

**Western University**  
**School of Health Studies**  
**HS3262G: Mental Illness and Healing Across Cultures**  
**(may be available with instructor permission to students in the Masters of Global Health Systems as course GHS 9023A)**

**January 11-April 2021**

**Timing: Tuesdays, 6:30pm to 8:30pm**

**Location: Online, synchronous**

**Professor: Elysée Nouvet, PhD**

**Email: enouvet@uwo.ca**

**Office: Zoom**

**Office Hours: Wednesdays 10-12, by appointment (book via OWL office hours tab)**

**Prerequisite(s):** Registration in the third or fourth year of the School of Health Studies or the Honors Specialization or Specialization in Global Health Studies at Huron University College.

**Antirequisite(s):** Health Sciences 3093F/G, if taken in Fall of 2017

**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.

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**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). Our goal is to immerse ourselves into culturally diverse experiences and understandings of mental illness, and the way this shapes options imagined for healing and social inclusion.

**Learning objectives**

***Through this course, students will have the opportunity to:***

- Deepen their understanding of socio-cultural and historical dimensions of mental illness and healing
- Develop critical health analysis skills through writing and in-class activities
- Integrate their research interests within nuanced understandings of how culture informs our understandings of and responses to mental illness and healing
- Articulate key concepts and limitations of universalist approaches in relation to the field of global mental health
- Imagine and rationalize strategies for reducing the stigma and burdens associated with mental health in specific contexts

**Required readings (course material student must obtain):**

1. There are weekly readings in this course as well as assigned media materials (podcasts + video). Course materials are available free of charge to Western students and these will be posted on OWL as hyperlinks in the modules or, if from a library book, in “course readings” section. Please check this site often for updated required class readings, and to keep informed of important course information or announcements.

If you require this information in an alternate/accessible format, please contact me.

**COURSE SUMMARY**

*Note: the order of topics may change – a finalized version of the course plan will be available January 1<sup>st</sup> 2021.*

<b>Week</b>	<b>Topic</b>	<b>In-class dates</b>
<b>1</b>	Introduction: Culture and mental health	Jan. 12
<b>2</b>	Mad and bad: politics and practices of early psychopathology	Jan. 19
<b>3</b>	Sacred sickness	Jan. 26
<b>4</b>	Gendered determinants, expression, and recognition of distress	Feb. 2

5	Social suffering & collective healing	Feb. 9
6	No class – reading week	Feb. 16
7	Western-based research highlight session	Feb. 23
8	Critical perspectives on mental health ‘epidemics’ in high-income countries	Mar. 2
9	Serious mental illness (SMI) in HICs: rethinking the possible	Mar. 9
10	Addressing psychosocial impacts of war & displacement	March 16
11	Pharma’s role and limits in low resource settings	March 23
12	Global mental health: progress, challenges, and the way forward	March 30

**Evaluations (for undergrads):**

Weekly participation	10%
Mid-term (take-home)	
Available Feb. 9, due Feb. 23	25%
Take-home final exam	35%
2 Synthesis *** Papers	
(2-3 pages each, double spaced	
– 1 due before Feb break):	30% (2 X 15%)

**Evaluations (for grad students):**

In class or online activities & participation	10%
Kahoot & recap for 1 week	5%
Synthesis (due before Feb break)	15%
(3 pages, double spaced)	
Knowledge dissemination strategy	
-Strategic plan presentation	10%
-Final strategy report	35%

Take-home final exam

35%

\*\*\* 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.

### **WEEK 1: Jan. 12**

#### **Introduction : Thinking with culture**

1) Kirmayer LJ. 2001. JI. of clinical Psychiatry. Cultural Variations in the Clinical Presentation of Depression and Anxiety: Implications for Diagnosis and Treatment 62 (supplement 13).

2) George E.V Positive mental health: is there a cross-cultural definition? World Psychiatry. 2012 Jun; 11(2): 93–99

#### **OPTIONAL**

Foster GM. 1976. "Disease Etiologies in Non-Western Medical Systems." American Anthropologist 78:773-82.

### **WEEK 2: Jan. 19**

#### **Mad and bad: politics and practices of early psychopathology**

1) 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.

2) O'Neill, KL (2018). "On the Importance of Wolves." *Cultural Anthropology* 2018 Volume, 33(3): 499-520.

#### **OPTIONAL**

Link & Phelan 2006. "Stigma and its public health implications." *The Lancet*. 367: 528-9.

Szasz T. 1960. "The Myth of Mental Illness."

### **WEEK 3: Jan. 26**

#### **Sacred sickness**

1) 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.

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

## **OPTIONAL**

Luhrmann, TM. 2013. "Making God real and making God good: some mechanisms through which prayer may contribute to healing." *Transcultural Psychiatry*. 50(5): 707:725.

Häuser, W., Hansen, E., & Enck, P. (2012). Nocebo Phenomena in Medicine: Their Relevance in Everyday Clinical Practice. *Deutsches Ärzteblatt International*, 109(26), 459–465. <http://doi.org/10.3238/arztebl.2012.0459>

## **Week 4: February 2**

### **Gendered determinants, expression, and recognition of distress**

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

2) Mathias K, Kermode M, San Sebastian M, Davar B, Goicolea I. (2019). An asymmetric burden: Experiences of men and women as caregivers of people with psycho-social disabilities in rural North India. *Transcultural Psychiatry* 56(1) 76–102

## **OPTIONAL**

Darghouth S, Pedersen D, Bibeau G, Rousseau C (2006). "Painful languages of the body: experiences of headache among women in two Peruvian communities." *Cult Med Psychiatry* 30(3):271-97. doi: 10.1007/s11013-006-9021-3

P. Jane Milliken (2001) "Disenfranchised Mothers: Caring for an Adult Child with Schizophrenia," *Health Care for Women International*, Vol. 22: 149-66.

Low, SM. (1994) *Embodied metaphors: nerves as lived experience*. Csordas, TJ. (ed). *Embodiment and Experience*. Pp:??

## **WEEK 5: February 9**

### **Social suffering & collective healing**

**(take-home exam handed out – due Feb 23 before class)**

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

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

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

## **Optional**

Sotero, M. 2006. "A Conceptual Model of Historical Trauma: Implications for Public Health Practice and Research." *Journal of Health Disparities and Research Practice* 1(1): 93-108.

Cole, J. 2004. "Painful Memories: Ritual and the Transformation of community trauma." *Culture, Medicine, and Psychiatry* 28: 87-105.

O'Neill, L., Fraser, T., Kitchenham, A. *et al.* Hidden Burdens: a Review of Intergenerational, Historical and Complex Trauma, Implications for Indigenous Families. *Journ Child Adol Trauma* 11, 173–186 (2018). <https://doi.org/10.1007/s40653-016-0117-9>

**WEEK 6: Feb 16 No class - reading week**

**WEEK 7: Feb 23 – Western-based culture & mental health research highlight session (no readings – mid-terms due before class)**

*Invited speakers:*

- 1) Lily Yosieph, Masters candidate, Western University – Africo-Canadian youth experiences of mental illness and well-being
- 2) Gerald McKinley, faculty member, Western University

**WEEK 8: Mar 2**

**Critical perspectives on mental health 'epidemics' in high-income countries**

1) Hawthorne, Susan C. "Institutionalized Intolerance and ADHD: Sources and Consequences." *Hypatia*. Vol. 25 (3). 504-526.

2) Tanenbaum, SJ. 2012. "The Antidepressant Wars". *The Boston Review*. <http://bostonreview.net/sandra-tanenbaum-the-antidepressant-wars>

3) 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**

**OPTIONAL**

Luhrmann, T. M (2016). "'I'm Schizophrenic!' How Diagnosis Can Change Identity in the United States." In *Our Most Troubling Madness. Case Studies in Schizophrenia across cultures*. Luhrmann, T. M.; Marrow, J (eds). Oakland, CA: University of California Press, pp. 27-41.

**WEEK 9: Mar 9**

**Addressing psychosocial impacts of displacement and war**

1) Brink, S. 2017. In Sweden, hundreds of refugee children gave up on life. <https://www.npr.org/sections/goatsandsoda/2017/03/30/521958505/only-in-sweden-hundreds-of-refugee-children-gave-up-on-life>

2) Kuo, B.C.H. (2011). Culture's consequences on coping: Theories, evidence, and dimensionalities. *Journal of Cross-Cultural Psychology*, 42 (6), 1084-1100.  
<https://scholar.uwindsor.ca/psychologypub/13>

*Guest speaker in hour 2: Zoha Salam, PhD candidate McMaster University – Syrian adolescent refugees' mental health*

**WEEK 10: Mar 16**

**Serious mental illness (SMI) in HICs: rethinking the possible**

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

2) 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.

**WEEK 11: Mar 23**

**Pharma's role and limits in low resource settings**

1) 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.

2) 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.

**WEEK 12: Mar 30** (take home exam handed out)

**Global mental health: progress, challenges, and the way forward**

1) BBC PODCAST Zanzibar: Spirits & Psychiatry  
<https://www.bbc.co.uk/programmes/w3cstwj4>

2) Mills, C., Fernando, S., (2014). Globalizing Mental Health or Pathologising the Global South? Mapping the Ethics, Theory, and Practice of Global Mental Health: Disability and The Global South 2014 Open Access Vol.1, No. 2, 188-202.

**OPTIONAL**

Kirmayer, L.; Pedersen, D. (2014). Toward a new Architecture for Global Mental Health: *Transcultural Psychiatry* 2014, Vol. 51(6) 759–776

Summerfield, D., (2012). Afterword: Against "global mental health ", *Transcultural Psychiatry*, 49(30), 1-12

Berry, J.W. & Kim. U. (1993). The way ahead: From indigenous psychology to a universal psychology. In U. Kim & J.W. Berry (Eds). Indigenous psychologies: Experience and research in cultural context, (pp. 277-280). Newbury Park: Sage Publications.

**WEEK 13: APRIL 6**

- Grad student presentation
- Take-home exam due

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**ADDITIONAL STATEMENTS**

**Grading policy**

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level.
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

It is expected that the grades for this course will fall between 74% and 78%. In the event that the course average falls outside this range, a constant may be added or subtracted from each student's grade, by the instructor, to bring the class average in line with school policy.

**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>.

**Health and wellness**

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Center as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca>) or the McIntosh Gallery

(<http://www.mcintoshgallery.ca>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca>.

If you are in emotional or mental distress, please refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

### **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](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 should contact their Faculty Academic Counselling Office (not the professor or the TA) for what documentation is needed in their program.

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.

### **Electronic devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or

explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### **English Proficiency for the Assignment of Grades**

Visit the website [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf)

### **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Additionally,

1. Plagiarism and self-plagiarism are considered academic misconduct, will be reported, and may result in a failing grade.
2. 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> ).
3. 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/>