

Western University
School of Health Studies
HS3093F: MENTAL ILLNESS and HEALING – Transcultural perspectives
September 11-December 5 2017

Mondays 9:30-11:30, Tuesdays 9:30-10:30

Location: University Community Centre (UCC) Bldg #67

Professor: Elysée Nouvet

Email: enouvet@uwo.ca

Office: 215, Health Sciences Bldg

Office Hours: Tuesdays 10:30-11:30 or by appointment

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description: This course provides students with an introduction to the critical study of global mental health and illness. Through weekly case studies, we will explore how experiences, ideas, and treatment of mental health and illness in particular historical and social contexts connect to the values, norms, and power relations at play in understandings and responses to mental distress within those contexts. We will examine how factors such as workloads, access to resources, environment, and social identity can impact social actors' mental health and provide opportunities or limit resources available for healing. Readings for this course are taken from a broad range of disciplines (psychiatry, sociology, anthropology, history of science, feminist studies, cultural studies).

The course is divided into two main sections. In the first half of the course, our goal is to immerse ourselves culturally diverse experiences and understandings of mental illness, and the way this shapes options imagined (for healing and social inclusion) for the mentally "abnormal". In the second half of the course, we travel across the globe to examine government policies and NGO initiatives introduced with the aim of improving the quality of life of individuals and families living with mental illness. These include de-institutionalization, access to psychotropic medication programs, and community-based mental health support.

In completing this course and its components, students will:

- deepen their understanding of socio-cultural and historical dimensions of mental illness and healing

- be able to explain the value and limitations of universalist approaches in

Global Mental Health

- practice critical health studies analysis skills through writing and in-class activities

If you require this information in an alternate/accessible format, please contact the School of Health Studies Administrator Emericks Rivas erivas@uwo.ca

COURSE SUMMARY

Week	Topic	In-class dates
1	Introduction: Key terms	Sept. 11, 12
2	Mad and bad: politics and practices of early psychopathology	Sept. 18, 19
3	Social suffering: fractured communities, complex healing	Sept. 25, 26
4	Sacred Sickness	Oct. 2, 3
5	FALL READING WEEK	Oct 9, 10
6	Gendered disorder and disorder as resistance	Oct 16, 17
7	Mid-term in-class exam (October 23) Psychiatry's Scientific Revolution (October 24)	Oct 23, 24
8	North American's mental health epidemic Pt I	Oct 31
9	North America's mental health epidemic Pt II	Nov 6, 7
10	De-institutionalization	Nov 13, 14
11	Pharma's role and limits in low-resource settings	Nov 20, 21
12	Community-based mental health in the Global South	Nov 27, 28
13	For or against Global Mental Health?	Dec 4, 5

Course materials:

1. Online readings (OWL). A majority of course materials will be posted on OWL. Please check this site often to keep informed of important course information or announcements.

2. Whitaker, Robert. 2012. Anatomy of an Epidemic. (at campus bookstore)

Evaluations:

In-Class activities and participation: 10%

Mid-term October 23, 2017: 25%

Final exam (in examination period): 35%

2 Synthesis Papers
(2 pages each, double spaced): 30% (2 X 15%)

*** *Synthesis Papers* are based on the assigned readings for one topic/week, and must be handed in before the start of the week's first lecture. No late syntheses will be accepted. See handout for further details and marking scheme.

PART I: CULTURALLY DIVERSE MENTAL ILLNESS AND HEALING

September 11, 12

Introduction to the course (no readings)

September 18, 19

Mad and bad: politics and practices of early psychopathology

Dorothy E. Chunn and Robert Menzies. 1998. "Out of Mind, Out of Law: "The Regulation of 'Criminally Insane' Women inside British Columbia's Public Mental Hospitals, 1888-1973." *Canadian Journal of Women and Law*. 306-337.

Szasz, Thomas. 1960. "The myth of mental illness" *The American Psychologist*. 113-118.

Activity: Confessions

September 25, 26

Sacred sickness

Horikoshi-Roe, Hiroko. 1979. "Mental Illness as Cultural Phenomenon: Public Tolerance and Therapeutic Process among the Moslem Sundanese in West Java." *Indonesia*. No. 28: 121-138.

Chapin, L. Bambi. 2008. "Transforming Possession. Josephine and the Work of Culture." *Ethos*. Vol. 46 (2): 220-245.

Film: TBA

October 2, 3

Social suffering: Fracture communities, complex healing

Kral, Michael. 2012. "Postcolonial suicide among the Inuit in Arctic Canada" *CultMed Psychiatry*. 36 (2): 306-25.

Copeland, Nicholas. 2015. Facial Paralysis: Somatizing Frustration in Guatemala. *Somatosphere*

<http://somatosphere.net/2015/08/facial-paralysis-somaticizing-frustration-in-guatemala.html>

October 9, 10 - NO CLASS FALL READING WEEK

October 16, 17

Gendered Disorder and Disorder as resistance

Kitanaka, Junko. (2012). "The Gendering of Depression and the Selective Recognition of Pain."

Fox, Nick; Ward, Katie; O'Rourke, Alan. 2005. "Pro-anorexia, weight loss drugs and the internet: an 'anti-recovery' explanatory model of anorexia." *Sociology of Health and Illness*, Vol. 27, No. 7: 944-71.

October 23
MID-TERM EXAM (in-class)

October 24
Psychiatry's scientific revolution

Alix Spiegel, "The Dictionary of Disorder: How one man revolutionized psychiatry," *The New Yorker*, January 3, 2005, pp. 56-63

http://www.newyorker.com/archive/2005/01/03/050103fa_fact

October 30: *No class – professor at conference (great chance to read!)*

October 31:
Mental health epidemics in North America
ANATOMY OF AN EPIDEMIC: Chapters 3, 4, 5

November 6, 7
Mental health epidemics in North America Part II
ANATOMY OF AN EPIDEMIC: Chapters 9, 10, 11

Activity: Mad Men

PART II: Interventions for Improved Global Mental Health

November 13, 14

De-institutionalization

Marina Morrow, Paul K. B. Dagg and Ann Pederson, "Is Deinstitutionalization a Failed Experiment? The Ethics of Re-institutionalization," *Journal of Ethics in Mental Health*, Vol. 3 No. 2 (November 2008): 1-7.

+ 1 of the 2 following:

Knowles, Caroline. 2000. "Burger King, Dunkin Donuts and community mental health care." *Health and Place* 6: 213-224.

Margaret McArthur and Phyllis Montgomery, "The Experience of Gatekeeping: A Psychiatric Nurse in an Emergency Department," *Issues in Mental Health Nursing*, 25 (2004): 487-501.

Film: TBA

November 20, 21
Pharma's role and limits in low resource settings

JAIN, Sumeet; Jadhav, Sushrut (2009). Pills that Swallow Policy: Clinical Ethnography of a Community Mental Health Program in Northern India

Transcultural psychiatry 46(1): 60-85.

Read, Ursula. "I want the one that will heal me completely so it won't come back again": The limits of antipsychotic medication in rural Ghana *Transcultural Psychiatry* 49(3-4): 438-460.

November 27, 28

Community-based mental health

Gailits et al. *In Press*. "They Tell Us Not to Go but We Go Anyways."

December 4, 5 2017

For or against Global Mental Health?

Patel, V.; Prince, M. 2010. Global Mental Health: A New Global Health Field Comes of Age. *JAMA*. 303(19): 1976-7.

Sokehla, Duduzile 2016. Mental Illness in the Context of Witchcraft and Bewitching. A South African Perspective: Voices from Communities. *Mental Health in Family Medicine* 12: 299-300.

ADDITIONAL STATEMENTS

Grades will be based on the Western University grading scale:

Mark	Grade
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60- 62	C-
57- 59	D+
53- 56	D
50- 52	D-
0-49	F

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the

disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf> .

Electronic devices

No laptops or other electronic devices (phones) are allowed during exams.

English Proficiency for the Assignment of Grades

Visit the website

http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

Accommodation for Medical Illness or Non-Medical Absences

<http://www.westerncalendar.uwo.ca/2017/pg117.html>

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/>
2. Student Health – <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>