

**CULTURE AND MENTAL HEALTH
ANSC/ GLBH 150
WINTER 2023 SYLLABUS**

WINTER 2023

M/W/F 12:00-12:50PM

PETERSON HALL 103

LECTURER:

JULIA K. SLOANE, PH.D. (SHE/ HER)

EMAIL: JSLOANE@UCSD.EDU

OFFICE HOURS: WEDNESDAY, 1:30 – 2:30PM, OR BY

APPOINTMENT ON ZOOM:

[HTTPS://UCSD.ZOOM.US/J/98703094532](https://ucsd.zoom.us/j/98703094532)

TEACHING ASSISTANT:

PAUL C. SHEPPARD (HE/HIM)

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COURSE DESCRIPTION

In an era in which biological psychiatry predominates globally, the cultural dimensions of mental health and illness have seemed more elusive. To develop a more comprehensive perspective on mental health requires an interdisciplinary approach that takes into consideration a vast body of research that empirically demonstrates the substantial role of cultural and social factors in shaping mental illness. In this course, we focus on cultural dimensions of mental illness not only for the sake of a better-informed understanding of mental illness, but also as critical to the formulation of anthropological theories of culture, agency, subjectivity, and structural arrangements.

As part of our anthropological analysis, we will also consider the ways in which popular culture discourse and media contribute to the narratives of mental illness and experience of mental health throughout the world. How does an increasingly “globalized” world and internationally reaching media complex interact with local conceptions of wellness?

PREREQUISITE: UPPER DIVISION STANDING

COURSE LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

1. Assess the meaning of mental illness disease categories, and the cultural variability of illness expression, trajectories, experience, and outcomes.
2. Analyze the influence of cultural expectations on an individual’s interpretation of emotional and somatic experiences.
3. Apply anthropological methods to analyze human behaviors that you encounter in daily life, and popular media discourse.
4. Critically consider the influence of popular discourse and media portrayals of mental health on an individual’s subjectivity and illness experience.

- Propose potential future research topics and intervention projects that consider culturally competent approaches to understanding mental health and illness.

COURSE SCHEDULE

Week	Theme	Readings / how to prepare for class
Week 1	Cultural foundations	<p>Monday - 1/9</p> <p>Wednesday - 1/11 Beiser, M. (2003). Why should researchers care about culture? <i>Canadian Journal of Psychiatry</i>. Special Issue: Transcultural Psychiatry, 48, 154-160. (6p2c)</p> <p>Friday - 1/13 Lopez, S. R., & Guarnaccia, P. J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. <i>Annual review of psychology</i>, 51(1), 571-598. (20p)</p>
Week 2	Culture of Psychiatry	<p>Monday – 1/16 <i>NO CLASS for MARTIN LUTHER KING JR. DAY</i></p> <p>Wednesday – 1/18 Charles Rosenberg, 2007. “Contested Boundaries: Psychiatry, Disease and Diagnosis,” in <i>Our Present Complaint: American Medicine, Then and Now</i>. Baltimore: Johns Hopkins University Press. (17p)</p> <p>Friday – 1/20 <i>Submit your topic proposal and presentation time preferences on canvas.</i> Rebecca J. Lester. 2009. “Brokering Authenticity: Borderline Personality Disorder and the Ethics of Care in an American Eating Disorder Clinic,” <i>Current Anthropology</i>, 50(3), 281-302 (20p, 2c)</p>
Week 3	Idioms of illness and distress	<p>Monday – 1/23 Hollan, D. (2004). Self systems, cultural idioms of distress, and the psycho-bodily consequences of childhood suffering. <i>Transcultural Psychiatry</i>, 41(1), 62-79. (15p)</p> <p>Wednesday – 1/25 Shimoji, A., & Miyakawa, T. (2000). Culture-bound syndrome and a culturally sensitive approach: From a viewpoint of medical anthropology. <i>Psychiatry and clinical neurosciences</i>, 54(4), 461-466. (6p, 2c)</p> <p>Friday – 1/27 <i>Event presentations begin! (Group 1 presents), other groups attend and ask questions, offer ideas and sources, etc.</i></p>

<p>Week 4</p>	<p>Somatization and affective disorders</p>	<p>Monday – 1/30 Hinton, D., & Hinton, S. (2002). Panic disorder, somatization, and the new cross-cultural psychiatry: The seven bodies of a medical anthropology of panic. <i>Culture, Medicine and Psychiatry</i>, 26(2), 155-178. (16p)</p> <p>Wednesday – 2/1 <i>Event presentations- 2nd in group</i></p> <p>Friday – 2/3 Kohrt, B. A. (2008). “Somatization” and “comorbidity”: A study of Jhum-Jhum and depression in rural Nepal. <i>Ethos</i>, 33, 125-147. (20.5p)</p>
<p>Week 5</p>	<p>Gender and cultural consonance</p>	<p>Monday – 2/6 François Dengah, H. J., Falcão, A., & Henderson, N. (2022). Doing Gender in Brazil: An Examination of the Motivations for Cultural Consonance. <i>Ethos</i>, 50(2), 131-152. (18p)</p> <p>Wednesday – 2/8 <i>Event presentations- 3rd in group</i></p> <p>Friday – 2/10 Anne Becker. 2004. ‘Television, Disordered Eating, and Young Women in Fiji: Negotiating Body Image and Identity During Rapid Social Change’, <i>Culture, Medicine and Psychiatry</i>, 28, 533–559. (23p)</p>
<p>Week 6</p>	<p>Ambiguity and Meaning-Making</p>	<p>Monday – 2/13 Kaiser, Bonnie N., and Joseph Reginald Fils-Aimé. (2019). Sent spirits, meaning-making, and agency in Haiti. <i>Ethos</i>, 47(3), 367-386. (18p)</p> <p>Wednesday – 2/15 <i>IN-CLASS MIDTERM EXAM</i></p> <p>Friday – 2/17 Berckmoes, L. (2017). (Re) producing ambiguity and contradictions in enduring and looming crisis in Burundi. <i>Ethnos</i>, 82(5), 925-945. (18p)</p>
<p>Week 7</p>	<p>Dissociation</p>	<p>Monday - 2/20 <i>NO CLASS for PRESIDENT’S DAY</i></p> <p>Wednesday – 2/22 Krüger, C. 2020. Culture, trauma and dissociation: A broadening perspective for our field. <i>Journal of Trauma and Dissociation</i>, 21(2), 1–13. (9.5p)</p>

		<p>Friday – 2/24 de Oliveira Maraldi, Everton, Adriano Costa, Alexandre Cunha, Douglas Flores, Edson Hamazaki, Gregório Pereira de Queiroz, Mateus Martinez, Silvana Siqueira, and Jeverson Reichow. 2021. "Cultural presentations of dissociation: The case of possession trance experiences." <i>Journal of Trauma & Dissociation</i>, 22(1), 11-16. (4p)</p>
Week 8	Psychosis and Schizophrenia	<p>Monday – 2/27 Good, B. J., Marchira, C., Hasanat, N. U., Utami, M. S., & Subandi. (2010). Is “Chronicity” Inevitable for Psychotic Illness?: Studying Heterogeneity in the Course of Schizophrenia in Yogyakarta, Indonesia. In L. Manderson & C. Smith-Morris (Eds.), <i>Chronic Conditions, Fluid States: Chronicity and the Anthropology of Illness</i> (pp. 54–74).</p> <p>Optional: de Wet, A., Swartz, L., & Chiliza, B. (2015). Hearing their voices: The lived experience of recovery from first-episode psychosis in schizophrenia in South Africa. <i>International Journal of Social Psychiatry</i>, 61(1), 27-32.</p> <p>Wednesday – 3/1 <i>Event presentations- 4th in group</i></p> <p>Friday – 3/3 Hopper, K., & Wanderling, J. (2000). Revisiting the developed versus developing country distinction in course and outcome in schizophrenia: results from ISOs, the WHO collaborative follow up project. <i>Schizophrenia Bulletin</i>, 26(4), 835-846. (9.5p, 2c)</p>
Week 9	Recovery	<p>Monday – 3/6 Jenkins, J. H., & Carpenter-Song, E. A. (2008). Stigma despite recovery: Strategies for living in the aftermath of psychosis. <i>Medical Anthropology Quarterly</i>, 22(4), 381-409. (24p)</p> <p>Wednesday – 3/8 <i>Event presentations- 5th in group</i></p> <p>Friday - 3/10 Read, Ursula. 2012. “‘I Want the One That Will Heal Me Completely so It Won’t Come Back Again’: The Limits of Antipsychotic Medication in Rural Ghana.” <i>Transcultural Psychiatry</i> 49 (4): 438–60.(15p)</p>
Week 10	Wellness	<p>Monday – 3/13 Olsson, Malin, and Carina Nilsson. 2015. “Meanings of Feeling Well among Women with Parkinson’s Disease.” <i>International Journal of Qualitative Studies on Health and Well-Being</i> 10 (1). (7p, 2c)</p>

		<p>Wednesday – 3/15 <i>Last event presentations- 6th in group</i></p> <p>Friday – 3/17 Snodgrass JG, Dengah HJF, Polzer E, Else R. Intensive online videogame involvement: A new global idiom of wellness and distress. <i>Transcultural Psychiatry</i>. 2019, 56(4), 748-774. (21p) <i>Fill out group member peer reviews</i></p>
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All readings can be found in pdf format on the course’s canvas website! You do not need to purchase anything for this class.

ASSIGNMENTS, PROJECTS, AND GRADING

Assignment	Submit to:	Weight	Due Date
Current Events Presentation and Peer Reviews	In person and on canvas	20%	Wednesdays of Weeks 3-10 (except weeks 5 and 7) <i>One short presentation, 5 peer reviews</i>
Midterm Exam	In person	25%	Wednesday, Feb 10, 2023 (week 5)
Attendance and Participation	In person and on canvas	20%	Including short weekly reflections due Fridays of Weeks 2-10.
Final Project	Canvas	35%	Tuesday, March 21, 2023

Students will receive a letter grade based on percentage of points accumulated by the end of the quarter based on the following guidelines:

A 94-100%	B+ 87-89%	B- 80-83%	C 74-76%	D 69-65%
A- 90-93%	B 84-86%	C+ 77-79%	C- 70-73%	F < 65%

WEEKLY REFLECTIONS

Each Friday, you will need to submit a one paragraph long (~4-8 sentences) reflection essay on a major point that you took away from one of the readings and how you considered it through your current perspective and contextual analysis (on canvas).

CURRENT EVENTS PRESENTATION AND REVIEWS

Choose an issue or event related to mental health that has been particularly relevant in the last 5 years (2018-2023). It should be a specific issue, and not a general trend. For example, increased social media use is a trend. However, the portrayal of Asians in social media during the COVID pandemic and its impact on the mental health of Asian Americans, or Asian immigrants in America, is a specific issue.

This topic will provide a foundational element of your final report topic. You will be split into smaller groups. Each week, one person will spend 5-8 minutes presenting their topic. (Times

will be assigned at beginning of quarter.) Your topic needs to be chosen ahead of time and approved by the instructor. ***Your topic proposal and date requests are due on Friday of week 2.***

There will then be 12-15 minutes of discussion within the group. Group members can discuss what might be an important factor to consider about the topic, their own experience or witnessing of the issue, a valuable source that they've encountered that might benefit the presenter's research, etc. Your presentation must include a visual element (can include short clip from media) in the format of your choice of: mindmap, infographic, or poster to be ***submitted on canvas the day of your presentation.***

For the weeks that you do not present, you will be responsible for submitting a peer review for the presenter. You will also submit a peer review of your group members' respectful engagement at the end of the term.

FINAL PROJECT

You will have two options to choose from for your final project. All choices should reference at least 3-5 peer reviewed sources, in addition to any current events media. Your options include:

- 1) Health narrative analysis (6-8 pages)
 - Analysis should consider the lived-experience of a person impacted by the current event that you presented to your group.
 - Compare the first-hand experience to the media exposure and popular discourse. How do they compare? What was missing from the accounts that you had heard? What surprised you about the personal narrative? How did the popular narrative influence the experience of the individual? How might the popular narrative been improved to better reflect or protect the concerns of those involved? What does this event tell us about the influence of culture on mental health as both a protective and risk factor?
 - Report data should be derived from:
 - the current issue affecting mental health that you presented in your current concerns report, ***and:***
 - your choice of:
 - 1) an interview with a family member or friend who has been affected by this issue
 - 2) an interview with family member or friend who has witnessed or been a caregiver for someone affected by this issue, and their experience of being involved in that capacity
 - 3) a first-person account of the lived-experience of coping with this issue as found in an autobiography or non-fiction show/ film/documentary."
- 2) Research proposal with an objective of either 1) academic research project, or 2) developing a practical intervention (project or product) that addresses the issue.

- 6-8 page written proposal that discusses the current concern, why the research is needed, your research objectives, supporting literature showing current state of knowledge or theories relevant to the topic, your proposed methods for data collection.
- *OR* 8-14 slide pitch deck with comprehensive speaker notes that addresses the above mentioned information.

COURSE POLICIES

ATTENDANCE

Students are required to attend all lectures during the scheduled lecture time unless they are ill or have made temporary alternate arrangements. If unable to attend lecture live, listen to the podcast on canvas as soon as possible. Participation will be structured in a manner that does not force students to share with the entire class (though sharing is also encouraged).

Participation points will be earned during lecture but can be earned asynchronously for students who missed the lecture due to reasonable circumstances. I understand that many students are struggling with the transition between remote and in-person learning, and with the continuing COVID situation. I want to be as considerate of this, as possible and reasonable. At the same time, your education is our joint goal and this deserves respectful treatment. In order for the class to function at its best and the instruction to fit the needs of the students, it is essential for you to be communicative about issues as they arise and engage in the material to the best of your abilities. I strive to be approachable and would much rather accommodate your situation than penalize you for having different needs.

LATE POLICY

Assignments are due at the times listed and should be submitted for canvas. Scores will be penalized 5% for every day that the assignment is late.

INCLUSION STATEMENT

One of my biggest motivations is encapsulated well by Ruth Benedict who said, “the purpose of anthropology is to make the world safe for human differences.” I expect students in my class to demonstrate respect and strive for compassionate appreciation of one another regardless of familiarity. If you experience less than respectful treatment from anyone in the course, please reach out to me. We will do whatever we can to ameliorate the situation. I also understand that we are all starting from different places. If you find yourself needing a little extra assistance in understanding the personhood of others, please reach out to me individually and I will try to help.

STUDENTS WITH SPECIAL LEARNING REQUIREMENTS

Whether or not you are registered with the Office for Students with Disabilities (OSD), please contact me as soon as possible with special requirements that you may have for learning. I understand that this is an unprecedented time with students experiences disabling distress and illnesses that previously did not exist, or did not previously interrupt their work enough to

acquire OSD accommodations. If you find yourself in this situation, please do not wait until it's a problem to reach out to me individually to accommodate your concerns.

COVID-19/ Sick Policy

If you're faced with the loss of a loved one, or illness strikes during the term and hinders your academic performance, please email me to make appropriate accommodations. Part of being a student is being a human and as strict as academic power dynamics may feel at times, your instructors are aware of this and most likely more sympathetic than you might think. It is important to alert your instructors early if something threatens to inhibit your performance instead of trying to work through it on your own and then reaching out if you can't or when you're healthy again. Professors almost always consider an early warning as a sign of responsibility and preparedness, not weakness or difficulty.

ACADEMIC INTEGRITY

As a student in this course, you are responsible for knowing and abiding by UCSD's Policies on [Integrity of Scholarship](#) and [Student Conduct](#).

"Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act. Before you act ask yourself the following questions: a) is my action honest, fair, respectful, responsible & trustworthy and, b) is my action authorized by the instructor? If you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu" (Source: Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are

	violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time.	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

Learning and Academic Support	
<p>Ask a Librarian: Library Support <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p>Course Reserves, Connecting from Off-Campus and Research Support <i>Find supplemental course materials</i></p> <p>First Gen Student Success Coaching Program <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p>Office of Academic Support & Instructional Services (OASIS) <i>Intellectual and personal development support</i></p>	<p>Writing Hub Services in the Teaching + Learning Commons <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p>Supplemental Instruction <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p>Tutoring – Content <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p>Tutoring – Learning Strategies <i>Address learning challenges with a metacognitive approach</i></p>
Support for Well-being and Inclusion	

Basic Needs at UCSD

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632

Counseling and Psychological Services

Confidential counseling and consultations for psychiatric service and mental health programming

Triton Concern Line

Report students of concern: (858) 246-1111

Office for Students with Disabilities (OSD)

Supports students with disabilities and accessibility across campus

Community and Resource Centers

Office of Equity, Diversity, and Inclusion

As part of the [Office of Equity, Diversity, and Inclusion](#) the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus

(858).822-.3542 | diversity@ucsd.edu

Get Involved

Student organizations, clubs, service opportunities, and many other ways to connect with others on campus

Undocumented Student Services

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence