

Western University
School of Health Studies
HS3262F: 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)

September 14-December 7 2021

Timing: Tuesdays, 6:30pm to 9:30pm

Location: In person, Classroom TBA

Professor: Elysée Nouvet, PhD

Email: enouvet@uwo.ca

Office: via Zoom

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

Please let me know if this timeframe is not possible for you.

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.

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
- Practice critical health studies analysis skills through writing and in-class activities
- Unpack and integrate into their research and practice an understanding of the complexities of culture, its pluralism and how one's cultural context can inform causes, presentations, and responses to mental illness and healing
- Articulate key concepts, origins, and limitations of universalist approaches in Global Mental Health
- Imagine and rationalize strategies for reducing the stigma and burdens associated with mental health in specific contexts
- Apply anti-oppressive and intersectional lens to evidence and analysis

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 September 1st 2021.

Week	Topic	In-class dates
1	Introduction: Thinking with culture and mental health	Sept. 14
2	Mad and bad: politics and practices of early psychopathology	Sept. 21
3	Sacred sickness	Sept. 28
4	Gendered determinants, expression, and recognition of distress	Oct. 5
5	Social suffering & collective healing (at this point, you must have handed in a synthesis)	Oct. 12
6	Western-based research highlight session	Oct. 19
7	Critical perspectives on mental health 'epidemics' in high-income countries	Oct. 26
8	No class – reading week	Nov. 2
9	Serious mental illness (SMI) in HICs: rethinking the possible	Nov. 9
10	Film Day + Grad student presentations	Nov. 16
11	Culture, migration, and mental health	Nov. 23
12	Global mental health: progress, challenges, and the way forward	Nov. 30
13	Pharma's role and limits in low resource settings	Dec. 7

Evaluations (for undergrads):

Weekly participation	10%
Mid-term (take-home)	
Available Oct. 12, due Oct. 19	25%
2 Synthesis *** Papers	

(2-2.5 pages each, double spaced
– various dates – always due on date of the topic
your synthesis discusses
first synthesis due by October 12 latest): 30% (2 X 15%)

Take-home final exam
(handed out Dec. 7, due December 17) 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.

Evaluations (for grad students):

Participation	10%
Synthesis (due before Nov break) (3 pages pages, double spaced)	15%
Knowledge dissemination strategy	5%
-Detailed oral description of plan (by appointment with professor, minimum 1 week before class presentation date)	
-Strategic plan presentation	15%
-Final strategy written summary	20%
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: Sept. 14

Introduction : Thinking with culture

1) Kirmayer LJ. *Cultural variations in the clinical presentation of depression and anxiety: implications for diagnosis and treatment.* Journal of clinical psychiatry. 2001 Nov 1;62:22-30.

2) Vaillant GE. *Positive mental health: is there a cross-cultural definition?.* World Psychiatry. 2012 Jun 1;11(2):93-9.

OPTIONAL

Foster GM. *Disease etiologies in non-western medical systems*. American Anthropologist. 1976 Dec;78(4):773-82.

WEEK 2: Sept. 21

Mad and bad: politics and practices of early psychopathology

1) Chunn DE, Menzies R. *Out of Mind, Out of Law: The Regulation of Criminally Insane Women inside British Columbia's Public Mental Hospitals, 1888-1973*. Can. J. Women & L. 1998;10:306.

2) O'Neill KL. *On the Importance of Wolves*. Cultural Anthropology. 2018;33(3):499–520.

OPTIONAL

Link BG, Phelan JC. *Stigma and its public health implications*. The Lancet. 2006 Feb 11;367(9509):528-9.

Szasz TS. *The myth of mental illness*. American psychologist. 1960 Feb;15(2):113.

WEEK 3: Sept. 28

Sacred sickness

1) Horikoshi-Roe H. *Mental illness as a cultural phenomenon: Public tolerance and therapeutic process among the Moslem Sundanese in West Java, Indonesia*. 1979 Oct 1(28):121-38.

2) Chapin BL. *Transforming possession: Josephine and the work of culture*. Ethos. 2008 Jun;36(2):220-45.

OPTIONAL

Luhrmann TM. *Making God real and making God good: Some mechanisms through which prayer may contribute to healing*. Transcultural Psychiatry. 2013 Oct;50(5):707-25.

Häuser W, Hansen E, Enck P. *Nocebo phenomena in medicine: their relevance in everyday clinical practice*. Deutsches Ärzteblatt International. 2012 Jun;109(26):459.

Week 4: Oct. 5

Gendered determinants, expression, and recognition of distress

1) Kitanaka J. *Depression in Japan: Psychiatric cures for a society in distress*. Princeton University Press; 2011 Sep 26.

2) Mathias K, Kermode M, San Sebastian M, Davar B, Goicolea I. *An asymmetric burden: Experiences of men and women as caregivers of people with psychosocial disabilities in rural North India*. Transcultural psychiatry. 2019

Feb;56(1):76-102.

OPTIONAL

Darghouth S, Pedersen D, Bibeau G, Rousseau C. *Painful languages of the body: experiences of headache among women in two Peruvian communities*. Culture, Medicine and Psychiatry. 2006 Sep;30(3):271-97.

Milliken PJ. *Disenfranchised mothers: Caring for an adult child with schizophrenia*. Health Care for Women International. 2001 Jan 1;22(1-2):149-66.

WEEK 5: Oct. 12

Social suffering & collective healing

(take-home midterm exam handed out – due Oct 26 before class)

1) Kral MJ. *Postcolonial suicide among Inuit in arctic Canada*. Culture, medicine, and psychiatry. 2012 Jun;36(2):306-25.

2) Copeland N. *Facial Paralysis: Somaticizing Frustration in Guatemala* [Internet]. Somatosphere. 2015 [cited 2021May20]. Available from: <http://somatosphere.net/2015/08/facial-paralysis-somaticizing-frustration-in-guatemala.html>

OPTIONAL

Sotero M. *A conceptual model of historical trauma: Implications for public health practice and research*. Journal of health disparities research and practice. 2006;1(1):93-108.

Cole J. *Painful memories: Ritual and the transformation of community trauma*. Culture, Medicine and Psychiatry. 2004 Mar;28(1):87-105.

O'Neill L, Fraser T, Kitchenham A, McDonald V. *Hidden burdens: A review of intergenerational, historical and complex trauma, implications for indigenous families*. Journal of Child & Adolescent Trauma. 2018 Jun;11(2):173-86.

WEEK 6: Oct. 19 (Mid-term due before class)

Western-based culture & mental health research highlight session (no readings)

Invited speakers:

1) TBC

2) Gerald McKinley, faculty member, Western University

WEEK 7: Oct. 26

Critical perspectives on mental health ‘epidemics’ in high-income countries

1) Hawthorne SC. *Institutionalized intolerance of ADHD: Sources and consequences*. Hypatia. 2010 Aug;25(3):504-26.

2) Tanenbaum, SJ. *The Antidepressant Wars* [Internet]. Boston Review. 2019 [cited 2021May20]. Available from: <http://bostonreview.net/sandra-tanenbaum-the-antidepressant-wars>

3) Spiegel A. *The Dictionary of Disorder* [Internet]. The New Yorker. [cited 2021May20]. Available from: <https://www.newyorker.com/magazine/2005/01/03/the-dictionary-of-disorder>

OPTIONAL

Luhrmann TM. 1. *"I'm Schizophrenic!": How Diagnosis Can Change Identity in the United States*. In *Our Most Troubling Madness* 2016 Sep 27 (pp. 27-41). University of California Press.

WEEK 8: Nov. 2 No class - reading week

WEEK 9: Nov. 9

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

1) Knowles C. *Burger King, Dunkin Donuts and community mental health care*. *Health & Place*. 2000 Sep 1;6(3):213-24.

2) McArthur M, Montgomery P. *The experience of gatekeeping: a psychiatric nurse in an emergency department*. *Issues in Mental Health Nursing*. 2004 Jan 1;25(5):487-501.

WEEK 10: Nov. 16

Film Day + Grad student presentations

- Film: TBC
- Grad student presentations

Readings: TBA

WEEK 11: Nov. 23

Culture, migration, and mental health

1) Brink S. *Oscar-Nominated Film Looks At 'Resignation Syndrome.' What Exactly Is It?* [Internet]. NPR. NPR; 2017 [cited 2021May20]. Available from: <https://www.npr.org/sections/goatsandsoda/2017/03/30/521958505/only-in-sweden-hundreds-of-refugee-children-gave-up-on-life>

2) Anderson KK, Cheng J, Susser E, McKenzie KJ, Kurdyak P. *Incidence of psychotic disorders among first-generation immigrants and refugees in Ontario*. *CMAJ*. 2015 Jun 16;187(9):E279-86.

3) Kuo BC. *Culture's consequences on coping: Theories, evidences, and dimensionalities*. *Journal of Cross-Cultural Psychology*. 2011 Aug;42(6):1084-100.

OPTIONAL

Frounfelker RL, Miconi D, Farrar J, Brooks MA, Rousseau C, Betancourt TS. *Mental health of refugee children and youth: Epidemiology, interventions, and future directions*. Annual Review of Public Health. 2020 Apr 1;41:159-76.

Kirmayer LJ, Narasiah L, Munoz M, Rashid M, Ryder AG, Guzder J, Hassan G, Rousseau C, Pottie K. *Common mental health problems in immigrants and refugees: general approach in primary care*. CMAJ. 2011 Sep 6;183(12):E959-67.

WEEK 12: Nov. 30

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

1) BBC PODCAST Zanzibar: *Spirits & Psychiatry*

<https://www.bbc.co.uk/programmes/w3cstwj4>

2) Fernando S, Mills C. *Globalizing Mental Health or Pathologising the Global South? Mapping the Ethics, Theory, and Practice of Global Mental Health: Disability and The Global South*. Mental Health Worldwide. 2014;1(2):188–202.

3) Summerfield D. *Afterword: Against “global mental health”*. Transcultural psychiatry. 2012 Jul;49(3-4):519-30.

OPTIONAL

Kirmayer LJ, Pedersen D. *Toward a new architecture for global mental health*. 2014, Vol. 51(6) 759–776

Kim U., Berry J.W. *The way ahead: From indigenous psychology to a universal psychology*. In: *Indigenous psychologies: research and experience in cultural context*. Newbury Park: Sage Publications; 1993. p. 277–80.

WEEK 13: Dec. 7 (take home exam handed out)

Pharma’s role and limits in low resource settings

1) Jain S, Jadhav S. *Pills that swallow policy: Clinical ethnography of a community mental health program in Northern India*. Transcultural psychiatry. 2009 Mar;46(1):60-85.

2) Read U. *“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. 2012 Jul;49(3-4):438-60.

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 (<https://music.uwo.ca/>) or the McIntosh Gallery (<https://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 should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/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: [Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/healthwellness)

Accommodation for Medical Illness or Non-Medical Absences

[Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca)

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 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 [Academic Calendar - Western University \(uwo.ca\)](http://www.westerncalendar.uwo.ca)

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:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20

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://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>