Global Mental Health
GLBL 467/567 | Fall 2021 | CRN: 13242/13248 | Tu 4:00-6:50 PM | Esslinger 105

Instructor: Dr. Lesley Jo Weaver
e-mail: ljweaver@uoregon.edu
office hours: via Zoom; Tues 2:30-3:30 PM, and Thurs 11:30-12:30 PM. Please make an appointment for a 30-min time slot in this window at https://calendly.com/ljweaver/dr-weaver-fall-2021-office-hours. If those times don’t work for you, please email for availability.

Graduate Educator: Ms. Alejandra Pedraza
Email: apedraza@uoregon.edu
Office hours: Tues/Wed 12:00-1:30 PM. Please make an appointment for a time slot in this window at https://calendly.com/apedraza-1/global-mental-health-office-hours. If normal office hours times don’t work for you, please email for availability.

Course description: 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. This course examines global mental health from a critical, anthropological, and humanistic perspective, exploring issues from the foundational critiques made by anthropologists about the undue influence of universal diagnostic systems, to current debates over the expansion of psychopharmacological intervention in populations around the world, including in the United States. The course will explore several key issues in global mental health, including: the challenges of cross-cultural diagnosis, the social and cultural shaping of emotional distress and mental illness, and the historical role of power (politics, economics, and history) in shaping the naming and labeling of mental health problems. We will also engage with questions about what appropriate, person-centered, community-based, and culturally-relevant responses to mental health problems might look like. The aim of the course is to deepen students’ understandings of mental health in critical, historical, and global perspectives.

Learning goals:
Students who complete all requirements of this course should be able to:
1) Understand the importance of social and cultural factors in shaping the meanings of mental illness and their treatments in diverse cultural contexts.
2) Critique interventions in global mental health.
3) Identify and describe ways of responding to distress that are outside the biomedical system.
4) Read and synthesize primary and secondary sources in academic literature.
5) Improve skills in academic writing - developing analytical arguments in written English.

Required materials:
2. Grads only: Choose one additional course book from the list of possibilities at the end of this syllabus for your book review assignment (due week 5). Choose and obtain this book ASAP!
3. All other readings will be available on Canvas.

Assignments and grading:
1. Weekly Canvas posts and responses to others’ posts. Each of your posts should represent substantial engagement with class materials and post prompts. Aim for 1-2 well thought out paragraphs (undergraduates) and 2-3 well thought out paragraphs (graduates). Choose from among the suggested prompts provided by the instructor, or develop your own topic. In addition, each week, choose one other student’s post and write a short response each week. Worth 20 points each, for a total of 180 points toward the final grade for undergraduates and graduates.

2. Final research paper. For undergraduates, the paper will focus on the student’s choice of a theme from weeks 3-9 and will comprise a critical synthesis of both the assigned readings from that week and 6 additional scholarly sources from outside of class. Aim for 2000 words. A complete rough draft is due by Week 10 so that peer reviews can be provided and you can make revisions
prior to the deadline during finals week. The final draft of the paper is due during finals week and is worth 100 points toward the final grade for undergraduates.

For graduate students, the paper will be related to their own research projects and interests. It may be any of the following: a research proposal, an annotated bibliography, a conference paper, a literature review, an empirical section of a thesis or dissertation in progress, or another project approved by the professor. Aim for 2,500-3,000 words. A complete rough draft is due by the start of Week 10 so that peer reviews can be provided and you can make revisions prior to the deadline during finals week. The final draft of the paper is due during finals week and is worth 100 points toward the final grade for graduates.

3. Peer review.
During the last week of class, students will be randomly paired with another student to read and provide a peer evaluation of each other’s final papers. The goal of this assignment is to give each student the opportunity to learn from another student’s submission, and to give each student the opportunity to improve their own editing skills and their own final paper through the process of giving and receiving feedback with another student. An evaluation guide will be provided, and students will submit those evaluations to the professor before the end of finals week. Worth 20 points for undergraduates and graduates.

4. Additional graduate work:
Graduate students will read a second course book (chosen from the list at the end of this syllabus, or in consultation with the professor) and submit a 1000-word critical book review in the middle of the term, which is worth 60 points toward their final grade. Grad students also have an additional 1-2 readings each week.

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<tr>
<th>Undergraduate Students</th>
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<td>9 weekly Canvas posts and responses to other students’ posts (20 pts each)..............................................180 pts</td>
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Grading scale: A+=98+; A=93-97; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+=78-79; C=73-77; C-=70-72; D+=68-69; D=63-67; D-=60-62; F=59 or below.

Course & UO policies
Assignment deadlines and make-up policy: Given the exigencies of the COVID pandemic, each student will automatically be allowed one “freebie” late discussion post without penalty, and without making these prior arrangements. This “freebie” late post, additional late posts will be graded as usual but will also have one percentage point deducted from that grade for every 24 hours of lateness. Excluded from the “freebie” option are the final paper rough draft, final draft, and peer review. Wherever possible, the final paper deadlines are “soft”/flexible deadlines. For instance, I ask you to have your complete rough draft submitted any time by the start of Week 10, and your final draft submitted any time during finals week (before Friday at 5 PM). The only assignment with a non-negotiable deadline is the peer review, which is necessary to complete by the deadline to give yourself sufficient time to revise your paper draft.

Academic disruption: In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor has to quarantine, this course may be taught online during that time.
COVID containment plan for our class:

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves prevention, containment, and support.

- **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
  - Must to comply with vaccination policy
  - Must wear face coverings in all indoor spaces on UO campus
  - Complete weekly testing if not fully vaccinated or exempted
  - Wash hands frequently and practice social distancing when possible
  - Complete daily self-checks
  - Stay home/do not come to campus if feeling symptomatic
  - **Complete the UO COVID-19 case and contact reporting form if you test positive or have been in close contact with a confirmed or presumptive case.**

- **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions based on vaccination status. Specifically:
  - *Vaccinated/Asymptomatic students:* Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through MAP
  - *Unvaccinated or partially vaccinated students:* 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through MAP, if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
  - *Symptomatic students:* stay home (do not come to class/campus), complete the online case and contact form, and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.

- **Support:** Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292). The following resources are available to you as a student.
  - University Health Services or call (541) 346-2770
  - University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
  - MAP Covid-19 Testing
  - Corona Corps or call (541) 346-2292
  - Academic Advising or call (541) 346-3211
  - Dean of Students or call (541)-346-3216

**Good Classroom COVID Citizenship**

- Wear your mask and make sure it fits you well
- Stay home if you’re sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 case and contact reporting form if you test positive or are a close contact of someone who tests positive.

**Mental Health and Wellness:** This course obviously covers issues related to mental distress and psychiatric intervention and treatment. Although we will be critiquing biomedical approaches to managing mental illness, students who receive such treatment must not change or stop that treatment based on the information they receive in this course without the
supervision of their mental healthcare provider. On campus at UO, students have access to mental health and wellness support through the UO Counseling Center https://counseling.uoregon.edu, through the Ducknest https://health.uoregon.edu/ducknest and through UO Recreation https://rec.uoregon.edu/. Students are encouraged to seek out these resources to support their mental health and wellness.

**Equity and Inclusion:** I welcome all students to this course, regardless of race, national origin, religion, immigration status, ability status, gender identity, or sexual orientation. If you have concerns about equity or inclusion in this course, please contact me directly so I can learn about how to make the course more welcoming. Students with precarious immigration status can seek support or information at this site: https://www.uoregon.edu/uo-dreamers.

**Writing and academic support:** Tutoring and academic support is available through the Tutoring and Academic Engagement Center. The TAEC provides drop-in and remote math, science, and writing support, supplemental instruction and an asynchronous Online Writing Lab. They also offer learning specialists appointments and peer academic coaching for students who would like to enhance their study skills or are struggling with things like time management, notetaking, and/or test prep.

**Accessibility:** Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 155 Oregon Hall at 541-346-1155 or uaec@uoregon.edu.

**Academic Honesty and Student Conduct:** Students are expected to do their own work and any evidence of plagiarism or academic dishonesty will be handled according to UO policy as outlined in the student code of conduct: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

**Basic Needs:** Any student who has difficulty affording groceries, lacks a safe and stable place to live, or is experiencing other problems meeting basic needs is urged to visit this helpful UO specific website: https://blogs.uoregon.edu/basicneeds/ and to contact the Office of the Dean of Students (541-346-3216) for support.
Course reading and assignment schedule (subject to change at the instructor’s discretion)

Week 1. State of the field: Global burden of disease, mhGAP, and task-sharing
Kohrt & Mendenhall *Global Mental Health: Anthropological Perspectives* Chapter 15 – “People, praxis, and power”
Watch Vikram Patel TED Talk: http://www.ted.com/speakers/vikram_patel.html

GRADS: Patel et al *Global Mental Health* Chapter 1 – “A brief history of global mental health”
GRADS: Choose and obtain a copy of your book for the book review assignment.

* In class video: Making Mental Health a Global Development Priority,
https://www.youtube.com/watch?v=THT43iz9E8Y

Week 2. Anthropological concepts and global mental health
Watters Ch. 1: The Rise of Anorexia in Hong Kong

GRADS: Watch Vikram Patel and Derek Summerfield presentations:
https://www.youtube.com/watch?v=rZ9FxFHgVzU&app=desktop
https://www.youtube.com/watch?v=DOZ5wKvUZXI&app=desktop

Week 3. The social production of mental illness: Schizophrenia case study
Watters Ch. 3: The Shifting Mask of Schizophrenia in Zanzibar
McCarthy-Jones, Simon. “The concept of schizophrenia is coming to an end—here’s why” The Conversation.
https://theconversation.com/the-concept-of-schizophrenia-is-coming-to-an-end-heres-why-82775

DSM schizophrenia (while logged into the UO Libraries website, navigate to “Section II: Diagnostic Criteria and Codes,” then scroll down to “Schizophrenia Spectrum and Other Psychotic Disorders”)

*In class: The Bird Dancer


Week 4. Psychopharmaceutical living
Watters Ch. 4: The Mega-Marketing of Depression in Japan

GRADS: Nichter 1994 Agenda for an Anthropology of Pharmaceutical Practice; have your chosen course book
FINISHED this week!
Week 5. "Common" and "uncommon" mental disorders: Depression, anxiety, and bipolar disorders
Refer back to Watters chapter 4
Nell and Maud Casey "Wish You were Here" and "A Better Place to Live" in Casey, N. (Ed.). (2002). *Unholy ghost: Writers on depression*. pp. 270-293
Clements, Paul et al “Cultural Perspectives of Death, Grief, and, Bereavement"
DSM Depressive disorders  
DSM Anxiety disorders

**GRADS: Book review due this week before Friday at 5 PM.**  
**ALL:** If you have not already done so, choose a final paper topic and start researching it!

Week 6. The rise and fall of new diagnoses: Learning and developmental differences  
DSM autism spectrum disorders  
DSM ADHD

*In class video: Temple Grandin TED Talk:  
https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds

**GRADS:** Robinson *Look Me in the Eye*, Chs 20 and 22

Week 7. Addiction and stigma  
Hari, Johann. 2015. The likely cause of addiction has been discovered, and it is not what you think. Huffpost.  
https://www.huffpost.com/entry/the-real-cause-of-addicti_b_6506936
Kohrt & Mendenhall *Global Mental Health: Anthropological Perspectives*, Ch. 8
Bourgois 2009 *Righteous Dopefiend*. Ch. 9: Treatment  
DSM Substance use disorders


Week 8. Trauma and PTSD  
Watters Ch. 2: The Wave That Brought PTSD to Sri Lanka
Kohrt & Mendenhall *Global Mental Health: Anthropological Perspectives*, Ch. 13
DSM Trauma- and stressor-related disorders

**Week 9. Dementia and Alzheimer's**

DSM Major neurocognitive disorder

**Week 10. Grand challenges and future directions**
Watters Conclusion: The Global Economic Crisis and the Future of Mental Health
Kohrt & Mendenhall *Global Mental Health: Anthropological Perspectives* – Conclusion “A roadmap for anthropology”


**ALL: Final paper rough draft due by Monday at 5 PM this week; peer feedback due on Friday by 5 PM. Final paper due before Friday at 5 PM of finals week.**
Appendix: Assignment descriptions and prompts

Weekly Posts

For your weekly discussion posts, choose one of the following prompts. Aim for 3-400 words (undergraduates) and 5-600 words (graduates). Over the course of the term, be sure you use each prompt at least once (with the exception of #4, which is optional, since I do not want students to feel they must share something personal). Don't forget that each week, you must also choose one student’s post and write a 200-word response to it. Others' posts will not be visible to you until you have submitted your own.

1. Locate a piece of popular but academically-informed media that relates directly to our course topics for the week, using Somatosphere (Links to an external site.), Columbia University's Five on Friday (Links to an external site.), The Conversation (Links to an external site.), or a TED talk. (Links to an external site.) Summarize the content of the piece you've chosen, then explicitly link it to class readings/resources using direct quotes and citations from both sources (your chosen piece and the class reading) to show us where you see similar themes reflected. Reflect on how the piece you've chosen supports, contradicts, and/or adds depth to those ideas already under discussion in class this week. How did it enrich or challenge your understanding of the topic of the week?

2. Point/counterpoint: During one of the weeks when we engage key debates in Global Mental Health (particularly the first and last weeks of the course), choose a debate and present both sides of the issue. Topics might include: Is psychiatry a culturally specific or a universal system? Are mental disorders the same across cultures, or are these culturally-specific constructions? Is it a good idea or a bad idea to work to increase the number of psychiatrists and psychologists all over the world? Etc. Present both sides of the debate using evidence from course readings and assigned videos, then reflect on how you feel about it.

3. Watch a fictionalized depiction of mental or neurocognitive illness on film or TV (a few ideas: A Beautiful Mind, Girl, Interrupted, Still Alice, or any of the films listed here: https://screenrant.com/best-films-depicting-mental-illness/) (Links to an external site.). After watching, write a post in which you thoughtfully reflect on how the film depicts mental illness. What does that depiction tell you about broader social trends and attitudes toward mental illness in the film's country of origin? How does that depiction compare to other's we have read in class? Be specific in your response, drawing on course readings and using specific citations and quotes.

4. During one of the weeks when we read a section of the DSM, write a post that carefully compares and contrasts the DSM's definition of the disorder in question with one of the other readings assigned for that week. How does the DSM's depiction of the disorder look similar to or different from its depiction in the other reading you chose? Imagine if you had only read one and not the other: what would your understanding of the disorder be like? In other words, what is missing from the DSM definition, and what is missing from the other reading's definition?

5. (Optional, but encouraged) Identify a first- or second-hand personal experience that you or someone close to you has had with mental or neurocognitive illness, that relates to the topic of the week. This does not need to be your own personal account of an experience with mental illness; it could be an encounter you've had with someone dealing with it, or an encounter someone you are close to has had, or similar. Describe the experience and explain how the class readings and activities helped you see that experience in a new light and/or understand it differently. Use specific references to course materials and direct quotes to illustrate the connections, and be sure to get specific about how your thinking about the experience changed in light of the course materials.

6. During a week when we are examining accounts of a particular disorder from multiple cultural perspectives (e.g., the week on schizophrenia), choose two assigned items that represent culturally distinct approaches to the disorder in question. Use your post to compare and contrast these differing cultural approaches. If necessary, conduct some additional internet-based research to help you flesh out an understanding of how each culture approaches the disorder. How do people in the two cultures explain its origins, its progression, and its treatment? What do they expect (if anything) in terms of recovery or management of the disorder? What are the life chances of people who have this disorder in each cultural context (that is, are they allowed/able to lead a relatively normal life, or not)? How might understandings of the disorder be changing as global media depictions spread?
7. Free choice. Write a cohesive, well-organized discussion post using an approach that differs from the prompts listed here. If in doubt, feel free to clear your planned approach with the instructor in advance. Regardless of how you approach and structure the post, be sure that it is directly related to the course topic of the week and that it skillfully uses direct quotes and citations from your course readings to support its main points.

8. Graduate students only: Provide a detailed summary, review, and reflection of one of your additional readings, so that someone who has not read the piece (e.g. the undergraduates in this course) can understand its main points and insights. Also, reflect on what this piece adds to our broader conversations in class about the topic at hand, creating explicit connections between it and our other readings using specific quotes and citations.

Final Paper

For undergraduates, the paper will focus on the student’s choice of a disorder or condition we have discussed in the course, and will comprise a critical synthesis of both the assigned readings (at least 6 from class) and 6 additional scholarly sources from outside of class. In cases where multiple students want to work on the same topic, a group final paper or project will be allowed (in consultation with the professor). Please see the research guide developed by our topic librarian, Miriam Rigby, explicitly for this class! This is a great tool to assist you in your research: https://researchguides.uoregon.edu/GLBL467/567.

Aim for 1000-1500 words. References and in-text citations should follow APA citation style (Links to an external site.). The paper should address one of the following topics. Please specify WHICH topic you're aiming to address in the heading section of the final paper:

1. How has the COVID pandemic shaped prevalence, treatment, response, and manifestation of the disorder/condition you chose in a particular world location? That is, what has changed about that condition since the pandemic began? You may choose to focus your analysis in any world area that interests you, but you should be sure to choose one specifically and state it in your paper. Draw on literature from epidemiology and global mental health (to examine the prevalence and patterns of the disorder/condition in human populations), transcultural psychiatry and/or medical anthropology (to examine how the disorder/condition manifests and gets managed in unique ways in the cultural setting you've chosen), medical anthropology (to investigate experience-based accounts of what it is like to be a person with that disorder/condition in that culture), and psychology/psychiatry (to examine how dominant biomedical discourses define and treat the disorder/condition). Conclude with a careful consideration of how the profile of this disorder/condition is likely to proceed once the COVID pandemic abates.

2. How do cultural treatments vary for the disorder/condition you chose? Conduct a thorough, multidisciplinary comparative analysis of the disorder/condition in two or three distinct cultural settings of your choice. Focus on systematically comparing the disorder/condition's definition, symptoms, diagnostic practices, treatment, and outcomes in each setting. You may choose to compare a biomedical psychiatric approach with a non-biomedical approach (e.g., depression treatment in the US and "tension (Links to an external site.)" in India). Or you might choose to compare two psychiatric approaches that are shaped by different cultural settings (e.g., biomedical depression in the US and in Norway), or two culturally-distinct non-psychiatric approaches (e.g., treatment of "thinking too much (Links to an external site.)" in Haiti and "open mole (Links to an external site.)" in Liberia). Whatever comparison you choose, be sure that you can locate sufficient literature in epidemiology, transcultural psychiatry, medical anthropology, global mental health, and allied fields to paint a thorough picture of the natural history (Links to an external site.) of the disorder/condition in each location. Conclude with a careful consideration of what's added and what's missing in each of the "versions" of the disorder/condition you've chosen to analyze. What, in other words, are the cultural blind spots of each approach you've analyzed, and why might those be important to identify? What gets overlooked when we attend to only one interpretation of a disorder/condition, and why does that matter?

3. For the disorder/condition you've chosen, carefully research the history and origins of that diagnostic category. It might be especially interesting to choose a disorder/condition that was once thought to be very common and has now receded or been normalized, such as neurasthenia (Links to an external site.), hysteria (Links to an external site.), homosexuality as a DSM diagnostic category, or the notion of "refrigerator mothers (Links to an external site.)" as the cause of autism. Where
and when did it arise, and what other cultural and social movements were happening in parallel that might have influenced its trajectory (e.g., the Scientific Revolution [Links to an external site.] and the emergence of modern biomedicine that came along with it, major political or economic shifts, cultural change around key ideas like gender and sexuality norms), strategic promotion by pharmaceutical companies, advocacy from interest groups, etc.)? Beginning with its origin place and time, trace how that disorder/condition has spread to various locations around the world, and include a global look at its current manifestation, prevalence, and treatment. Conclude with a careful consideration of the good and harm that has resulted from the rise (and fall) of this category.

4. Conduct an exploratory analysis of one of the new schools of thought shaping how the public engages with what were one thought to be mental disorders; either the mental health Recovery Movement, (Links to an external site.) the Neurodiversity Movement, (Links to an external site.) or something similar. How is this movement challenging dominant tenets of biomedical psychiatry? What specifically is it pushing back against? How do people who are part of the movement describe it, experience its benefits in their lives, and advocate for it? How does the movement appear in different cultural locations? As with the other prompts, be sure to draw on scholarly literature to support your analysis of the emergence of this new direction. Conclude with a careful consideration of how it is likely to develop in the future, and what effect that might have on larger conceptions of mental health and illness.

5. A self-designed topic, to be developed in consultation with the professor.

For graduate students, the paper may follow one of the prompts above, or it may be a different paper related to their own research projects and interests. It may be any of the following: a research proposal, an annotated bibliography, a conference paper, a literature review, an empirical section of a thesis or dissertation in progress, or another project approved by the professor. Aim for 2,000 words.

Book Review (Grad assignment only)

Book reviews will be approximately 1,000 words. An essential feature of a good book review is the reviewer's ability to write concisely so that a comprehensive evaluation of the book can be obtained from a brief reading. So, do not write more, write more concisely -- find creative ways to communicate your critical evaluation of the book in a short essay.

The point of a scholarly book review is not to summarize the content of the book, but to situate the value of the book and to evaluate critically the author's purpose, thesis, arguments, and methods of analysis. Hence, the bulk of one's review essay will be an evaluation of how convincing was the author's presentation of his/her thesis, and a commentary on the book's contribution to one's understanding of important issues in global mental health.

Among the features you will want to include in a strong review are:

- A discussion of the author's main arguments.
- An explanation of the type of sources and the methods the author employs to conduct the research and develop their arguments.
- An assessment of the strong points or shortcomings of the book.
- How does this book change the way one should think about global mental health and/or biomedical psychiatry?

Finally, you will want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the essay. In other words, find creative ways to give examples from the book in a limited space. Obviously, quotations should be kept to a minimum, and should rarely exceed one sentence.

(assignment description adapted, with thanks, from Dr. Bruce Dorsey, Swarthmore College)

Choosing a book for the review:
Choose an ethnography (nonfiction, in-depth case study written by an anthropologist) that relates to your specific geographic area, topical interest, or both. Here are some examples from which you may choose; it’s by coincidence (and a
reflection of biases in the field) that many of them deal specifically with Mexico or the US. You may also locate a book on your own, but be sure to get instructor permission to use it.

1. Duncan, Whitney. *Transforming Therapy: Mental Health Practice and Cultural Change in Mexico.*
3. Yarris, Kristin. *Care Across Generations; Solidarity and Sacrifice in Transnational Families.* [Mexico]
4. Weaver, Lesley Jo. *Sugar and Tension: Diabetes and Gender in Modern India.*
8. Chua, Joceyln. *In Pursuit of the Good Life: Aspiration and Suicide in Globalizing South India.*
10. Lester, Rebecca. *Famished: Eating Disorders and Failed Care in America.*
23. Lewis, Sara E. *Spacious Minds: Trauma and Resilience in Tibetan Buddhism.*
27. Vivian, Lauraine M.H. *amaXhosa Circumcision: Stories of Manhood and Mental Health.* [South Africa]