub Hall, TR 12:00-13:20 (Tuesdays and Thursdays, 12-1:20 pm)

### **Instructor:**

**Mark Reid** – [mreid1@uoregon.edu](mailto:mreid1@uoregon.edu)

### **Office Hours:**

Thursdays, 2-4pm  
202 Straub Hall

### **Course web page:**

<http://blackboard.uoregon.edu/>

### **Required Texts:**

Duran, Eduardo. (2006). *Healing the Soul Wound: Counseling with American Indians and Other Native Peoples*. Teacher's College Press.

Fadiman, Anne J. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*.

Farrar, Straus, and Giroux.

Watters, Ethan. (2010). *Crazy Like Us: The Globalization of the American Psyche*. Free Press.

**Additional Required Readings** will be posted to the Course Documents folder of the course web page.

### **Course Description**

***"As powerful an influence as the culture of the Hmong patient and her family is on this case, the culture of biomedicine is equally powerful. If you can't see that your own culture has its own set of interests, emotions, and biases, how can you expect to deal successfully with someone else's culture?"***

*—Medical anthropologist Arthur Kleinman, quoted in The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

Culture and Mental Health is a class that explores the role of culture in the definition and maintenance of mental health and "mental illness." We will be exploring what our culture and various cultures of the world have to say about mental health, mental illness, and treatment of mental illness. We will be addressing questions like the following:

- What is a mental illness? Do different cultures define it differently?  
What is meant by culture, anyway?
- Are there different kinds of mental illness in different cultures of the world?
- Does depression look different in China than it does here?
- Does Schizophrenia occur all over the world?
- How do different cultures approach the healing of mental illness?

### **Requirements**

1. **Participation** is crucial both to your success in this class and enjoyment of the material. Many of the topics covered in the class are controversial, and are best understood through discussion and debate by the members of the class. Also, you will be working in a small group in class and asked to complete various activities in these small groups. Credit for participation is not based on how much you talk or how well you do on in-class exercises, but is instead based on participation alone. If you attend every class and do the exercises, you will get full credit (there are no "incorrect" answers). In-class exercises will not occur on a fixed schedule and will not be part of every class, so attending every class is the only way to get full credit.
2. **Reading** assignments are listed at the end of this syllabus. Yes, I realize there is a GINORMOUS amount to read, but I hope that the reading is beneficial and enjoyable. Readings are to be completed **before the beginning of each class**, and you may choose to prepare discussion points about the day's readings as one of your required projects (see below). There are **three** required textbooks (available at the UO bookstore or your favorite alternative) along with online readings available on the Blackboard website. Some chapters have been posted to the course website, if you do not yet have a book. You will not be able to do well on the exams or projects if you do not do the reading, so please try to keep up.

3. **Exams and Projects** will be due throughout the term (see class schedule at end of syllabus). Because I want your grade to be based on your strongest abilities, I am giving you some flexibility in terms of how you will be graded. **You will be required to complete at least four of the following six projects or exams** (completing two due on one day is okay):
1. A **40 question multiple choice Midterm**, given in-class on May 3<sup>rd</sup> (12 – 1:20pm)
  2. A **four-page take-home Midterm with essay questions**, due on May 3<sup>rd</sup> (in class by 1:20pm, or time-stamped at the psychology office by 4pm, 131 Straub Hall)
  3. A **40 question multiple choice, semi-cumulative Final Exam**, given during the scheduled final exam time (June 13<sup>th</sup>, 8:00am – 10:00am – please blame the UO for the terrible timing)
  4. A **four-page take-home Final Exam with essay questions**, due on June 13<sup>th</sup> (in class by 10:00am, or time-stamped at the psychology office by 4pm, 131 Straub Hall, or earlier!)
  5. **15 Daily Discussion points**, which will consist of one paragraph that contains questions or thoughts (but no summarizing!) about the day's readings, **due by the beginning of class each day readings are assigned**. You may want to keep a copy for yourself to use in class discussions. Though 16 classes (starting with day two) require a reading assignment, you will need to complete discussion points for only 15 of these 16 days. Sorry, late discussion points are not accepted (early is okay, though!). Please submit these using the online portal OR on paper.
  6. A **Final Project** – your choice of **one of the following** (due on June 13<sup>th</sup> in class by 10:00am, or time-stamped at the psychology office by 4pm, 131 Straub Hall):
    - o **Project:** You are working in a community mental health clinic in an area that has a lot of people from a different culture (you get to pick what culture, e.g., Hispanic, Asian, Hmong, Puerto Rican, etc.). The psychiatric staff is not aware of the effect of culture on the patients' mental state. **Your project is to design some sort of educational intervention for the staff. It might be a brochure or newsletter; an outline for a workshop; an internet learning experience; etc.** Use your imagination! Up to **two students** may complete this project together, but individuals will be graded more generously....**or...**
    - o **Paper:** Write a **5-7 page paper**, with at least **5 references (other than assigned texts and articles)** on the role of self and culture in a specific, culture-bound mental illness. For example, you might choose *anorexia*, *susto*, or *neurasthenia*....**or...**
    - o **Case Study:** A **5-7 page** mini-biography of a person with a culture bound illness, describing the person's experiences and how the person is seen from other cultural viewpoints....**or...**
    - o **???:** Approach me with a **good idea**, and we'll see if we can make it work!

### Grading

Your *final course grade* is based on the following components:

- 92% Top scores on **4 of 6 exams or projects**, each worth 23% (Note: You may complete as many as you like. Your top 4 scores will count, and the rest may count as extra credit\*\*)
- 8% **Participation** in in-class exercises

\*\*Note: Random Extra Credit will pop up on occasion (for excellent discussion contributions, excellent work on projects, etc.), but can only increase your final course grade by up to 2%. Additional projects or exams completed may count as extra credit, if you wish, but will be constrained to 2% of your total grade.

Final grades are based on percentages of total possible points earned, rounded to the nearest tenth of a percent. Grades will be distributed as follows, and will be curved if needed:

A+	<i>Reserved for exceptional performance</i>		
A	93-100	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9		
B-	80-82.9	N	less than 70***
C+	77-79.9	P	70 or higher***
C	73-76.9		
C-	70-72.9		***If taking pass/fail

## Additional Notes

### **Late Assignments**

Yes, I know \*\*it happens. Your dog eats your keys, your little sister uses your homework to practice coloring, etc! **Late assignments** (except in class exams and discussion points, which cannot be completed late) will receive a **deduction of 5% for each day** a project is late (weekends count as one day). Remember, you are welcome to complete additional projects to improve your grade.

### **Using Blackboard**

The web site for this course was constructed using Blackboard online software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu/>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC), or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

### **Policy on Email**

Make sure that the email address listed for you on duckweb/blackboard is correct. You will need to check this account frequently because I may communicate with you outside of class. If the address you have listed on duckweb/blackboard is not the account that you regularly use, you can change your primary email address by going to <http://duckweb.uoregon.edu> , selecting "personal information," selecting "change email address" and then following the instructions. **YOU WILL BE RESPONSIBLE FOR ALL INFORMATION THAT IS SENT TO YOU VIA EMAIL.**

### **Academic Honesty**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with me before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

### **Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also, if possible, please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)]

### **One Further Note on Psychiatric Medications**

You will find in this course many different ways of thinking about and treating what we call mental "disorders." Many approaches to mental illness do not emphasize medications the way that our culture does. I recognize that many of you may be taking such drugs, and if you feel that you need to question or change your regimen, you must do so **ONLY** with consent and cooperation of the person prescribing the medication.

## CLASS SCHEDULE

*This is an outline for the course, subject to change at any time. Updates to this schedule will be discussed in class, so please attend. Being unaware of a change due to missing class is not an excuse for being unprepared.*

### **Note about Required Readings:**

**ED** is the Duran Text; **AF** is the Fadiman Text; **EW** is the Watters Text. **Online Readings** can be found on Blackboard in the Course Documents folder for the class. All required texts are on reserve at Knight Library.

Date	Topic	Book Readings	Online Readings
4/3	Introduction: What is Culture? What is Mental health? How do they interact?	None	None
4/5	Culture and Mental Health Theater	None	None
4/10	What is a psychiatric diagnosis? Modernism and Postmodernism	<b>EW:</b> Intro	Hyman (2010) Szasz (1960)
4/12	Culture, Personality and the Social Self	<b>ED:</b> Intro & Chapter 1 <b>AF:</b> Chapters 1-3	Nisbett (2003)
4/17	Assessment and Diagnosis	<b>ED:</b> Chapter 2 <b>AF:</b> Chapters 4-5	Markus (1996)
4/19	Personality Disorders: Cultural Artifacts and Archetypes	<b>AF:</b> Chapters 6-7	Paris (1991) <i>Optional:</i> Peters (1994)
4/24	Gender Identity and Sexual "Disorders"	<b>AF:</b> Chapters 8-10	Helliwell (2001)
4/26	Eating Disorders: Anorexia and Bulimia are Culture-Bound	<b>EW:</b> Chapter 1	Miller and Pumariega (2001)
5/1	Addiction: Alcohol and Substance Abuse	<b>AF:</b> Chapter 11-12	AA (2007); Cohen (2006) Quenqua (2011)
5/3	<b>In-Class Midterm and/or Take-Home Due</b> <i>Thursday, 12:00pm – 1:20pm</i>		
5/8	Trauma and Dissociation: How Culture Shapes Fear (Part 1)	<b>EW:</b> Chapter 2	Hollen (2000)
5/10	Trauma and Dissociation: How Culture Shapes Fear (Part 2)	<b>AF:</b> Chapter 13-14	Eagle (2005) Howell (2002)
5/15	Psychosis and Schizophrenia	<b>EW:</b> Chapter 3	Read (2004)
5/17	Anxiety Disorders	<b>ED:</b> Chapter 3-4 <b>AF:</b> Chapter 15	Kirmayer (2001)
5/22	Somatoform Disorders	<b>ED:</b> Chapter 5-6 <b>AF:</b> Chapter 16-17	Dura-Vila (2010) Lacasse & Leo (2005)
5/24	Mood Disorders and Suicide	<b>EW:</b> Chapter 4 & Concl.	O'Neill (2001)
5/29	<b>NO CLASS – Memorial Day</b> (was yesterday)!		
5/31	Distress and Healing: The Role of Symbols	<b>AF:</b> Chapters 18-19	Castillo (1997)
6/5	Psychotherapy and Spirituality	<b>ED:</b> Chapter 7	Epstein (1998) Krippner (1995)
6/7	Review: How do we understand mental health and make it available for all?	<b>ED:</b> Chapter 8-9	Fernando (2002) <i>Optional:</i> Miranda (2005)
6/13	<b>In-Class Final and/or Final Project Due</b> <i>Wednesday, 8:00am – 10:00am</i>		