Course Overview:
Global Mental Health has emerged as a priority for multilateral institutions like the World Health Organization, for international non-governmental organizations, and for academic researchers alike. This course examines global mental health from a critical perspective, from the foundational critiques made by anthropologists about the social and cultural construction of diagnostic systems, to more contemporary critiques of the expansion of psychopharmacological intervention in global health. The course will explore several key issues in global mental health, including the challenges of cross-cultural diagnosis, the cultural shaping of emotional distress and mental illness, and the role of power (politics, economics, and history) in shaping the identification (naming and labeling) of – and responses (intervention and clinical treatment) to – mental health problems. We will examine several issues in some depth – including cultural idioms of distress and PTSD – drawing our case studies during the course largely from medical and psychological anthropologists and transcultural psychiatrists working in various cultural locations.

Course Aims:
(1) To deepen students’ understandings of mental health in cross-cultural and global perspective;
(2) To sharpen students’ analytical and critical thinking and writing skills about global health problems;
(3) To raise students’ awareness of the role of the WHO and international actors in framing the global mental health agenda;
(4) To familiarize students with debates over diagnosis and treatment in global mental health;
(5) To afford students an opportunity to apply course theories to an examination of a mental health problem of their choice through a final research paper.

Student expectations:
Reading and Attendance: This course will be taught as a seminar, and students are expected to engage actively and carefully with all of the assigned readings, coming to class ready to engage in discussion and dialogue of the issues raised therein. Please note: It is students’ responsibility to attend all classes and to find out (from a peer) about material covered in any classes they may miss.

Annotated Bibliography: Students will complete and submit a weekly annotated bibliography of their readings, with graduate students including an extra 1-2 readings, drawn from those listed under “Additional Readings” in the syllabus, or from their own research interests (additional details to be provided in class).
Quizzes: Students will complete two short-essay quizzes, which will be completed on a take-home basis or administered through the course Canvas site. The quizzes will consist of 3-4 questions, of which undergraduates will answer two and graduate students three questions for each quiz. The quizzes are designed to assess students’ comprehension of course readings and concepts.

Final Research Paper: All students will also complete a final research paper, applying the critiques and case studies covered in class with a topic/problem/cultural setting of their choosing. For undergraduates, the research paper will be approximately 10 pages in length, and will include 3-5 references from the syllabus, an additional minimum of 3 academic references, and a maximum of no more than 5 non-academic references. For graduates, the research paper will be approximately 20 pages in length, and will incorporate at least 5 references from the course syllabus and at least 5 additional academic references.

Brief Oral Presentation: All students will also present a short, oral presentation about their research paper in class during week ten so that their peers can learn and inquire about their research topics (presentations will be approximately five minutes per student). Additional details on final presentations and papers will be provided in class.

Instructor expectations:
The professor will complete all assigned readings and come to class prepared to review the main theoretical insights and arguments made by the authors assigned in the syllabus. She will also raise questions from the readings for students to engage with during class discussions. The professor will prepare questions for the essay exams, will provide detailed instructions and expectations about exams, papers, and presentations, and will grade all student work, returning it in a timely manner (e.g. within one week of submission). The professor will be accessible to students during weekly office hours (10-12 Mondays and by appointment) and, by email, during business hours (Monday-Friday, roughly 9am to 6pm). The professor is not responsible for reviewing material with students who miss class nor does the professor want to receive any justification or excuse from students about missed classes. The professor is pleased to discuss course materials, student questions, or her own research interests with students in office hours.

Grading rubric:
Annotated bibliographies (2 points per week, weeks 1-9): 18 points
Short essay quizzes: (18 points each x 2) 36 points
In-class presentation: 10 points
Final paper: 36 points
Total possible: 100 points

Additional notes:
The Professor seeks to make this course accessible to all students, regardless of background or differential ability. Please let the Professor know if you need any accommodations in order to succeed in this class and she will do her best to accommodate you.
Students are expected to do their own work and any evidence of plagiarism or academic dishonesty will be handled according to UO policy (see: http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code)

Required book:  
Global Mental Health: Anthropological Perspectives. 2015. Brandon A. Kohrt and Emily Mendenhall (Eds.). Walnut Creek, CA: Left Coast Press. (“GMH” in Syllabus)

The remainder of the course readings will be accessible to students either through UO Libraries or through the course Canvas site.

WEEKLY SCHEDULE OF TOPICS AND READINGS

Week 1 (March 28 and 30): Agenda-Setting; Measurement and the Politics of Priorities in GMH  
Topics: Role of the WHO, agenda setting in Global Mental Health, measurement and priority-setting, global burden of mental illness and DALYs

Required Readings:  
GMH, “Introduction”  
GMH Chapter 1 “Historical Background”  
GMH Chapter 2 “Anthropological Methods in Global Mental Health”

Topics: Culture and mental illness, healing systems as cultural systems, situating knowledge and power in global mental health

Required Readings:  


Kleinman, Arthur. 1995. Chp. 2 “What is Specific to Biomedicine?” (pp.21-40), and Chp.4 “Critique of Objectivity in International Health” (pp.68-92). In, Writing at the Margin: Discourse Between Anthropology and Medicine. Berkeley and Los Angeles: UC Press.

Week 3 (April 11 and 13): Diagnostic Systems, Power, and the “Clinical Gaze”  
Topics: Diagnostic systems and their critique; biomedicine, power, and the “clinical gaze”

Required Readings:

Wood, Mary. I’ve Found Him! Diagnostic Narrative in the DSM-IV Casebook. From,

GMH Chapter 15 “People, Power, and Praxis in Global Mental Health: Anthropology and the Experience Gap”


**Quiz 1 Distributed; Due Friday, April 15.**

**Week 4 (April 18 and 20): Social Suffering and Structural Violence**

*Topics: Social suffering, distress, illness and disease; suffering and its professional transformation; structural determinants of mental health problems*

**Required Readings:**

GMH Chapter 3 “Water, Worry, and Doña Paloma”

GMH Chapter 6 “The Greater Good: Surviving Sexual Violence”

GMH Chapter 9 “Perceived Discrimination and Mental Health of Haitian Migrants in the Dominican Republic”

**Week 5 (April 25 and 27): Colonialism, Post-Colonial Disorders & PTSD**

**Required Readings:**

Young, Allen. TBD.


**Film:** *Afflictions: Mental Illness in Indonesia*

**Week 6 (May 2 and 4): Culture and Idioms of Mental Distress***
Required Readings:


GMH Chapter 7 “Grandmothers, Children, and Intergenerational Distress”
GMH Chapter 16 “Thinking too much: An apprenticeship approach to treating distress in Haiti”

**Week 7 (May 9 and 11): Migration, Globalization & Mental Health**

Required Readings:
GMH Chapter 4 “Life in Transit: Mental Health, Temporality, and Urban Displacement for Iraqi Refugees”
GMH Chapter 11 “Who Belongs in a Psychiatric Hospital: Post-Socialist Romania in the Age of Globalizing Psychiatry”


*Guest Speaker: Whitney Duncan*

**Week 8 (May 16 and 18): Treatment Approaches, Resilience & Recovery**

Required Readings:
GMH Chapter 5 “Reconnecting Hope: Khat Consumption, Time, and Mental Well-Being among Unemployed young men in Jimma, Ethiopia”
GMH Chapter 10 “Festive Fighting and Forgiving: Resilience and Recovery”
GMH Chapter 17 “Task-Shifting in Global Health: Mental Health Implications for Community Health Workers and Volunteers”
GMH Chapter 19 “Shared Humanity among Nonspecialist Care Providers for Persons living with Psychosis”


*Guest Speaker: Sara Lewis*

Quiz 2 distributed. Due: Friday, May 20.

**Week 9 (May 23 and 25): Global Mental Health Critiques and Discontents**

Required Readings:
GMH Chapter 14 “Cultural Competence and its Discontents”


**Week 10 (May 30 and June 1)**
Monday - no class (Memorial Day Holiday)

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<th>Wednesday, June 1 &amp; Wednesday June 8: Student presentations</th>
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<td>Note: Depending on student enrollment, we may need to use the scheduled final exam period to complete student presentations. The final exam period is Wednesday, June 8 at 2:45pm. Please reserve this time in your calendars, in case we need it for final presentations.</td>
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**Research Paper Due: Wednesday, June 8**
Submit via Canvas and in hard copy.
Papers are due by 2:45pm on June 8. No late papers will be accepted. Early papers are welcome.