

# PSYCHOLOGY 366: Culture and Mental Health

University of Oregon – Department of Psychology

## Summer 2014 Syllabus

### INSTRUCTORS:

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Office Hours: Immediately after class and by appointment

### MEETING DAYS/TIMES/LOCATIONS: Monday-Thursday / 2:00-3:50pm/ 232 Lillis

**DESCRIPTION:** 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 illnesses 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?
- What cultural factors specific to the United States (e.g. acculturation status) affect mental health?

**OBJECTIVES:** This course should be considered an advanced introductory course, in that we will not have time to study every issue in depth. Instead, we will focus on how culture is deeply intertwined with a few specific disorders, and also spend time considering larger, conceptual issues throughout.

**REQUIRED TEXT:** Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. New York, NY: Free Press.

**MATERIALS:** Remaining course materials are on the course Blackboard page: <http://blackboard.uoregon.edu>. There, you will find readings and assignments. **Check Blackboard regularly for announcements and changes.**

**STRUCTURE:** Typically, class time will consist of a combination of lecture with small group and class discussions and activities. There will be one 5-10 minute break.

**REQUIREMENTS:** There are four mandatory course requirements: (1) attendance and participation, (2) reading comprehension worksheets, (3) exams, (4) final debate. Details below.

#### **(1) Attendance and Participation (80 points)**

Much of the educational value of this course will come from **daily** small group and class discussions. We expect your active participation in these discussions, and this will require that you have read and thought about the course readings prior to each class meeting. **If you miss class for any reason, you may NOT make up attendance and participation points.**

We value a free and respectful exchange of intellectual ideas, including the opportunity for everyone to offer opinions. In this course, class discussions, projects/activities and assignments will challenge students to think critically about the impact of cultural differences which may include religion, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

#### **(2) Readings and Comprehension Worksheets (120 points)**

Readings may consist of empirical articles from peer-reviewed psychology journals, news articles, and chapters from textbooks. **Daily required readings are to be completed BEFORE the class meeting for which they are assigned.** Required readings be available electronically on Blackboard. Readings are essential for good grades in participation. Questions about the readings may appear on the exams.

Thirteen reading comprehension worksheets will be assigned, each worth 10 points. Your highest 12 worksheet scores will be used for your final worksheet score grade. Because of this, **you may not make up the worksheets for any reason.** More details will be provided about worksheets.

**(3) Exams (300 points)**

There will be **three exams each Thursday for the first three weeks worth 100 points each.** Exams are not cumulative. These exams are likely to contain matching, short answer, and multiple-choice questions. **You may not make up exams for any reason.**

**(4) Final Debate (200 points)**

During the last three days of class (in Week 4), we will have team debates on current, controversial topics in the domain of culture and mental health. There will be five debate topics and ten debate teams (about 5 students per team). Pairs of teams will be assigned to a debate topic. Class time will be devoted in Week 2 to providing more information about the debate topics, the structure and format of debates, the procedures for the tournament, and criteria for judging (grading rubrics posted on Blackboard).

Groups assigned to a specific debate topic will not know which side of a controversy they will present until 5pm three days prior to the presentation. As such, groups need to prepare both sides of the issues. On the debate day, each group will give a PowerPoint presentation (about 20 minutes per team) that includes an introduction, sub-topics, and summary/conclusion. Students will also submit a sub-topic outline (covering each side of the debate) with cited references on the day of their presentation. Students will be graded on (1) their presentation during debate day (100 points) and (2) individual topic outlines (100 points).

**GRADING POLICY:** Your grade will be computed by combining your scores in the following categories.

(1) 80 points	Attendance and Participation
(2) 120 points	Readings and Comprehension Worksheets
(3) 300 points	Exams
(4) 200 points	Final Debate
<b>700 points</b>	<b>Total</b>

Final letter grades for the course will be calculated as follows:

A 93-100%	A- 90-92.9%	B+ 87-89.9%
B 83-86.9%	B- 80-82.9%	C+ 77-79.9%
C 73-76.9%	C- 70-72.9%	D+ 67-69.9%
D 63-66.9%	D- 60-62.9%	F < 59.9%

A+ grades are reserved for exceptional performance, usually above 98%.

If taking the class Pass/Fail,

- N less than 70
- P 70 or higher

**LATE WORK POLICY:** No late work will be accepted FOR ANY REASON.

**PLAGIARISM POLICY:** Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. Plagiarism will not be tolerated and will merit a zero on any assignment in which it appears. Please always note the source of anyone else's ideas that you use, in this, and every, class. Guidelines for how to avoid plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. Guidelines for how to format APA style citations: <https://owl.english.purdue.edu/owl/resource/664/01/>

**STUDENTS WITH SPECIAL NEEDS:** Appropriate accommodations will be provided for students with documented disabilities. **Please make arrangements to meet with one of the instructors as soon as possible.** For more information, please see: <http://aec.uoregon.edu>

**DIVERSITY AND RESPECT FOR OTHERS:** It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Course content, including class discussions, projects and activities, and

assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to gender in society, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the Bias Response Team at 541-346-2037 or <http://bias.uoregon.edu>. Additionally, **if you do not feel comfortable in the class, or believe there is more we could do to promote a better learning environment, we would really appreciate you telling us (even if the instructors are the people making you feel uncomfortable). We will always listen to your concerns with respect, and we will make adjustments whenever appropriate.**

**MANDATORY REPORTING:** UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following for detailed information about mandatory reporting: <http://around.uoregon.edu/mandatoryreporting>

### SCHEDULE AND TOPICS:

Day	Date	Lec	Topic	Readings
<i>Week 1</i>				
1	6/23	MF/AI	Introduction to CMH	No readings
2	6/24	MF	History of mental health and culture	David & Okazaki (2006)* Insel (2012)
3	6/25	MF	Cultural concepts of distress Somatization	Essau et al. (2010)* Kirmayer (2001) Crazy Like Us: Intro Skim DSM-5 CCD
4	6/26	MF	Depression <b>Exam 1</b>	Leu et al. (2011)* Crazy Like Us: Ch. 4 O'Neill (2001)
<i>Week 2</i>				
5	6/30	MF	Mental health of refugee children Anxiety Debate details	Fazel et al. (2012) Rousseau et al. (2003)*
6	7/1	AI	Eating disorders/Body image issues	Becker et al. (2002)* Skim Miller and Pumariega (2001) Crazy Like Us: Ch 1
7	7/2	AI	Stereotyping, discrimination, microaggressions	Gee et al., 2006* Wang et al., 2011 <a href="http://www.nytimes.com/2014/03/22/us/as-diversity-increases-slights-get-subtler-but-still-sting.html?_r=0">http://www.nytimes.com/2014/03/22/us/as-diversity-increases-slights-get-subtler-but-still-sting.html?_r=0</a>
8	7/3	AI	Immigration and acculturation <b>Exam 2</b>	TBA
<i>Week 3</i>				
9	7/7		Putting the Soul Back in Mental Health (Spirituality & Religion)	TBA
10	7/8	AI	Schizophrenia	Crazy Like Us: Ch 3 Luhmann, 2007 Bauer et al., (2011)*
11	7/9	AI	Healing/accessibility	TBA
12	7/10	AI	Personality disorders <b>Exam 3</b>	TBA
<i>Week 4</i>				

13	7/14	MF	Multicultural models of mental health services	TBA
14	7/15	MF	Future directions <b>Debate Topic 1</b>	TBA
15	7/16	MF/AI	<b>Debate Topic 2</b> <b>Debate Topic 3</b>	No readings
16	7/17	MF/AI	<b>Debate Topic 4</b> <b>Debate Topic 5</b>	No readings

\*Denotes reading for comprehension worksheet