

ANT 331 - Spring 2021

Cross-Cultural Issues in Mental Health



All images from: <https://www.nytimes.com/2010/01/10/magazine/10psyche-t.html>

Instructors

Bridget Hansen
behanse@emory.edu

Dr. Chikako
Ozawa-de Silva
cozawad@emory.edu

Class Times

Synchronous
Class Time:
(Attendance required for
Tuesday Sessions)

Tuesdays
11:20-12:35

(Mostly) Asynchronous
Class Time:
(Synchronous Thursday Session
Dates Include: March 25, April
22, April 29)

Thursdays
11:20-12:35

Syllabus Table of Contents

This syllabus is subject to revision and may change.
Click directly on a section title for a quick link.

- I. [Course Description](#)
- II. [Course Texts](#)
- III. [Accessing Course Content and Attending Class](#)
- IV. [Contacting Instructors & Office Hours](#)
- V. [Assessment and Grading](#)
- VI. [Attendance and Late Work Policy](#)
- VII. [Accommodations and Accessibility](#)
- VIII. [Other Policies](#)
- IX. [Schedule](#)
- X. [Appendix \(Grading Rubrics\)](#)



I. Course Description

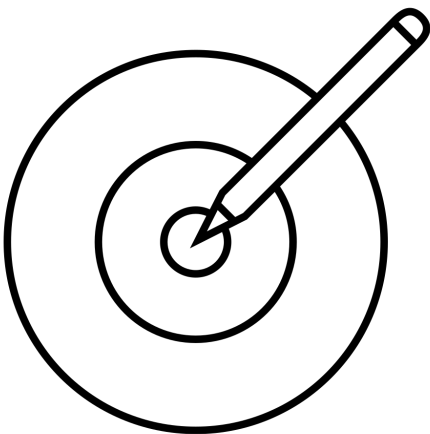
This course will provide an opportunity to critically examine issues that arise in the cross-cultural study of mental health and disorder. We will take several perspectives and draw on several disciplines.

First, we will explore biomedical psychiatry as a sociocultural construction, looking at how anthropologists have challenged Western notions of mental health and psychiatry. This will allow us to delineate biomedicine's benefits and limitations in how we view, study, and construct mental health.

Next, we will situate the biomedical model in cross-cultural perspectives, analyzing how etiologies, pathologies, and treatments are culturally constructed. We will also look at "alternate" therapies like Naikan in Japan and Quranic Healing in Morocco.

Finally, we will explore the global mental health movement, traversing the collision of cross-cultural mental health models and humanitarian psychosocial programs for populations affected by trauma.

Throughout the course, we will address questions such as: the meaning of mental illness; the global efficacy of psychiatry; and the role of religion in health and healing.

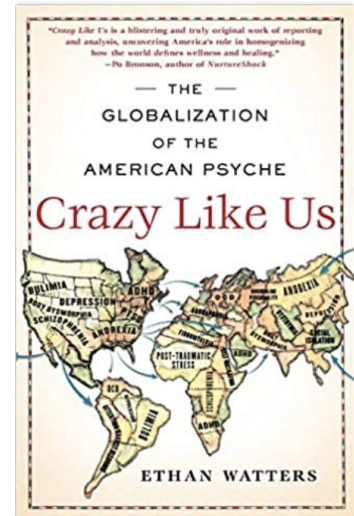


COURSE GOALS

- Recognize the various ways that culture manifests in cases of mental illness and in its treatment in numerous, differing cultural settings
- Illustrate various cross-cultural influences on mental health and illness in professional settings
- Create thoughtful questions and solutions to these issues through class discussion and final projects

II. Course Texts

- There is only one required text for this course.
 - Used copies are available online for under \$10 and at the Emory bookstore.
- All other readings are available on Canvas.
- Required Text:
 - Watters, Ethan. 2011. *Crazy Like Us: The Globalization of the American Psyche*. New York, NY: Free Press.



III. Accessing Course Content and Attending Class

- This course will be taught 100% Online.
- With the exception of the one required text, all readings and materials for the course will be available online on Canvas. Content and assignments for each week can be found organized on the corresponding module on our Canvas course home page.
- Attendance during synchronous sessions (via Zoom) (Tuesdays) is required. It is important for everyone to attend because:
 - This is the only time we see each other “in-person” each week.
 - The synchronous session is to make sure everyone is comprehending the materials through our class discussion of the materials.

- Thursday sessions are mostly asynchronous, which means most weeks you will complete work for Thursday on your own.
 - Attendance is required for the following Thursdays with synchronous meetings:
 - Thursday, March 25
 - Thursday, April 22
 - Thursday, April 29
- The following webpages are important for our course (feel free to click on the name for a quick link to the page):





[CANVAS](#)



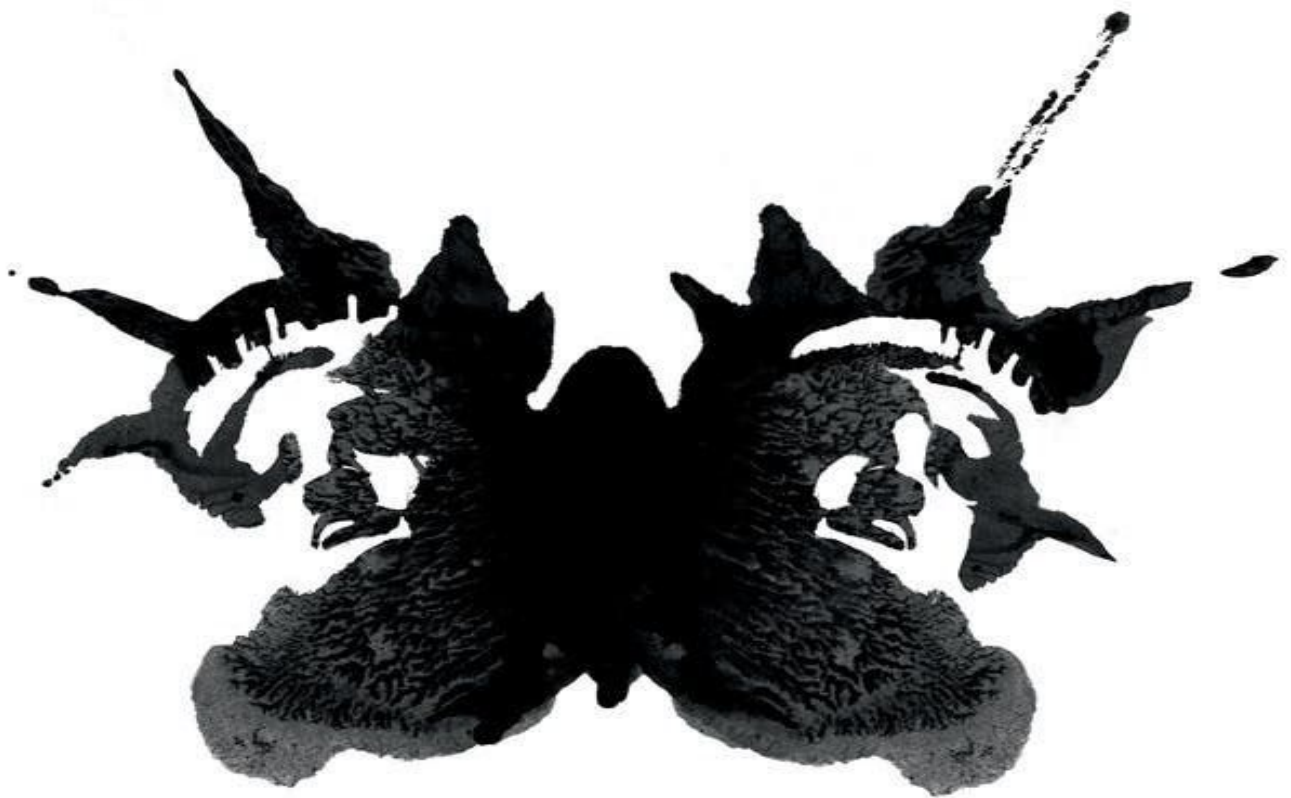
[ZOOM LINK FOR
SYNCHRONOUS
SESSIONS](#)

IV. Contacting Instructors & Office Hours

 Emails	 Office Hours
<ul style="list-style-type: none">● Please write concise emails to Bridget (cc. Dr. Ozawa-de Silva).<ul style="list-style-type: none">○ If there are specific questions to one of the instructors, please contact us individually.● For substantial questions, let's arrange a Zoom meeting rather than using e-mail, as it is mutually more beneficial.● Please allow 48 hours for a response to emails.● Emails sent on Friday evening, Saturday, and Sunday will be answered on Mondays.	<ul style="list-style-type: none">● Please feel free to email us to schedule an appointment if you would like to meet with us directly.● All appointments will take place on Zoom.● Office Hours are by appointment only.

V. Assessment and Grading

- Grades can be a huge source of stress and often get in the way of the learning process. Therefore, we hope to make grading as transparent and clear as possible.
- Grading philosophy: demonstrate that you are learning, thinking about, and engaging with the course materials.
 - We give you several ways to “demonstrate your learning” throughout the semester.
 - We also give you choices in order to better accommodate different styles of learning and interests.



Assessment	Percentage of Grade	How is it Graded?
Discussion Posts (Semi-Weekly)	15%	3 Points Per Post (see Appendix)
Oral Presentation of Class Material (Partner Project)	10%	Rubric (see Appendix)
Midterm: Open-Book Exam	30%	Rubric (to be handed out in class at least 2 weeks prior to exam)
Class Participation and Attendance	15%	Complete/Incomplete <i>Attendance is required at synchronous sessions but can be made up no more than 2 times. See below.</i>
Final Project (Group Project)	30%	Rubrics (to be handed out in class at least 2 weeks prior to each component)

1. Discussion Posts

- It is not an easy task to foster a sense of class community when everything is conducted online.
 - Therefore, we will use the discussion boards on a *semi-weekly* basis in order to help us do so.

- Students will write at least 5 posts (*out of 7 possible posts*):
 - **250-300 words** responding to an initial prompt
 - **Optional** Extra Credit Opportunity, which will likely be applied toward participation grade:
 - Additional posts may count as extra credit.
 - 100 words in response to one of their classmates.
- Posts are due by 12 PM the following Monday.

2. Oral Presentation of Class Material

- Students will work in pairs to present one course reading in one course session sometime during the semester.
 - Students will sign up on Canvas for a reading and a date.
- These presentations should be 5 minutes in length; no powerpoints please.
- Presentations should also include 2-3 discussion questions to be sent to the instructors by Monday 12 PM--the day before presentation.

3. Midterm (Open-Book Exam)

- The midterm will be conducted the week of March 8-12th.
- The format is an open-book essay exam. You will have 48 hours to complete the exam.
- There will likely be no review session for the exam.

4. Participation and Synchronous Session Attendance

- Because we meet only once a week synchronously, it is important to attend this session.
- Attendance will be taken at every session and is graded complete/incomplete.
 - Participation is also noted for each synchronous session.
- If you need to miss a session for any reason, this is totally understandable. You will have the opportunity to make up your attendance. See Attendance below for more details.

5. Final Project (Group)

- By the end of our course, we want everyone to succeed and feel as if they created/learned something from it.
- Recognizing that everyone is unique with different backgrounds, experiences, interests, and skills, we are open to different final projects depending upon your preference.
 - However, all projects must be approved by the instructors.
 - Students will work in groups of 3 students.
 - We will consider allowing you to work on a project on your own. Please provide a compelling reason as to why you would like to do so.
- The final project is broken down into several components with due dates throughout the semester in order to ensure you are on the right track.

FINAL PROJECT COMPONENTS:

Component	Description	Due Date	Points
Initial Proposal and Bibliography (3 sources required)	A one page description of your proposed final project; what is it, how will you do it, who will you do it with (if anyone)? What sources will you use?	Thursday February 18th at 11:59 PM	10
Progress Report	A two-page progress report with a one-page bibliography needs to be submitted on 4/01, Tuesday in class.	Thursday April 1st at 11:59 PM	10
Presentation	Each student/group will spend 10 minutes explaining their final project in our synchronous class session.	Tuesday April 20 Thursday April 22 Tuesday April 27 Thursday April 29 Will sign up for presentations in class.	30
Final Project	Submit your final project on Canvas (word document, URL, etc.)	Thursday May 1st at 11:59 PM	100
			150 total points

Some ideas for the final project include:

- **Compose** 5-7 blog posts on Scholarblogs on issues of cross-cultural mental health:
 - Using Scholarblogs, find relevant/recent articles online that relate to issues in our class and write several blog posts

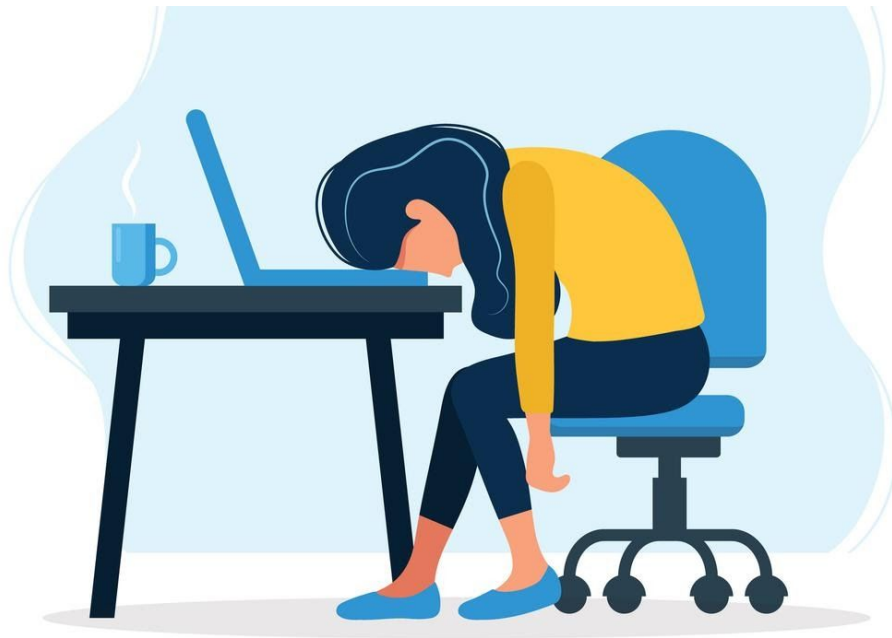
throughout the semester, presenting the issues to a general audience.

- **Conduct** sessions of Naikan.
 - Conduct daily, short sessions of Naikan for 15 minutes, for a 2-3 week period, and keep a running journal of each session.
 - With your group, get together and reflect on your experiences, writing a final reflection paper together.
- **Write/Perform** an autoethnography of your COVID-19 experience.
 - Focus on positive experiences of yours or others that you witnessed during the pandemic that demonstrate resilience.
- **Record** a 30-45 minutes Podcast related to the course
 - Pick a topic and:
 - Interview an expert in the mental health field
 - Interview an anthropologist/other professional
- **Analyze** a Collection of Clinical Case Studies
 - If you plan to enter the mental health field, you can find case studies (~5) relevant to the work in our course and analyze them, writing up your findings and recommendations.

VI. Attendance and Late Work Policy



- [Zoom fatigue is very real](#) and things in life happen beyond our control that may hinder our ability to attend class. If for any reason you need to miss a synchronous class session, you will have the option to make up the attendance.
 - To make up for missing the synchronous class session, please:
 - watch that session's recording
 - write a one-page summary along with some of your own thoughts/ideas/questions about the material.

- *Nota Bene: No more than 2 make-up assignments will be accepted.*
- The same goes for our class assessments. If you are struggling with completing your work and need some accommodation, please email us and we will work with you about finding a better date.



VII. Accommodations and Accessibility


- If you anticipate issues related to the format or requirements of this course, please meet with us. We would like us to discuss ways to ensure your full participation in the course.
- To register with OAS, students must self-identify and initiate contact with the OAS office.
- If you determine that disability related accommodations are necessary, you may register with Accessibility Services at:






Phone	Email
 404- 727- 9877	 accessibility@emory.edu






VIII. Other Policies






- This course follows the Emory University Honor Code:
 - <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>
- Some Basic “Netiquette” Expectations:
 - Be respectful
 - Avoid sarcasm
 - Avoid slang and swear words
 - Please keep your self muted when you are not speaking
 - Please use the “raise your hand” icon when you would like to speak and/or post in chat
 - If possible, please keep your camera on during sessions.






IX. Schedule





- Every week, you will log into Canvas and access that week’s course material in preparation for our meeting on Tuesday. Materials can be found on the course home page under each week’s module.
- Before our synchronous meeting, you should expect to:
 -  **Read** 2-3 readings providing depth on the week’s topic






-  **Watch** a 15-30 minutes Voicethread lecture providing background on the readings as well as key concepts and ideas
- For our “asynchronous” sessions on Thursdays, you have until the following Monday to complete the asynchronous materials.
 - Before Monday of the following week, you should expect to:
 -  **Watch** a Documentary/Film
 - **OR**  **Listen** to a Podcast
 - **OR**  **Read** an additional supplementary reading
 -  **Write** a Discussion Post on Canvas.




<p align="center">Week 1 (January 25-29)</p>	<p align="center">Course Introduction and Welcome</p>
<p>Synchronous Class Session:</p> <p>Tuesday, January 26th, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> • Course Syllabus <p> Meet @ 11:20 AM EST via Zoom (click for quick link)</p>
<p>Asynchronous Class:</p> <p>Thursday, January 28th</p>	<p> Read:</p> <ul style="list-style-type: none"> • Watters, “Introduction,” pages 1-9. <p> Write (Due By Monday)</p> <ul style="list-style-type: none"> • Write 250 Words on Canvas Discussion Board.
<p align="center">Week 2 (February 1-05)</p>	<p align="center">What is Psychiatry? Heterogeneity in American Psychiatry</p>
<p>Synchronous Class Session:</p> <p>Tuesday, February 2nd, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> • Luhrmann, “The Culture and its Contradictions,” pages 119-157 • Gambino, “These strangers within our gates”, pages 387-408.




	<ul style="list-style-type: none"> ● Metzl, “Selling Sanity Through Gender,” pages 79-103. <p> Watch</p> <ul style="list-style-type: none"> ● Voicethread: Interrogating Biomedical Psychiatry <p> <u>Meet @ 11:20 AM EST via Zoom (click for quick link)</u></p>
<p>Asynchronous Class:</p> <p>Thursday, February 4th</p>	<p> Watch</p> <ul style="list-style-type: none"> ● Bedlam <p> Write (Due By Monday)</p> <ul style="list-style-type: none"> ● Write 250 Words on the first Canvas Discussion Board.
<p style="text-align: center;">Week 3 (February 8-12)</p>	<p style="text-align: center;">Etiology of Mental Illness: Anorexia Nervosa and “Culture-Bound” Syndromes</p>
<p>Synchronous Class Session:</p> <p>Tuesday, February 9th, 11:20AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Reburn, “Culture-Bound Syndromes,” pages 319-327. ● Bordo, “Anorexia Nervosa,” pages 226-250.






	<ul style="list-style-type: none"> ● Watters, “The Rise of Anorexia in Hong Kong,” pages 9-63. <p> Watch</p> <ul style="list-style-type: none"> ● Voicethread: Cross-Cultural Etiologies of Mental Illness <p> Meet @ 11:20 AM EST via Zoom (click for quick link)</p>
<p>Asynchronous Class:</p> <p>Thursday, February 11th</p>	<p> Watch</p> <ul style="list-style-type: none"> ● Shadows and Illuminations <p> Write (Due By Monday)</p> <ul style="list-style-type: none"> ● Write 250 Words on Canvas Discussion Board.
<p>Week 4 (February 15-19)</p>	<p>Testimonial Narrative Therapy in Cambodia</p>
<p>Synchronous Class Session:</p> <p>Tuesday, February 16th, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Agger, “Calming the Mind: Healing after mass atrocity in Cambodia,” pages 543-560. ● Chhim, “Baksbat (Broken Courage): A





	<p>Trauma-Based Cultural Syndrome in Cambodia,” pages 160-173.</p> <ul style="list-style-type: none"> ● Lesley, “Lessons for the Future: Khmer Rouge survivor testimonies as sites of individual and social regeneration.” <p> Meet @ 11:20 AM EST via Zoom (click for quick link)</p>
<p>Asynchronous Class:</p> <p>Thursday, February 18th</p>	<p> Read:</p> <ul style="list-style-type: none"> ● Waters, “The Wave that Brought PTSD to Sri Lanka,” pages 64-125. <p> Write (Due 02/18 at 11:59 PM)</p> <ul style="list-style-type: none"> ● Work on Project Proposal
<p>Week 5 (February 22-26)</p>	<p>Intergenerational Trauma</p>
<p>Synchronous Class Session:</p> <p>Tuesday, February 23rd, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Anderson-Fye, “The Case of Maria: Culture and trauma in a Belizean adolescent girl,” pages 331-343.





	<ul style="list-style-type: none"> ● Lester, “Back from the edge of existence: A critical anthropology of trauma,” pages 753-762. <p> Watch</p> <ul style="list-style-type: none"> ● Voicethread: Intergenerational Trauma Concepts <p> <u>Meet @ 11:20 AM EST via Zoom (click for quick link)</u></p>
<p>Asynchronous Class: Thursday, February 25th</p>	<p> Watch</p> <ul style="list-style-type: none"> ● <i>TBD</i> <p> Write (Due By Monday)</p> <ul style="list-style-type: none"> ● Write 250 Words on Canvas Discussion Board.
<p>Week 6 (March 1-5)</p>	<p>Global Loneliness, Suicide, and Japanese Naikan Practice</p>
<p>Synchronous Class Session: Tuesday, March 2nd, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Ozawa-de Silva, “Mindfulness of the kindness of others,” pages 1-19.

	<ul style="list-style-type: none"> ● Ozawa-de Silva and Parsons, “Toward an anthropology of loneliness,” pages 613-622. ● “Naikan Reflections,” pages 1-12. <p> Meet @ 11:20 AM EST via Zoom (click for quick link)</p>
<p>Asynchronous Class: Thursday, March 4th</p>	<p> Write (Due 03/04 at 11:59 PM)</p> <ul style="list-style-type: none"> ● Work on Project Progress Report
<p>Week 7 (March 8-12)</p>	<p>MIDTERM</p>
	<p>START: Tuesday, March 9th, 10 AM DUE: Thursday, March 11th, 10 AM</p>
<p>Week 8 (March 15-19)</p>	<p>NO CLASS</p>
	<p>Honoring Emory’s “Spring Rest Day,” we will hold no sessions this week. Enjoy the break and stay safe!</p>

<p>Week 9 (March 22-26)</p> <p><i>Tuesday and Thursday Synchronous Sessions</i></p>	<p>Stigma</p>
<p>Synchronous Class Session:</p> <p>Tuesday, March 23rd, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none">● Goffman, “Stigma and Social Identity,” pages 1-40.● Jenkins and Carpenter-Song, “Stigma Despite Recovery,” pages 381-409.● Arthur et al., “Mental Illness Stigma in Jamaican Communities,” pages 252-275. <p> <u>Meet @ 11:20 AM EST via Zoom (click for quick link)</u></p>
<p>Synchronous Class Session: Ethnographic Theater Activity</p> <p>Thursday, March 25th, 11:20 AM-12:35 PM</p>	<p> <u>Meet @ 11:20 AM EST via Zoom (click for quick link)</u></p>

<p style="text-align: center;">Week 10 (March 29- April 2)</p>	<p style="text-align: center;">When Traditional Healing Meets Biomedical Psychiatry</p>
<p>Synchronous Class Session:</p> <p>Tuesday, March 30th, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Lang and Jansen, “Appropriating Depression,” pages: 24-45. ● Pandolfo, “Knot of the Soul,” pages: 329-358. ● Thomas et al. “Conceptualising Mental Health,” pages 134-145. <p> Watch:</p> <p>Voicethread: The Ideology and Epistemology of Mental Disorder</p> <p> <u>Meet @ 11:20 AM EST via Zoom (click for quick link)</u></p>
<p>Asynchronous Class:</p> <p>Thursday, April 1</p>	<p> Watch:</p> <ul style="list-style-type: none"> ● <i>Descending with Angels</i> <p> Write (Due By Monday)</p> <ul style="list-style-type: none"> ● Write 250 Words on Canvas Discussion Board.

<p align="center">Week 11 (April 5-9)</p>	<p align="center">Turner Syndrome</p>
<p>Synchronous Class Session:</p> <p>Tuesday, April 6th, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Adams et al, “Disability,” pages 5-11. ● Gilman, “Madness as Disability,” pages 441-9. ● Grinker, “Autism, ‘Stigma,’ Disability,” pages 55-67. <p> Meet @ 11:20 AM EST via Zoom (click for quick link)</p>
<p>Asynchronous Class:</p> <p>Thursday, April 8th</p>	<p> Write (Due By Monday)</p> <p>Write 250 Words on the first Canvas Discussion Board.</p>
<p align="center">Week 12 (April 12-16)</p>	<p align="center">Hospitals and Institutions from a Cross-Cultural Perspective</p>
<p>Synchronous Class Session:</p> <p>Tuesday, April 13th, 11:20 AM-12:35 PM</p>	<p>On your own:</p> <p> Read:</p> <ul style="list-style-type: none"> ● Read Pinto, “On Dissolution,” pages 78-116. ● Read Nunley, “Why,” pages 165-197. ● Read Finkler, “Biomedicine globalized

	<p>and localized,” pages 2037-2051.</p> <p> Watch Voicethread: The Psychiatric Institution</p> <p> <u>Meet @ 11:20 AM EST via Zoom (click for quick link)</u></p>
<p>Asynchronous Class: Thursday, April 15th</p>	<p> Watch Documentary: <i>Memory of My Face</i></p> <p> Write (Due By Monday) Write 250 Words on the first Canvas Discussion Board.</p>
<p style="text-align: center;">Week 13 (April 19-23)</p> <p style="text-align: center;"><i>Tuesday and Thursday Synchronous Sessions</i></p>	<p style="text-align: center;">Student Project Presentations</p>
<p>Synchronous Class Session: Tuesday, April 20th, 11:20 AM-12:35 PM</p>	<p>Prepare presentation</p>
<p>Synchronous Class Session: Thursday, April 22nd, 11:20 AM-12:35 PM</p>	<p>Prepare presentation</p>

<p>Week 14 (April 26-30)</p> <p><i>Tuesday and Thursday Synchronous Sessions</i></p>	<p>Presentations Continued, Wrap-Up, and Course Evaluation</p>
<p>Synchronous Class Session:</p> <p>Tuesday, April 27th, 11:20 AM-12:35 PM</p>	<p>Prepare presentation</p>
<p>Synchronous Class Session:</p> <p>Thursday, April 29th, 11:20 AM-12:35 PM</p>	<p>Prepare presentation</p>

Appendix 1: Rubrics

Discussion Posts Grading Criteria:

Students must write at least 5 posts out of a total 7 discussions. Each post is worth 3 points, for possible total points of 15.

3 Points Per Post:

3 points (evidence of having read and/or watched, analyzed, and thought critically about the assigned materials with one or two discussion questions)

2 points (some evidence of having read and/or watched the materials)

1 point (little evidence of having engaged with discussion materials)

0 point (not submitted)

Oral Presentation Rubric

Points Possible	2	1	0
Comprehension	Mastery of text- Student clearly read, understood, and thought critically about the text.	Student skimmed the text and has a basic understanding, but misses some important/main points.	Student did not read the text.
Content and Organization	Summarizes the main points of the article and the author's thesis as well as relates material to the rest of the course.	Provides some information about the article but the organization needs improvement.	Content and organization of presentation does not relate to the article.
Length	The presentation does not exceed 5 minutes.	The presentation was almost (3+ minutes) five minutes long, or exceeded the length (6+ minutes).	The presentation was significantly shorter (1-3 minutes) or longer (7+ minutes) than assigned.
Preparedness	Student clearly spent some time preparing the texts, presentation, and discussion questions.	Student spent a little time preparing the presentation, and/or there were many pauses or issues with the organization and flow.	Student spent very little to no time preparing the presentation.
Discussion Questions	Student prepared 2-3 discussion questions engaging the texts and the broader context of the course.	Student prepared only 1 question.	Student did not prepare a discussion question or the question is not relevant to the course material.