

Psychology 366: CULTURE AND MENTAL HEALTH

142 Straub Hall, MTWTh 12:00-13:50

Instructors/Office Hour

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Office Hours: Tuesday 2-3pm (I'll stay right after class in 142 than go to 353 Straub)

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Office Hours: by appointment only

Required Texts:

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

Course web page:

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

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 including 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?

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 an assigned 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 may 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. In creating this course we parsed down the readings quite a bit from previous versions of this course. We are only assigning readings this summer that we think are essential to gaining a strong understanding of culture and mental health. For this reason, we expect all assigned readings to be thoroughly completed **before the beginning of each class**. You may choose to prepare discussion points about the day's readings as one of your required projects (see below). This is a great way to be sure that you stay on top of the readings and can easily boost your grade if you complete them consistently. There is only one required textbook (available at the UO bookstore or your favorite alternative) along with online readings available on the Blackboard website. You will not be able to do well on the exams or projects if you do not do the reading, so please be sure to keep up.

3. **Exams and Projects** will be due throughout the term (see class schedule at end of syllabus). Because we want your grade to be based on your strongest abilities, we are giving you some flexibility in terms of how you will be graded. **You will be required to complete at least three of the following four projects or exams** (completing two due on one day is okay):
1. A **50 question multiple choice Midterm**, given in-class on Monday, Aug 6 for the first hour of class.
 2. A **multiple choice and short essay, semi-cumulative Final Exam**, given during the last day of class (Thursday August 16 starting at **noon**).
 3. **13 Daily Reaction/QuAMRI and Discussion Questions**, this assignment will be **due on Blackboard (under Journals) by 6am on each day readings are assigned**. This gives us time to look at your questions and bring a few into class discussions. Late discussion points are not accepted (early is okay, though!) You may want to keep a copy for yourself to use in class discussions. For each day with an assigned reading, you will complete 2 discussion questions that must be based upon the readings due that day. You will also complete either a QuAMRI or a reaction to **TWO** of the readings. For the readings that have an asterisk (*) next to them, you are expected to complete a QuAMRI. For the readings that do not have an asterisk next to them, you are expected to complete a one paragraph reaction.

Zhen will discuss QuAMRI's on the first day of class and post an example QuAMRI on blackboard. The gist, however, is that each QuAMRI will include the following:

- ⤴ **Qu-** Question
- ⤴ **A-** Alternative Hypothesis
- ⤴ **M-**Methods
- ⤴ **R-** Results
- ⤴ **I-** Implication

On days when you complete a daily reaction (readings without an asterisk), we are interested in your thoughts about the reading. Please do not summarize the reading but instead provide your reaction to the content in the reading.

4. A **Final Project** – your choice of **one of the following** due on August 16 at 3:15pm. If you are done earlier, please turn it during class on Thursday. Otherwise, please have it time-stamped and turn into the psychology office by 3:15pm in 131 Straub Hall):
- **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...**
 - **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...**
 - **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

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

90% Top scores on **3 of 4 exams or projects**, each worth 30%

10% **Participation** in in-class exercises

Extra Credit can increase your final course grade by up to 3%. You can receive one point of extra credit for every full hour (up to 3 hours) that you spend taking part in human subjects research at the University of Oregon. We will discuss how to take part in this research on the second day of class. Please contact us if you have any difficulties.

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. If you are on the border, we will not bump you up to a higher grade in order to be pair to the entire class.

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, we 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--- but remember you only have to complete 3!) will receive a **deduction of 5% for each day** a project is late (weekends count as one day).

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 we 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]

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. **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	Lecturer	Topic	Book Readings	Online Readings
7/23	AV/ZC	Introduction: What is Culture? What is Mental health? How do they interact?		None
7/24	AV	Presentation about extra credit/human subjects. Continuation of Introductory lecture.		Szasz (1960) Castillo Chapter 1 (1997)
7/25	ZC	Culture, Personality and the Social Self		Nisbett (2003) *Markus (1996)
7/26	AV	What is a psychiatric diagnosis? Modernism and Postmodernism Assessment and Diagnosis	EW: Intro	Hyman (2010) Castillo Chapter 2 (1997) Scheper-Hughes (1989)
7/30	ZC	Culture and Personality Disorders		*Hamamura (2011) Paris (1991)
7/31	AV	Eating Disorders: Anorexia and Bulimia are Culture-Bound Alcohol and Substance Use	EW: Chapter 1	Miller and Pumariega (2001) Becker (2002) Quenqua (2011) <i>Optional:</i> Castillo Chapter 8 and 9 <i>Optional:</i> Ferri et al (2006)
8/1	ZC	Stereotyping and Mental Health		Kessler (1999) *Hwang (2008)
8/2	AV	Trauma and Dissociation: How Culture Shapes Fear	EW: Chapter 2	Hollen (2000) <i>Optional:</i> Eagle (2005)
8/6	ZC	MIDTERM Finish Stereotyping and Mental Health		Sue (2007)
8/7	AV	Schizophrenia	EW: Chapter 3	Read (2004) Luhmann (2007)
8/8	ZC	Psychotherapy and Spirituality		Moreira-Almeida (2006) Culliford (2002)
8/9	AV	Mood Disorders and Suicide, Depression	EW: Chapter 4 and conclusion	O'Neill (2001)
8/13	ZC	Psychotherapy and Spirituality		Death by Love (2008) Lake (2012)
8/14	AV	Distress and Healing: The Role of Symbols Watch 1 hour of Horse Boy		Castillo Chapter 5 (1997)

8/15	ZC	Finish Horse Boy Review: Cultural issues in making treatment accessible and available for all.		Fernando (2002) Leong and Lau (2001) <i>Optional:</i> Miranda (2005)
8/16	AV/ZC	In-Class FINAL and/or FINAL PROJECT Due		