

University of California, San Diego.
GBLH/ANSC 150: CULTURE AND MENTAL HEALTH
Summer 2022

Tuesday and Thursday 5 – 7:50 pm
Lecturer. Olga Lidia Olivas Hernandez PhD.
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Office hours: Friday 10 – 11 am and by appointment (send a message in advance if you are planning to attend office hours).

ZOOM LINK (the same for class and office hours)
<https://ucsd.zoom.us/j/92478287319>

Course Description:

In an era in which biological psychiatry predominates globally, the cultural dimensions of mental health and illness have seemed more elusive. Developing a more comprehensive perspective on mental health requires an interdisciplinary approach that considers a vast body of research that empirically demonstrates the substantial role of cultural and social factors in shaping mental illness. In this course, we focus on cultural dimensions of mental illness not only for a better-informed understanding of mental illness; but also, as critical to formulating anthropological theories of culture, subjectivity, and structural arrangements.

For over a century, the anthropological study of cultural orientations has been pursued through attention to the conceptual mélange of magic, science, and religion. We examine this classic triad of analytic categories in tandem with works in anthropology that have recognized the study of mental illness as a productive route for the illumination of cultural features that could be particular among peoples worldwide.

As part of our anthropological analysis, we will also take into ethnographic consideration how narratives of mental illness abound in popular media (e.g., newspapers, magazines, films, advertisements, internet). How much of public culture surrounding mental illness has come to be dominated by images produced by pharmaceutical industry? How much influence has social-political movements, such as the international “voice hearers” – rooted in lived experience -- had on the conceptualization and treatment of mental illness? Other questions for debate will emerge during the course in relation to student interests and current events globally and locally. Check the course website regularly for updates.

Course assignments and requirements:

- **Attendance and participation in class.**

Attendance is expected and a necessary component of success for this course. Further, greater in-class engagement and dialogue among us create a richer classroom

experience. Students will be expected to complete assigned readings and actively participate in discussions in class.

- **Academic Essays.**

For assessing these assignments, students can choose among the following options based on their interests and communicate their decision to the instructor by July 8th through a google form.

Option A: Take-home Midterms (July 15th and July 29th). Students will have to write **brief essays** (1,500 – 2,000 words) answering questions (can choose 3 out of 5).

Option B: Review Paper. The student must develop a **critique and analysis based on published literature** on the topic selected for this assignment. Students will write a review paper (3500 – 4000 words) based on a minimum of three research papers published in academic journals or books. The paper should include at least six references, and a minimum of three should be from the syllabus. Students must inform the topic selected by July 15th for approval and submit the assignment by July 29th.

Grades will be based on content, critical thought, organization, and demonstration of ability to synthesize readings/lectures to get at the “big picture.” All words and ideas that are not your own—a quotation, paraphrase, or summary—must be cited appropriately.

- **Canvas Discussions.**

Students are expected to participate in discussions through Canvas once a week. Every Wednesday, a discussion question will be published in Canvas. Students will have one week to add their comments and reflections, considering the question and other students' comments, if you find them compelling. It is important to remark that all comments are welcome, and they should be respectful of the different perspectives in the discussion. Our commitment is to create a space where we can openly be receptive to different opinions and respectfully develop a dialogue among ourselves.

- **Extra credit opportunities.**

Current Event Analysis. As part of a team, students will voluntarily present a current event analysis in class. A two to three members team will have 20 minutes to **present** the current event analysis considering the following sections in their presentations: background/ contextual information; facts description, and (if possible) the meanings it might have for the actors involved; analytical reflections (related to the

topics discussed in the course); and to conclude, the team must bring two to three questions to discuss with all the classmates. (Presentation dates could be from July 12th to 28th). The team must analyze a Current Event that occurred between 2018 and 2022 related to Culture and Mental Health. It can be something regarding the conceptions about mental health and illness, narratives of mental illness in popular media, mental health/illness experienced by specific groups (considering age, gender, ethnicity), mental health stigma, treatments for mental health (alternative -religious- or hegemonic -pharmaceuticals-), among others. The sources of information can be the media, newspapers, and documentary films (not academic articles).

- During the course, you will be informed about some opportunities for extra credits (conference attendance, film analysis, among others).

The grades will be calculated as follows:

Attendance and participation in class. 8% (self-evaluation)

Option A: Take-home Midterms. 80% / **Option B.** Review Paper. 80%

Participation in Canvas Discussions. 12%

Readings: All readings will be available as pdfs on the class CANVAS site.

Class/Readings Schedule (Subject to Change):

JUNE

28

Introduction and Overview of the Course

30

Culture and Mental Health

White R., Orr D., Read U. and Jain S. 2017. Situating Global Mental Health: Sociocultural Perspectives. pp. 1-16. In White R., Jain S., Orr D. and Read U. (eds.). *The Palgrave Handbook of Sociocultural Perspectives on Global Mental Health*. Palgrave Macmillan.

JULY

5

Historical Perspectives on Mental Health: Asia, Africa and the West

Pinto S.A. 2018. Indian Insanity and the Local-Colonial Contest for its Treatment. In: *Lunatic Asylums in Colonial Bombay. Mental Health in Historical Perspective*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-94244-5_2

Complementary

Akyeampong Emmanuel. 2015. A Historical Overview of Psychiatry in Africa. pp. 24-49. In Akyeampong, Hill and Kleinman (eds.). *The Culture of Mental Illness and Psychiatric Practice in Africa*. Indiana University Press.

Harding Christopher. 2017. Historical Reflections on Mental Health and Illness: India, Japan and the West. pp. 71-92. In White R., Jain S., Orr D. and Read U. (eds.). *The Palgrave Handbook of Sociocultural Perspectives on Global Mental Health*. Palgrave Macmillan.

Anthropological Perspectives on Mental Health

7

Psychiatry from an Anthropological Perspective

Arthur Kleinman. 1988. *Rethinking Psychiatry: From Cultural Category to Personal Experience*. The Free Press. (Chapters 1 and 2: What is a Psychiatric Diagnosis? Do Psychiatric Disorders differ in different Cultures? pp. 5-33).

12

Critical Reflections on Mental Health

Whitley Rob. Beyond Critique: Rethinking Roles for the Anthropology of Mental Health. *Culture, Medicine and Psychiatry* (2014) 38: 499-511. DOI 10.1007/s11013-014-9382-y

Complementary

Gavin Miller. 2017. Reflecting on Medicalization of Distress. pp. 93-108. In White R., Jain S., Orr D. and Read U. (eds.). *The Palgrave Handbook of Sociocultural Perspectives on Global Mental Health*. Palgrave Macmillan.

Dyck E. and Rusell G. 2020. Challenging Psychiatry Classification: Healthy Autistic Diversity and the Neurodiversity Movement. In Taylor S. and Brumby A. *Healthy Minds in the Twentieth Century. In and Beyond the Asylum*.

14

Mental Health and Experience

Jenkins, Janis H. 2015. *Extraordinary Conditions: Culture and Experience in Mental Illness*. University of California Press. (Introduction).

Luhrmann Tanya and Marrow Jocelyn. 2016. *Our Most Troubling Madness. Cases in Schizophrenia across Cultures*. University of California Press. (Introduction)

Social/Cultural dimensions of Mental Health/Illness

19

Religion and Spirituality

Csordas, T. 2017. Psychiatry and the Sweat Lodge: Therapeutic Resources for Native American Adolescents. pp. 127-139. In Basu H., Littlewood R., and Steinforth A. (eds.) *Spirit and Mind: Mental Health at the Intersection of Religion and Psychiatry*. Lit. Verlag Dr. W. Hopf.

Khoury N., Kaiser B., Keys H. and Brewster A. Explanatory Models and Mental Health Treatment: Is Vodou an Obstacle to Psychiatric Treatment in Rural Haiti? *Culture, Medicine and Psychiatry* (2012) 36: 514-534. DOI 10.1007/s11013-012-9270-2

21

Ethnic Differences

O'Neil Teresa D. Culture and Pathology. Flathead Loneliness Revisited. The 2001 Roger Allan Moore Lecture. *Culture, Medicine and Psychiatry*.28: 221-230, 2004.

Complementary

Benning, T.B. 2020. Coloniality, Indigeneity and Mental Health. In Moodley, R., & Lee, E. (Eds.). *The Routledge International Handbook of Race, Culture and Mental Health* (1st ed.). pp. 19 - 31. Routledge. <https://doi.org/10.4324/9781315276168>

26

Migration

Haas, Bridget M. 2020. "Asylum is the Most Powerful Medicine: Navigating Therapeutic Interventions in Limbo", *Culture, Medicine and Psychiatry Journal*, <https://doi.org/10.1007/s11013-020-09681-7>

Complementary

Gozdziak E. Training Refugee Mental Health Providers: Ethnography as a Bridge to Multicultural Practice. *Society for Applied Anthropology*. Human Organization, Summer 2004, vol. 63, no. 2, pp. 203-210.

Paat Y. and Green R. 2017. Mental Health of Immigrants and Refugees seeking legal services on the US-Mexico Border. *Transcultural Psychiatry*. Vol. 54 (5-6) 783-805. DOI: 10.1177/1363461517746316

28

COVID-19 and Mental Health

Cristobal Abarca Brown, Felipe Szabzon, Lenora Bruhn, Daniela Ravelli Cabrini, Elisangela Miranda, Jacqueline Gnoatto, Paula de Vries Albertin, Geilson Lima Santana & Laura Helena Andrade (2022) (Re) thinking urban mental health from the periphery of São Paulo in times of the COVID-19 pandemic, *International Review of Psychiatry*, 34:1, 78-88, DOI:10.1080/09540261.2022.2027349

Azevedo, K., Kalvesmaki, A., Riendeau, R., Sweet, P., Holmes, S. 2022. Leveraging anthropological expertise to respond to the COVID-1 global mental health syndemic. *American Anthropologist*. 1-6. DOI: 10.1111/aman.13747

Complementary

Emily A Holmes, Rory C O'Connor, V Hugh Perry, Irene Tracey, Simon Wessely, Louise Arseneault, Clive Ballard, Helen Christensen, Roxane Cohen Silver, Ian Everall, Tamsin Ford, Ann John, Thomas Kabir, Kate King, Ira Madan, Susan Michie, Andrew K Przybylski, Roz Shafran, Angela Sweeney, Carol M Worthman, Lucy Yardley, Katherine Cowan, Claire Cope, Matthew Hotopf, Ed Bullmore. Multidisciplinary research priorities for the COVID-19 pandemic: a call for action for mental health science. *Lancet Psychiatry* 2020; 7: 547–60. [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1).

