

Culture and Global Mental Health
ANTH 6316

Course Time: Thursdays, 2-450 (430) PM
Course Location: Virtual/Zoom room accessible on Canvas course site
Professor Email: namyers@smu.edu
Office: Zoom only this semester
Office Hours: Wednesdays, 130-230 PM or by appointment

COURSE OVERVIEW

This course will sketch out key theoretical and practical debates in the emergent field of the anthropology of global mental health. An analysis of the role of culture and subjectivity in mental health and wellness and how this pertains to global mental health practices and policies will be considered. We will examine issues such as what it means to be mentally healthy or not healthy, how mental well-being and ill health are defined and experienced in various contexts, and the role of religion, history, stigma, diagnosis, gender, race and ethnicity in local understandings and treatments of mental health concerns around the globe. How do cultural factors like war, migration, strained kinship structures, structural violence, gender-based violence, race, ethnicity, loss of environmental resources, and loss of traditional culture and land affect people's mental health? How do we interpret and respond to the findings of an anthropology of global mental health? We will also discuss various elements of health care systems and healing mechanisms for mental health such as psychopharmaceuticals, psychotherapy, meditation, and healing rituals with attention to the importance of local meaning and relevance in mental health recovery and healing.

Student Learning Objectives

After taking this course, you should be able to:

- 1) Explain the relevance of anthropology and ethnography for global mental health theory, practice and policy.
- 2) Recognize and be able to discuss the major theoretical perspectives and approaches within the anthropology of global mental health, and explain several of the major and most influential works from those perspectives.
- 3) Have a diverse set of specific cases upon which you can base an informed and critical interdisciplinary discussion of global mental health, including research methods, interventions and theoretical approaches.

Land Acknowledgement

I would like to acknowledge the traditional territory of the Apache, Caddo, Comanche, Coushatta, Tonkawa, Wichita and Affiliated Keechi, Waco, and Tawakonie. This is land upon which SMU was built. I honor them as the indigenous land stewards of this place, as we honor their ancestral and ongoing connections to it. I express my gratitude to all Native peoples, past, present, and future, and hope this land acknowledgment can serve as an opening for reflection as well as a way for each of us to contemplate how we can join in decolonizing and Indigenous movements.

Statement of Alliance

I would also like to acknowledge that I stand with Black, Indigenous, and People of Color (BIPOC) in the fight against racialized injustice and inequality. As a socially conscious scholar, I condemn all acts of racism, xenophobia, and police brutality which have profound consequences for communities of color. I recognize that the field of Anthropology emerged from racist colonial origins and legacies, and though it was also the first discipline with practitioners who recognized the meaninglessness and insidious nature of the race concept (which we will learn about), I still must and will strive to do more to combat historical, systemic, and institutionalized oppression. Given this, I affirm a commitment to use my academic and applied efforts to examine critically and transform the deeply entrenched institutional sources of race-based inequality. Through my work and within my department and university, I commit to examining the imbalances of power in society that lead to racialized violence; to promoting actively anti-racist practices; to elevating the voices of scholars and communities of color; and to conduct my work in more just and equitable ways.

I also stand with and do my best to be an ally for the LGBTQIA+ community.

Required Readings

Efforts are being made by the academy to recognize the need to amplify and promote work by scholars who identify as black, indigenous and people of color (BIPOC) in order to broaden the perspectives being offered in any given class. Hearing about everyday experience from a variety of perspective is an important part of learning to live responsibly and make decisions in a diverse world. This syllabus, while not perfect, has been designed to support that effort.

In addition, in an attempt to help students reduce costs, some of the following books are available for purchase at the SMU bookstore but have also been made available as e-books through Fondren library or are in my mailbox in Heroy Hall ready to xerox. [Metzl's book](#) was ordered late and there is only one e-book available for one user at a time so likely will need to be purchased from Amazon. [Lewis's book](#) is also not available in the bookstore and may be purchased on Amazon, but we have an unlimited user license for her book from the library so it should be fine to use that and not have your own copy. You don't need to purchase Kohrt and Mendenhall, either, because you can download 98 pages, which should cover our readings or xerox them from my book.

All other readings and films (marked with an *) are on the Canvas site under "Modules," and then under Readings or Films.

Books for purchase/download:

Giordano, Cristiana. 2014. *Migrants in Translation*. University of California Press-unlimited simultaneous users
https://smu.primo.exlibrisgroup.com/permalink/01SMU_INST/6cto/alma9952535578603716

Kohrt and Mendenhall, 2015, *Global Mental Health: Anthropological Perspectives*, Left Coast Press* - **only 3 simultaneous users allowed or xerox from copy in my box**
https://smu.primo.exlibrisgroup.com/permalink/01SMU_INST/6cto/alma9949096743403716

Lewis, Sara. 2019. *Spacious Minds: Trauma and Resilience in Tibetan Buddhism*. Cornell University Press.* –unlimited multi-user license
https://smu.primo.exlibrisgroup.com/permalink/01SMU_INST/6ctoa/alma9952526191103716

Jonathan Metzl, *The Protest Psychosis : How Schizophrenia Became a Black Disease** - **only one simultaneous user allowed**
<http://proxy.libraries.smu.edu/login?url=https://ebookcentral.proquest.com/lib/southernmethodist/detail.action?docID=6077445>

Myers, 2015, *Recovery's Edge*, Vanderbilt University Press* – unlimited users allowed
https://smu.primo.exlibrisgroup.com/permalink/01SMU_INST/12013t3/cdi_askewsholts_vlebooks_9780826520814

MY COURSE POLICIES

Attendance Policy

Please note that professors were offered some flexibility this Spring in how we plan classes this semester to make up for the absence of a Spring Break. I scheduled two of these during the semester to give us all a break. I am offering the third as an excused, no questions asked Mental Health Day to be taken at your discretion. You will not receive any credit for participation on this day and you will also not receive no-credit. It will simply not count. No makeup assignments needed unless a major assignment was due (e.g., facilitation, paper proposal, paper presentation).

Please do your best to attend class. Given that the class is remote, I hope this will enable many more of you to attend in a steady way. Please plan to have your camera and sound on at any given point during the class. If you are absent, please review the Zoom recording for that day or any other materials. These will be uploaded on Canvas.

If you are absent on a non-Mental Health Day, you have the following options, all of which affect your participation grade:

- 1) Submit a doctor's note for your absence. Receive a 2/2 for participation on those days. Talk to the professor about how to make up work missed.
- 2) No doctor's note needed up to two times IF you submit a make up review of the readings within two weeks of your absence. Receive a 2/2 for participation on those days. Please discuss this plan with Dr. Myers as soon as is possible after your absence.
- 3) If you have no doctor's note and #2 is no longer an option, you will receive a 0/2 for participation on the days you are absent. This will negatively impact your final grade.
- 4) If you miss more than three days of class and cannot provide a doctor's note and do not turn in a discussion post, I will attempt to reach out to you to understand the situation, but it is very likely that you will be asked to withdraw from the class.

Late Assignments

Please ask permission for an extension at least 24 hours in advance of the due date. I am always happy to work with you but appreciate advance notice. If you do not ask in

advance, please expect to lose 1/3 of a letter grade for every 12 hours that the assignment is late. (e.g., A to A-). Reach out to me as soon as possible to discuss a plan of action to get you back on track.

Statement on Communication

You may contact me via email or the Canvas inbox. I will respond to your question or email within 48 hours during the regular week (not Saturday and Sunday).

Assignments will be graded within 7-10 business days of the assignment due date. My grading timeline might be delayed, especially if I or my family become sick this semester. We will all need to be patient with each other.

Academic Plagiarism

The general principles for all honest writing can be summarized briefly.

Acknowledge indebtedness/use a citation:

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material - unless the information is common knowledge.

Plagiarism also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author.

UNIVERSITY POLICIES

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation letter to faculty through the electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (<https://www.smu.edu/StudentAffairs/ChaplainandReligiousLife/ReligiousHolidays>).

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2020-2021](#)

[SMU Undergraduate Catalog](#) under “Enrollment and Academic Records/Enrollment Policies/Excused Absences.”)

Student Academic Success Programs: Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wanting support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

Caring Community Connections (CCC) program: This is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. Faculty play a critical role in identifying students who are experiencing challenges, as you may be the first to notice a change in behavior such as class attendance or performance. The online referral form can be found at smu.edu/deanofstudentsccc. After a referral is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Additionally, should you have concerns about students and are unclear about what to do, please see the [CCC Reference Guide](#), or contact the Office of the Dean of Students at 214-768-4564.

Pregnant and Parenting Students: Accommodations for pregnant and parenting students: Under Title IX students who are pregnant or parenting may request academic adjustments by contacting Elsie Johnson (elsiej@smu.edu) in the Office of the Dean of Students, or by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

Covid-19 Attendance Statement: Students who are experiencing COVID-19 symptoms or who have been notified through contact tracing of potential exposure and need to self-quarantine or isolate must follow the protocols laid out in [SMU's Contact Tracing Protocol](#). To ensure academic continuity, students in these situations will not be penalized and will be provided appropriate modifications to assignments, deadlines, and testing. To ensure these necessary accommodations, affected students must:

- o Provide as much advance notification as possible to the instructor about a change in circumstances. Please notify me about a potential absence as well as plans for a return to class. For cases in which students test positive for COVID-19, they should fill out a [CCC form at this link](#)
- o Communicate promptly with me to establish, as necessary, alternative assignments and/or changes to deadlines and exams. Students are then responsible for meeting the expectations laid out in these alternative arrangements.
- o Continue participation in class via Zoom, as health circumstances permit.
- o Students facing multiple or extended COVID-19-related absences or illness can work with the Office of the Dean of Students to consider options such as fully remote learning or medical withdrawal.

Sexual Harassment: All forms of sexual harassment including sexual assault, dating violence, domestic violence and stalking are violations of SMU's Title IX Sexual Harassment Policy and may also violate Texas law. Students who wish to file a

complaint or receive more information about the grievance process may contact Samantha Thomas, SMU's Title IX Coordinator, at accessequity@smu.edu or 214-768-3601. Please note that faculty are mandatory reporters. If students notify faculty of sexual harassment, they must report it to the Title IX Coordinator. For more information about sexual harassment including resources available to assist students, please visit www.smu.edu/sexualmisconduct.

COURSE ASSESSMENTS

Attendance (10%): This is a discussion-based seminar. Therefore, it is crucial that you not only attend but that you actively participate in the Zoom discussions. If you must be absent for some reason, please let me know at least 24 hours in advance and we can discuss whether or not it will be an excused absence. Late students will be marked late in Canvas.

Class Participation (10%): A participation grade will be recorded after each class based on your engagement with the class discussion and readings. You will receive a 0 (present but did not participate); 1 (present with partial participation); or 2 (present, actively listening, engaged in conversation). This can make a difference between you receiving an A and a B. One way to participate is the following: for each class, I ask that you look for popular examples of what you have read in the recent news to share with the class at the beginning of class. We will share using screen sharing in Zoom. Please limit your "sharing" item to 2-3 minutes at the most. Film clips, etc., should be limited to 2-3 minutes. Sharing will be an important part of your participation grade. If you don't like talking, please come to my office hours so we can discuss alternative strategies.

Response Papers (25%): There are 8 response paper dates this semester showing in **bold** on the syllabus. They will be due via Canvas by 11 AM the day of class, unless you are facilitating that week. Thus, graduate students will have 5 responses total and undergraduates will have 6 responses total. Responses should be 1-2 pages, double-spaced, and draw on the readings for that day. Responses will be graded as follows: 0-no response; 1-does not incorporate a response to readings or is poorly written or organized; 2- incorporates a response to the readings, is written well and organized.

Rough Draft and Participation in Peer Workshop (5%): You are expected to bring a rough draft of your paper to—and participate in—the peer writing workshop, which will constitute 5% of your final grade.

Final Research Paper (25%): Deadlines are listed on the syllabus. This is a major research paper where you use key concepts from the course to examine a mental health-related issue or body of literature pertinent to the course. You must submit a proposal to me (see syllabus for deadline) and obtain my approval. Graduate students: 20-25 pages. Undergraduates: 12-15 pages. You must incorporate and cite at least 7-10 anthropology-based (written by anthropologist, published in anthropology journal, ethnographic book) references from OUTSIDE of class. Please use a standard citation and bibliographic format, 1-inch margins all around, double-spaced, Times New Roman 12-point font. You will also workshop your rough drafts with your peers. The draft should represent a substantial amount of the work to be done on the paper. The stronger your paper is at that point, the better the commentary of your peers will be, and the stronger it will be in the end.

For Final Research Proposal, please include:

- Main research question(s)
- Why are these questions important in the anthropological study of culture and global mental health?
- How will you answer these questions?
- What scholarly and other materials will you draw from to answer your questions?
- Articulate clearly your hypothesis/hypotheses using anthropological theory.

The general principles for all honest writing can be summarized briefly.

Acknowledge indebtedness/use a citation:

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material - unless the information is common knowledge.

Plagiarism also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author.

Facilitation (20%) You will sign up to facilitate the class discussion with a partner **two times** during the semester if you are an undergraduate and **three times** for graduate students. Your preparation for these presentations is absolutely crucial to the richness of our discussion for the day. You will want to prepare with your co-facilitators, likely by reading in advance and meeting together to discuss your strategy. You will need to synthesize (but not summarize) key points you found across the readings, discuss points of connection and disconnection you found across the readings, and bring provocative questions to the table to stimulate discussion about the readings. Your main goal is to help foment discussion. Creativity is encouraged: feel free to prompt discussion with relevant information and questions via images, PowerPoint, film clips, etc. Please plan to facilitate for 60-75 minutes total as a team, and be prepared to be flexible if the timing shifts. For each week, I have provided some ideas for facilitators to help you get started, but you are by no means restricted to the provided prompt. We will sign up for dates on the first day of class. Also, note that there is a rubric on Canvas to help you plan your facilitation.

Final Presentation (5%) You will present your research paper at the end of the semester on the last day of class. Your presentation will include a brief PowerPoint and an overview of your argument and findings. Your presentation should be 8-10 minutes leaving 4-5 minutes for questions. We have to stick to time to make sure everyone has a chance to present during class time.

SCHEDULE OF READINGS

Date	Topic	Assignments	Facilitators
Jan 28	Introduction: Culture and Global Mental Health	<p>Read:</p> <ol style="list-style-type: none"> 1) Collins, 2011. Grand Challenges in Global Mental Health* 2) Watters, The Americanization of Mental Illness* 3) Lovell.2019. Genealogies and Anthropologies of Global Mental Health. pgs. 1-18 (not whole article)* 4) UN Human Rights and Mental Health resolution, 2019 <p>In-Class: Mental Health Gap Action Programme Launch video</p>	N/A
Feb 4	<p>Mental Health Services Research and Anthropology</p> <p>[No facilitator]</p>	<p>Attend:</p> <ol style="list-style-type: none"> 1) Attend UCL seminar, 1130 – 1230 PM on Thurs, Feb 4. Class discussion 1-130. <p>Read:</p> <ol style="list-style-type: none"> 1) Myers, 2019. Treatment Decision-Making and Pathways through Care* 3) Read: Myers, 2019. Mental/Moral Breakdowns * 4) Myers, Recovery's Edge, CH 1 and 2 	N/A
Feb 11	<p>What is wrong with the patient?</p> <p><i>Facilitators' Hint: Focus on how the psychiatric gaze and the gaze of other experts conflicts and shapes the experiences of the patients in these stories. How is psychiatry both helpful and part of the problem?</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1) Of Two Minds, pgs. 3-118 [note: both Intro PDF* AND Chapters 1 and 2 PDF*] 2) Foucault, Psychiatric Power* 3) Sullivan, The Structuring of the Interview Situation* 4) Kaiser, et al. "Thinking Too Much": A Systematic Review of a common idiom of distress* 	

		5) Watch: The Bird Dancer* [SMU Kanopy link on website]	
Feb 18	Racism and Psychiatry <i>Facilitators' hint: Note and expand on some of the terms introduced by Metzl to describe how psychiatry has perpetuated racism in the past</i>	1) Read: Metzl, The Protest Psychosis, at least 1-175 2) Read: Metzl and Roberts, Structural competency meets structural racism* Listen: 1) Podcast: Police Violence and Black Women's Health, Part 1 (30 minutes)	
Feb 25	Experiencing Mental Health: Social, Environmental and Structural Challenges <i>Facilitators' hint: Be prepared to critically present and discuss major issues related to mental health today- Kline, the author, will visit for part of the class</i>	Read: 1) Global Mental Health, CH 3, 6 2) Tallman, 2019. Water Insecurity and Mental Health in the Amazon* 3) Lopez, 2017. Health Implications of an Immigration Raid* 4) Delva, et al. 2014. Mental Health Problems of Children of Undocumented Parents in the United States* 5) Kline, 2017. Pathogenic Policy*	
Mar 4	Decolonizing Psychiatry, Migration and Mental Health <i>Facilitators' Hint: Be ready to discuss biopolitics and the role of the state in perpetuating mental distress as well as fixing it</i>	Read: 1) Giordano, 2014. Migrants in Translation: Caring and the Logics of Care in Contemporary Italy	
Mar 11	Global Mental Health Interventions I--Pharmaceuticals	Read: 1) Watters. Crazy Like Us, Depression in Japan 2) Myers, Recovery's Edge, Chapter 3 3) Behague, Bio-Epistemes and Psychiatry in Brazil	

		<p>4) Read, 2012. The Limits of Antipsychotic Medication in Rural Ghana.</p> <p>5) Cooper & McGee. Prescription Stimulants & College Students</p> <p>6) D'Arcy, 2019. "It Tastes Like Order"</p> <p>Watch: Medicating Me (27 minutes, Youtube)</p>	
Mar 18	Paper Proposals Due and Meetings	N/A	
Mar 25	Global Mental Health Interventions II—Task-shifting and community-based interventions	<p>Read:</p> <p>1) Global Mental Health, Chapters 15, 17, 18, 19</p> <p>2) Read. 2017. Collaborating with Faith Healers in Ghana*</p> <p>3) Economist. 2019. What Disasters Reveal about Mental Health Care*</p> <p>4) Islam. BME Populations and Faith Interventions*</p> <p>5) Gonzalez et al. 2020. Promotores for Rural Latinx Mental Health*</p>	
April 1	Global Mental Health—Decolonized Approaches	<p>Read:</p> <p>1) Ortega, 2020. Challenges for Implementing a GMH Agenda in Brazil*</p> <p>2) Kopua, Kopua and Bracken. A Maori Approach to Mental Health*</p> <p>3) DuBrul, 2014. The Icarus Project: A Counternarrative for Psychic Diversity*</p> <p>4) Van der Zeijst, 2020. Ancestral calling, traditional health and mental illness*</p> <p>5) Hickling.2020. Owing Our Own Madness*</p> <p>Watch:</p> <p>1) Crazywise (55 minutes, SMU Kanopy)*</p>	
April 8	Scheduled Day Off		N/A

April 15	Peer Rough Draft Writing Workshop	**Rough Draft of Papers Due**	N/A
April 22	Trauma and Resilience [with author Sara Lewis and visiting scholar Magnifique Neza]	Read: 1) Lewis, <u>Spacious Minds</u> 2) Fassin, <u>Empire of Trauma</u> , Part Four. Pgs. 219-284*	
April 29	Final Paper Presentations	N/A	X
Final Papers Due Monday, May 10, Noon			