

**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)

Term: Winter (January 10-April 2023)

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

Location: In person; **Physics and Astronomy (PAB), Room 34.**

Professor: Gojjam Limenih, PhD(c)

Email: glimenih@uwo.ca

Office Hours: Mondays 2pm- 4 pm, via zoom (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.

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, critical 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: A finalized version of the course plan will be available January 1st, 2023.

Weeks	Topics	In-class dates
1	Introduction: Culture and mental health	Jan. 10
2	Mad and bad: politics and practices of early psychopathology	Jan. 17
3	Culture, Self and Emotion Film: Ngaben: Emotion and Restraint in a Balinese Heart	Jan. 24
4	Common Mental Disorders: Anxiety and Depression Film: Sad People Factory	Jan. 31st
5	Gendered determinants, expression, and recognition of distress	Feb. 7
6	Social Suffering & Collective Healing	Feb. 14

	Mid-term -home exam presented at end of class	
7	No class – Winter Reading week	Feb. 21
8	Critical perspectives on mental health ‘epidemics’ in high-income countries	Feb. 28
9	Models of Mental Health Services in Multicultural Societies	Mar.7
10	Distress in The Face of Global Crises Culture, Migration, and Mental Health	Mar. 14
11	Serious Mental Illness (SMI) In HICs: Rethinking the Possible	Mar.21
12	Global Mental Health: Progress, Challenges, and The Way Forward	Mar. 28
13	Pharma’s Role and Limits in Low Resource Settings (Home Take home exam handed out)	April. 4

Evaluations (for undergrads):

1. Weekly participation and attendance **10%**
2. Mid-term (take-home)
Available Feb. 14, due Feb. 21 **25%**
3. Take-home final exam **35%**
4. 2 Synthesis *** Papers
(2-3 pages each, double spaced) **30% (2 X15%)**

1st due before February (spring break):

Note: 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. 10: Introduction: Thinking with culture

- 1) Jarvis, G.E, Kirmayer, L.J. (2021). Situating Mental Disorders in Cultural Frames: McGill University: <https://doi.org/10.1093/acrefore/9780190236557.013.627>
- 2) Kirmayer L.J. 2001. *Jl. of clinical Psychiatry*. Cultural Variations in the Clinical Presentation of Depression and Anxiety: Implications for Diagnosis and Treatment 62 (supplement 13).
- 3) 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. 17: 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. 24: Culture, Self and Emotion

Film: *Ngaben: Emotion and Restraint in a Balinese Heart*

<https://www.youtube.com/watch?v=Sesmyp3ZVAo>

- 1) Kitayama, S., & Park, H. (2007). Cultural shaping of self, emotion, and well-being: How does it work? *Social and Personality Psychology Compass*, 1(1), 202-222.
12.
- 2) Tamir, M., et al. (2016). Desired emotions across cultures: A value-based account. *Journal of Personality and Social Psychology*, 111(1), 67-82.

Week 4: Jan. 31st: Common Mental Disorders: Depression and Anxiety

Film: Sad People Factory

https://tubitv.com/movies/519315/sad_people_factory

- 1) Ryder, A. G., Ban, L. M., & Chentsova-Dutton, Y. E. (2011). Towards a cultural-clinical psychology. *Social & Personality Psychology Compass*, 5(12), 960-975.
- 2) Dressler, W. W., Balieiro, M. C., de Araújo, L. F., Silva Jr, W. A., & dos Santos, J. E. (2016). Culture as a mediator of gene-environment interaction: Cultural consonance, childhood

adversity, a 2A serotonin receptor polymorphism, and depression in urban Brazil. *Social Science & Medicine*, 161, 109-117.

3) Kirmayer, L. J., Gomez-Carrillo, A., & Veissère, S. (2017). Culture and depression in global mental health: An ecosocial approach to the phenomenology of psychiatric disorders. *Social Science and Medicine*, 183: 163-168.

Week 5: Feb. 7: Gendered Determinants, Expression, and Recognition of Distress

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

2) Mathias K, Kermodé 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.

WEEK 6: Feb. 14: Social Suffering and Collective Healing

(take-home exam handed out – due Feb 28 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 7 Feb. 21: No class – Winter reading week

WEEK 8: Feb. 28: 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 9: Mar. 7: Models of Mental Health Services in Multicultural Societies

Kirmayer, L. J. (2011). Multicultural medicine and the politics of recognition. *Journal of Medicine and Philosophy*, 36(4), 410-423. doi: 10.1093/jmp/jhr024

Kirmayer, L. J. (2012). Rethinking cultural competence. *Transcultural Psychiatry*, 49(2), 149-164.

Kirmayer, L.J. & Jarvis, G.E. (2019). Culturally responsive services as a path to equity in mental health care. *Healthcare Papers*, 18(2): 11-23.

Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the cultural formulation interview.

Focus, 18 (1), 40-46.

WEEK 10: Mar 14: 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 11: Mar. 21: 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 12: Mar. 28: 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.
- 3) Summerfield D. *Afterword: Against "global mental health"*. *Transcultural psychiatry*. 2012 Jul;49(3-4):519-30.

OPTIONAL

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

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 4: Pharma's Role and Limits in Low Resource Settings (Home Take home exam handed out)

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.

Films

Ngaben: Emotion and Restrain in a Balinese Heart

<https://www.youtube.com/watch?v=Sesmyp3ZVAo>

Shadows and Illuminations

<https://www.youtube.com/watch?v=hOXUqa2GTGw&t=4s>

Sad People Factory

https://tubitv.com/movies/519315/sad_people_factory

Memory of My Face

<https://www.youtube.com/watch?v=OSCgogCVq8c&t=11s>

The 8th Fire: Indigenous in the City

https://www.youtube.com/watch?v=ELUs4pM_xUY

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.

Accommodation for Medical Illness or Non-Medical Absences

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 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

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, **Plagiarism** and self-plagiarism are considered academic misconduct, will be reported, and may result in a failing grade.

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>).

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:

- Student Development Centre -- <http://www.sdc.uwo.ca/>
- Student Health – <https://www.uwo.ca/health/>
- Registrar's Office -- <http://www.registrar.uwo.ca/>
- Ombuds Office -- <http://www.uwo.ca/ombuds/>
- Writing support centre: <http://writing.uwo.ca>