

PSY 366: Culture & Mental Health
University of Oregon-Department of Psychology
Summer 2016 Syllabus

DAYS/LOCATION: MTWR 2-3:50pm, McKenzie Hall, Room 240A

INSTRUCTOR: Kathryn Iurino, M.S.

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Office: Straub 366, office hours immediately after class & by appointment

COURSE DESCRIPTION: Culture and Mental Health is a class that explores the role of culture in the definition and maintenance of mental health and treatment of “mental illness.” Class topics will include a sampling of mental disorders across cultures (e.g., depression, anxiety, schizophrenia). Additionally, we will talk about broad cultural factors related to the experience and expression of illness (e.g., discrimination, social inequality). We will be addressing questions such as:

- *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?
- *How do different cultures approach the healing of mental illness?
- *Does depression look different in China than it does here?
- *Does schizophrenia occur all over the world?
- *What cultural factors in the United States (e.g. discrimination, inequality, 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. Students should be able to:

- *Describe cultural and contextual influences on the expression and maintenance of mental illness
- *Apply knowledge about cultural issues related to mental health to clinical settings
- *Identify and communicate arguments for both sides of controversial issues in culture and mental health

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 Canvas page: <https://canvas.uoregon.edu>. There, you will find readings and assignments. **Check Canvas regularly for announcements and changes.**

STRUCTURE: Typically, class time will consist of a combination of lecture with small group and class discussions and activities.

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

(1) Attendance and Participation (10%) -----

Much of the educational value of this course will come from **daily** small group and class discussions. I 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.**

I 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 (20%)-----

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 are available electronically on Canvas. Readings are essential for good grades in participation. Questions about the readings will appear on the exams.

Seven reading comprehension worksheets will be assigned. Your highest 6 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 information about worksheets is provided on Canvas.

(3) Exams (45%)-----

There will be **one midterm and one final exam.** The final exam will be 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 Paper & Presentation (25%)-----

In the last week of class, you will give a presentation and write a 5-7 page paper on the role of self and culture in a specific mental illness that is not covered in class. More details on this assignment will be provided in the beginning of the second week of class. You will complete this assignment in groups, and your grade will depend both on the overall quality of your group's paper and presentation, as well as the quality of your individual contribution.

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

- 10% Attendance and participation
- 20% Reading comprehension worksheets
- 20% Midterm
- 25% Final Exam
- 25% Final Project & Presentation

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+ 77-89.9%
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.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct.

Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct. Additional information about a common form of academic misconduct, plagiarism, is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html> Academic misconduct will be met with disciplinary action (a typical result is an "F" for the course). 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 mental health 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 I could do to promote a better learning environment, I would appreciate you telling me. I will always listen to your concerns with respect, and we will make adjustments whenever appropriate. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

[Office of the Vice President for Equity and Inclusion](#): This Office promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. Web: <http://diversity.uoregon.edu/> - Phone: 541-346-3175

[Bias Response Team \(BRT\)](#): The BRT works to gather information about bias incidents and to support those who have witnessed, or have become a target, of an act of bias. The BRT provides targets of bias a safe space to have their voices heard, to promote civility and respect, to effect change around these important issues in a quick and effective manner, and to ensure a comprehensive response to bias incidents. Web: <http://bias.uoregon.edu> - Phone: 541-346-1134

[Center on Diversity and Community \(CoDaC\)](#): CoDaC promotes cross-cultural knowledge, skills, and awareness in order to build the capacity of individuals and units across campus to advance the university's goals of equity and inclusion. It sponsors a range of programs for faculty, staff, and

alumni, and capacity building initiatives with departments, colleges, schools, and research institutes across campus. Web: <http://codac.uoregon.edu/> - Phone: 541-346-3212

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>

SEXUAL VIOLENCE AND SURVIVOR SUPPORT: The University of Oregon is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender- based stalking or bullying. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required to ensure that you have resources. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at <http://safe.uoregon.edu/>.

SCHEDULE AND TOPICS (subject to revision):

DAY	DATE	TOPIC	READINGS	HOMEWORK DUE
1	7/18	What is culture? How can we define & measure cultural variation? What is mental illness?	Heine Ch. 1&2	
2	7/19	History of Culture & Mental health: Modernism & postmodernism Assessment and Diagnosis	David & Okazaki (2006)* Insel (2012) Crazy Like Us: Intro	RCW #1
3	7/20	Schizophrenia	EW Ch. 3 Bauer et al., (2011)* Luhrmann, 2007	RCW #2
4	7/21	Film: <i>Take These Broken Wings</i>	Carpenter-Song (2010)	
5	7/25	Trauma-related disorders: How culture shapes fear	EW Ch. 2	
6	7/26	Trauma & inequality	Burstow (2003) Gomez (2015) newsletters Gomez et al. (2016)	
7	7/27	Stereotyping, discrimination, microaggressions	Gee et al., 2006* Sue et al., 2007 NYtimes article on Canvas	RCW #3
8	7/28	Immigration and acculturation Midterm	Yoon et al., 2013* NYtimes article on Canvas	RCW #4
9	8/1	Eating disorders: Anorexia and Bulimia are Culture-Bound	Becker et al. (2002)* Miller & Pumariega (2001) EW Ch 1	RCW #5
10	8/2	Depression & Anxiety disorders	Leu et al. (2011)* Crazy Like Us: Ch. 4 O'Neil (2001)	RCW#6
11	8/3	Healing/Accessibility	Benish et al., (2011)* Dura-Vila et al. (2010)	RCW #7
12	8/4	Healing/Accessibility cont.	TBA	Final paper due Sunday 8/7 @ 5pm
13	8/8	Mental Health & the Law Film: "Guilty Except for Insanity"	TBA	
14	8/9	Student Presentations Part I		
15	8/10	Student Presentations Part II		
16	8/11	Final Exam		

*Denotes a reading for which a reading comprehension worksheet is due.

RCW means Reading Comprehension Worksheet.

EW is the required text, *Crazy Like Us* by Ethan Watters

NOTE: I reserve the right to change the syllabus at any time. Please check Canvas regularly for updates and required readings.