

Term Information

Effective Term Autumn 2023
Previous Value *Spring 2016*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Incorporation of this course in the Health and Well-Being Theme.

What is the rationale for the proposed change(s)?

The course meets theme ELOs.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3340
Course Title The Anthropology of Mental Health
Transcript Abbreviation Anth Mental Health
Course Description Provides an introduction to global mental health through the lens of medical anthropology. Students will gain a holistic understanding of prescient concerns in global mental health and the ways in which anthropology can contribute an understanding to the experience, diagnosis, treatment, and management of mental health issues by diverse populations.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value *Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify some of the common mental health issues that are gaining recognition from researchers and policy makers and describe how political, economic, social and cultural factors shape global mental health disparities.
- Describe the ways that anthropologists conceptualize and understand mental health issues from a cultural perspective, including culture bound syndromes, idioms of distress, and the strengths and weakness of cultural considerations in the DSM V.
- Discuss how historical factors and structural violence including war, genocide, and trauma become embodied as modern mental health issues across the globe.
- Evaluate the role of culture in healing techniques for emotional and psychiatric conditions.
- Identify key contributions that anthropologists can make to mental health research, policy, and programming on a global scale.

COURSE CHANGE REQUEST
3340 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/12/2023

Content Topic List

- Medical Anthropology
- Mental Health
- Global
- Depression
- Drug Addiction
- Immigrant Health
- Case Study
- Culture

Sought Concurrence

No

Previous Value

Yes

Attachments

- GE Submission Health Wellbeing Anthrop 3340.pdf: Theme Questions
(Other Supporting Documentation. Owner: Guatelli-Steinberg, Debra)
- Anthro 3340 Mental Health Template Syllabus.pdf: Syllabus
(Syllabus. Owner: Guatelli-Steinberg, Debra)
- Anthro 3340 Mental Health Template Syllabus 1-12-23.pdf: Syllabus 1-12-23
(Syllabus. Owner: Palazzo, Sarah Rose)
- Cover Letter_Trask_3340 GE Proposal Revisions 1-12-23.pdf: Cover Letter 1-12-23
(Cover Letter. Owner: Palazzo, Sarah Rose)
- submission-health-well-being_Anthrop 3340 1-12-23.pdf: GE Submission Worksheet 1-12-23
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)

Comments

- Please see Panel feedback email sent 09/28/2022. *(by Hilty, Michael on 09/28/2022 08:37 AM)*
- Attached please find the syllabus and theme questionnaire. Thanks! *(by Guatelli-Steinberg, Debra on 06/23/2022 11:11 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Guatelli-Steinberg, Debra	06/23/2022 11:11 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	06/23/2022 11:11 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/06/2022 12:33 PM	College Approval
Revision Requested	Hilty, Michael	09/28/2022 08:37 AM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	01/12/2023 02:50 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	01/12/2023 03:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/12/2023 04:05 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/12/2023 04:05 PM	ASCCAO Approval



January 12, 2023

SUBJECT: Revised Proposal for Anthropology 3340

Dear Ms. Hilty, Professors Putikka and Lin, and Members of the Themes 2 Panel of the ASC Curriculum Committee and Theme Advisory Group:

Thank you for serving on this committee panel and advisory board as the university implements the new GE. I appreciate the committees' feedback and have made the following revisions to the proposal and attached syllabus.

- The proposal uses the correct form with the updated goals and ELOs for the Health and Wellbeing GE theme.
- Included a section in the attached syllabus laying out how the course meets the previous GEL: Global Diversity. Please see pages 3 – 4.
- Removed language from the syllabus, page 12, referencing a “standard grading scale”.
- Removed “D-” as an assigned letter grade from the syllabus on page 12.

Again, thank you for the time and attention you have given this proposal.

Best regards,

Lexine M. Trask, Ph.D.

Associate Professor of Teaching

Enclosures: (2) Proposal for Anthropology 3340 and Syllabus

Anthropology 3340: The Anthropology of Mental Health (#)
The Ohio State University

Instructor: Dr. Lexine M. Trask

Email: trask.12@osu.edu

Phone: 614-307-5648

Office Hours: TBD

Class Time and Location: Monday, Wednesday, and Friday TBD

Course Description

This course provides an introduction to global mental health through the lens of medical anthropology. Through lecture, readings, discussions, and videos, students will gain

- a holistic understanding of current and ongoing concerns in global mental health.
- insight to how diverse populations experience, diagnosis, treat, and manage mental health issues and the ways in which anthropology can contribute to culturally competent practice.

This course takes the perspective that mental health is subjective and bound to culturally defined symptoms and definitions. We will examine how mental illness is culturally constructed via historical, social, and structural factors. To understand how mental illness is culturally constructed, we will examine cross-cultural case studies to assess how these factors influence individuals' experiences and how worldviews shape diagnoses, access to care, treatment, and quality of life. Specific topics covered in the course include anthropological methods, mental health literacy, cultural competence, the effects of social inequality on mental health, PTSD, and suicide. At the end of the semester, we will close with a discussion concerning anthropology's role as cultural and medical mediators and our role as advocates for global mental health research, policy, and programming.

Course Modality (Mode of delivery): If we as a campus are able to remain open the entire semester for face-to face / in-person instruction, I intend to run this class in the traditional in-person format; our class time will be spent in lectures, discussions, and in-class activities. This means that **YOU** will play an important role in creating a class that is thought provoking and supportive. You should aim to complete each week's reading prior to attending that week's class. This will help facilitate class discussion and in class activities. Consistent class attendance, reading the assignments, taking notes, and speaking out during class discussions are critical to achieving your desired grade. **According to university protocols, students attending class must be appropriately masked, with the mask covering the nose and mouth. Students without a mask will not be allowed to enter the classroom.** I encourage you to keep a back-up mask somewhere in your belongings in case you accidentally forget to bring one to class.

Plan B: If we as a campus are not able to remain open for face-to-face / in-person instruction, the course will be delivered in an online format, which we will discuss at that time.

Required Texts

Savelli, Mat, Gillet, James, and Gavin J. Andrews. 2020. A Critical Introduction to Mental Health and Illness. Oxford University Press.

Additional required readings will be posted on the Carmen webpage at <http://carmen.osu.edu> and on Perusall. If there are any problems accessing the documents or posted materials, please send me an e-mail or text message immediately so that I can try to fix the problem.

Course Learning Objectives

This course will help you to think critically about global mental health issues and anthropology's role in understanding and treating these conditions as they are cross-culturally understood and experienced. At the end of the course, you will be able to

1. Identify common mental health issues and describe how political, economic, social, and cultural factors shape global mental health disparities.

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the instructor are copyrighted by Lexine M. Trask, Ph.D., 1/1/2016.

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2. Describe the ways that anthropologists conceptualize and understand mental health issues from a cultural perspective, to include cultural bound syndromes, idioms of distress, and the strengths and weakness of cultural considerations in the DSM V.
3. Examine and articulate how historical factors and structural violence to include racism, physical and sexual violence, war, and genocide are embodied as modern health issues globally.
4. Describe and discuss how cultures vary in their diagnoses, healing, treatment, and management of emotional and psychiatric conditions.
5. Identify and discuss key contributions anthropologists have made and can make to mental health research, policy, and programming on an international scale.

General Education

GE Category: “Health & Wellbeing”.

GE Expected Learning Outcomes:

Themes: General	
<i>GE Goal</i>	<i>Expected Learning Outcome (ELO)</i>
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
Theme: Health and Wellbeing	
HW GOAL 1: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)	ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

This course satisfies the goals and expected learning outcomes (ELOs) of two general education themes, “general” and “health and wellbeing”. Following the principle of universal design, students will have the opportunity to meet these general education goals and ELOs and engage with the course in multiple ways. **Course readings, lectures, and documentaries** will introduce students to the idea that mental health is subjective, bound to culturally defined symptoms and definitions and consequently varies from culture to culture. **Case studies** from several world regions are presented to demonstrate how mental is culturally constructed – both past and present. Course materials (i.e., lectures, readings, films) along with **reading discussion questions, in class and online discussions**, will facilitate students in mastering the following material:

- How political, economic, social, and cultural factors shape global mental health disparities

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- How specific historical factors, structural violence, and political conflict negatively impact mental health
- How the diagnosis and treatment of mental illness varies cross-culturally
- How do medical anthropologists contribute to the study of and promotion of global mental health and public policy

Throughout the course, students have several opportunities to grow as learners, engaging in self-reflection and assessment, building on prior experience and knowledge, and synthesizing information from course materials and personal research to create a variety of types of scholarship (i.e., **minute essays**, **film discussion forums**, **reflection essays**, **infographic research project**, **take home exams**). Please see the following pages for greater detail.

- Pp. 9 – 11 for the outline of assignments
- Pg. 9 – 10 for a list of documentaries available for this course
- Pp. 15 – 17 for course schedule
- Pp. 17 – 20 for list of course readings

GEL (Prior to Autumn 2022)

Courses that meet the **Diversity: Global Studies** GEC requirement facilitate an understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

In Anthropology 3340 information from several world regions (e.g., Brazil, Canada, Caribbean, China, Europe, India, Japan, Malaysia, Nepal, Russia, Rwanda, United States) will be presented during this course to help you recognize and appreciate how mental health is culturally constructed (both past and present). As such, we will examine how the concept of mental health varies from culture to culture, focusing on how mental illnesses diagnosed, treated, and managed. This content is primarily achieved through course lectures, readings and discussions pertaining to cultural bound syndromes, idioms of distress, and various case studies (e.g., Berwald et al. (2016), Haque (2008), Kleinman (2006), Kohrt (2014), Nichter (2010), and Tonsing (2018)).

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

One of the aims of Anthropology 3340 is to understand others and ourselves by reflecting on how culture influences the diversity of practices and beliefs that constitute the idea of 'mental health' throughout the world. To do this, we explore how political, economic, social and cultural factors shape global mental health disparities (e.g., addiction, LGBTQ mental health, PTSD and suicide among Native Americans and First Nations people). We also discuss how historical factors, structural violence, and political conflict (e.g., racism, physical and sexual violence, war, and genocide) negatively impact mental health (Farmer 2004, Meyer 2003, Qureshi and Collazos

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2005, Santana et al. 2007, Zraly et al. 2010). We then take this knowledge and discuss how anthropological perspectives can be applied to resolve global mental health disparities and provide culturally competent mental health care (Aggarwal 2013, Kleinman and Benson 2006, Mendenhall et al. 2016, Patel 2012, Stein et al. 2017, Whitley 2014).

Time Commitment

The Ohio Board of Regents (our governing body) classifies [class and laboratory credit](#) according to the preparation time required by students. In semester classes where one credit hour is equal to one class hour (lecture style classes) the expectation is that for each credit hour the student receives he/she will spend one hour per week in class and 2 hours per week outside class in preparation. For a three-credit hour class this means 3 hours in class and **at minimum 6 hours** outside of class per week. In a web class the one-hour of "class" time would consist of looking at presentations, videos, and other learning materials provided in the course. The additional 2 hours would involve reading texts, completing assignments, and studying and preparing the material. Again, for a three-credit hour class this means **3 hours of "instructional time" and at minimum 6 hours of reading /assignment /preparation time per week for a total of 9 hours.**

Contacting the Instructor and Office Hours

All students are required to check their Ohio State University student e-mail frequently. I will only use your OSU e-mail address to send general announcements. If you e-mail me from a non-OSU account, clearly identify ANTH 3340 in the subject line so I do not treat your e-mail as junk mail. I check my e-mail frequently during the week, so you can generally expect a response to e-mail within 48 hours (not including weekends, holidays, during semester breaks, and barring system problems). Does it sometimes take longer for me to respond? Yes - from time to time. While it should go without saying, please be advised that if you email, text, or call me during the middle of the night I will not respond until a more reasonable business hour. If you have questions about upcoming quiz material or assignments, you need to allow me sufficient time to respond to your e-mail, so please don't wait to the last minute.

Office hours are set-aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. I will be available during the hours listed above and available by e-mail, text, and phone. Use these online office hours as you would use in-person office hours. If you cannot contact me during these hours, I will be happy to make an appointment convenient to both of us. Alternate office hours will be announced on the course website and via e-mail should I have to miss my scheduled hours.

Transferrable Skills

In addition to the specific learning objectives for this course, as detailed above, we will also work on developing several transferrable skills sets that will aid you in your professional life, regardless of your professional trajectory. Recent surveys of employer attitudes identified several key skills or attributes employers desire or expect among potential applicants. The two skill sets we will focus on developing in this course are Metacognitive Skills (i.e., critical thinking, decision-making, and problem solving) and Presentational and Relational Skills (i.e., interpersonal skills, teamwork, oral and written communication). In the words of Martin Yate, "critical thinking, analytical or problem-solving skills allow the successful professional to logically think through and clearly define a challenge and its desired solutions and then evaluate and implement the best solution for that challenge from all available options" (<https://www.forbes.com/sites/nextavenue/2018/02/09/the-7-transferable-skills-to-help-you-change-careers/#238d1ce34c04>). Whereas presentational skills center around your ability to actively listen, effectively communicate (verbal and written), and tailor information to a particular audience. While relational skills revolve around your ability to effectively and respectfully interact and engage with others. Successful cooperative efforts are not by chance. Rather, they are built on the foundational components of patience, trustworthiness, empathy, and reliability, and the product of continued practice. The

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assignments in this course are designed to enhance these skill sets and prepare you for your professional lives.

Emergencies and Weather Emergencies

Students who miss class due to living in a Level III weather emergency area, the need to care for children when school systems are closed, or other plausible weather-related emergencies are considered to have an excused absence and will be given appropriate opportunities to make-up assignments. In the event of severe weather, students may verify whether the university is open or closed by listening to radio and television statements. Students, who reside in an area that falls under a level I or II emergency, should use their discretion when deciding whether to attempt to drive to class, even if the university remains open.

Follow The Ohio State University Anthropology Department on Social Media

<https://twitter.com/osuanthro>

<https://www.facebook.com/OhioStateAnthropology/?fref=ts>

<https://www.facebook.com/The-Ohio-State-University-Undergraduate-Anthropology-Club-158593574192120/>

Copyright Disclaimer

The materials used in connection with this course are subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course, including using or posting to outside websites.

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Please know that you are always welcome to come to me with such issues, but please recognize I am a required to report these matters to the appropriate authorities.

Creating an Environment Free From Harassment, Discrimination, & Misconduct

"The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also

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have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

The Ohio State University provides various kinds of academic support, services, and resources that can help students succeed. Click on the link below to access academic services:

<https://studentlife.osu.edu/>

[Office of Student Life, Student Advocacy Center](https://advocacy.osu.edu/)

<https://advocacy.osu.edu/>

[001 Drackett Tower, 191 W. Lane Ave.](#)

[614.292.1111](tel:614.292.1111)

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/> or calling 614-292-5766 for assistance, support and advocacy. This service is free and confidential. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.



The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. Students with disabilities are responsible for making their needs known to the instructor, and are responsible for seeking available assistance, as soon as possible, and certainly prior to the first examination. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you are not yet registered as a student with a disability, please contact the Office for Disability Services, located in 098 Baker Hall, 113 W. 12th Ave.; telephone 614.292.3307; TDD 614.292.0901; <https://slds.osu.edu>.

Course Technology

A portion of this course takes place online, so some basic technical skills - and familiarity with Carmen - are required. We will be using The Ohio State University's course management system Carmen (Canvas version) (www.carmen.osu.edu). If you have not used the version of Carmen before, or not very extensively, you may wish to take some time to explore it before the course begins. Please make sure that your computer can handle Carmen. To do so, please go to www.carmen.osu.edu. Click the blue "Login" button. On the next page, click the "Carmen System Check" link beneath the grey "Login" button. A series of green check marks will appear if your system checks out and red marks if you need to make changes or updates. If you cannot make these changes or updates, Carmen is accessible on all computers at OSU libraries and OIT computing centers.

The **baseline technical skills** necessary for this course are as follows:

- Successful students will possess basic computer and web-browsing skills

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- Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
- Students will need to be proficient with sending and receiving email communication.

You will need consistent and reliable internet access throughout the semester. **Your internet connection being down is not an excuse for under-performing in this class.** The internet is available on all Ohio State campuses.

Necessary equipment and technology:

- Current computer Mac or PC
- Internet Browser: Internet Explorer 6 or later, Firefox or Chrome.
- Robust high-speed internet connection
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

Course Concerns & Requirements

We will be moving through this course under extremely unusual and challenging circumstances. I realize that many of you may be dealing with housing and food precarity, job loss, medical emergencies, dependent care dilemmas, care-giving responsibilities, and irregular computer or internet access.

COVID Diagnosis or Caregiving Responsibilities: If at some time during the semester you find yourself diagnosed with COVID or caring for someone who has been diagnosed, please feel free to reach out and let me know so that appropriate accommodations can be made.

Any student struggling with the course: I understand that often the largest barrier to completing your coursework is balancing life, work, and school. I hope that you will feel comfortable disclosing any concerns you anticipate or are feeling about the course. Students who reach out early with concerns, requests for accommodations, and/or for help with resources often do better in the course because they are attending to their needs. While I maintain the same high expectations for all students in my classes regardless of your particular situation, I am happy to problem solve with you in a way that makes you feel supported as you strive to achieve this balance- whether it's note taking skills, discussions about time management, help understanding how to take quizzes or to fully grasp the readings, or something else.

Please note that Carmen's speed grader does not play well with assignments written using the software "pages". If you submit an assignment in pages, I will be unable to grade it and you will receive a zero.

Expectations: Attending class, taking detailed notes, participating in discussions, and responding to questions during class are integral to the learning process. Class begins promptly at 9:10 a.m. **AS A COURTESY TO THE INSTRUCTOR AND FELLOW STUDENTS**, you are expected to **BE ON TIME TO CLASS** and **stay the entire period**. I stress these points for three reasons. First, as a student in this course, you belong to a classroom community. Your behavior influences not only your learning, but also effects the learning environment for other students. I encourage a classroom environment conducive to active learning. Walking in late or leaving early disrupts the learning process, by distracting the students around you as well as the instructor, and is disrespectful. Second, this is an issue of mutual respect. Your performance in this course is important to me. I will do everything I can to enthusiastically present course material in an interesting, challenging, and relevant fashion. I expect you to demonstrate the same level of commitment, interest, and effort in your own education.

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Some lecture material will not be in the text, so it is important to attend every class to do well in the course. If you miss a lecture, **notes will not be provided. DO NOT** ask the instructor for lecture notes or power point presentations. You will be responsible for information from lecture, class discussions, films, and readings. If you miss class, it is your responsibility to obtain notes from your fellow classmates.

Remember, the course outline is only a guideline and is subject to change at the instructor's convenience. Missing class without a valid doctor's note or other official documentation explaining your absence will negatively affect your grade.

To ensure an environment conducive to learning TURN OFF YOUR CELL PHONE RINGER BEFORE COMING TO CLASS. You are welcome to bring your laptop to class to aid in note taking. However, I expect you to use this technology appropriately. **Students abusing this privilege in any other manner will be asked to put away their device.**

Class Discussions: Your participation in class discussions should demonstrate that you have read, understood, and thought about the assigned readings. I will do everything I can to enthusiastically present course material in an interesting, challenging, and relevant fashion. I expect you to demonstrate the same level of commitment, interest, and effort in your own education. **Whether or discussions are in-person or online, for some, this course material can be controversial.** Please be respectful of your fellow classmates and instructor at all times. Students **MUST** respect the rights and opinions of other students and the instructor. **I will NOT TOLERATE vulgar, racist, or slanderous remarks, or disruptive behavior.** In the context of this course, disruptive behaviors include, but are not limited to, the following items:

- Behavior that distracts fellow students from the subject matter or discussion.
- Making hostile remarks to, or about, other students in the class, other groups of people, or the instructor.

In general, these behaviors, and others, have serious negative consequences engendering a hostile learning environment and a toxic classroom community. As they:

- Distract fellow students and the instructor during the course.
- Misuse students' and instructors' time.
- Reduce students' participation and attendance.
- Decrease students' and instructors' motivation in and out of class.
- Reduce students' and instructors' academic performance.
- Encourage disrespect for fellow students and instructors.

Please consult the OSU student code of conduct if you have any questions regarding such policies.

tl;dr: Engage with this course with genuine curiosity, openness to new ideas, and respect for difference. We'll all get the most out of the experience that way.

Assignments

Your final course grade will be based on the following course requirements.

1) In Class Activities & Participation (10%): You will have several in-class assignments throughout the semester. To receive full credit for the activities, you should attend class, participate in the activity, and submit the activity to Carmen. To be discussed more fully during the first week of class.

2) Film Assignments (25%): You will watch several documentaries during this course and participate in an online discussion forum with your classmates and instructor. All of the documentaries in this course contain mature themes that may not be appropriate for young viewers and maybe be triggering for some individuals. Please see the table below and the course schedule for film titles and due dates.

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	Film Title & Links
Week 3	<p>FDF#1: Global Mental Health Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>Where do I begin?</i> directed by Carol Mansour • <i>Myths about Madness: Challenging Stigma and Changing Attitudes</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 4	<p>FDF#2: Culture & Mental Health Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>Breaking the Chains</i> directed and produced by Erminia Colucci • <i>Out of Sight, Out of Mind</i> directed by John Kastner • <i>Mind, Myth, and Madness: Are Biological Accounts of Mental Illness Useful?</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 6	<p>FDF#3: Mental Health & Social Inequality: Ethnicity & Racism Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>Being the Change, Embracing Antiracism in the Therapy Room</i> • <i>Deep Dark Secret: A Closer Look at Mental Illness in the African American Community</i> • <i>Overcoming Personal Bias in Social Work</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 7	<p>FDF#4: Mental Health & Social Inequality: Sexuality & Gender Identity Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>Affirmative Practice with LBGTO Clients</i> • <i>Growing up Gay</i> • <i>My Transgender Life</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 9	<p>FDF#5: Trauma Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>After the Outrage: Violence, Trauma, and Recovery</i> • <i>Trauma, memory & the Body</i>, Dr. Bessel van der Kolk • <i>The Global Pandemic Through the Lens of Trauma</i>, Dr. Bessel van der Kolk <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 10	<p>FDF#6: PTSD Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>Beer is Cheaper than Therapy</i> • <i>Homecoming: Conversations with Combat PTSD</i> • <i>Light in the darkness: Living well after Trauma</i> directed by Daniel Gartzke • <i>Prisoner of Her Past: Battling Late-Onset PTSD</i> • <i>Researching Black Mothers' Symptoms of PTSD</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 11	<p>FDF#7: Eating Disorders Your choice of the following films:</p> <ul style="list-style-type: none"> • <i>Body Image for Boys</i> • <i>Freddie Flintoff Living with Bulimia</i> https://www.dailymotion.com/video/x7wjxkw • <i>Ugly Me: My Life with Body Dysmorphia</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>
Week 12	<p>FDF#8: Substance Use & Addiction</p> <ul style="list-style-type: none"> • <i>The Anonymous People</i> <p>Available through the OSU Library Catalog https://library.osu.edu/</p>

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Film discussion forum format:

- 1) **The first comment must be posted before 11:59 pm on Thursday** of the week it is due. The goal is for you to think about what you have seen, read, or researched and explain your reaction to it, which may include a thoughtful question, comment, or critique. You should explain your response so that others in your group can understand your position. Ideally, you should try and relate the documentary back to the course content.
- 2) **Your second comment must be posted in the forum before 11:59 pm on Sunday** of the week that it is due. These comments should be direct responses to at least one of your fellow group members' comments. This part of the assignment is about creating a dialogue. Your comment should be respectful and original, and it may include a thoughtful question, comment, or critique of the original post. While you are required to make at least two responses, you are encouraged to make additional responses. Because the goal of this assignment is to create a dialogue, please respond to comments about your posts.

3) Reflection Essays (15%): Each student will submit 2 reflections over the course of the semester, one before the midterm and one before the final. Your reflections should directly address some aspect of the readings and lectures and should reflect your understanding of the course material and class discussions. Your reflections can include, but are not limited to, main points, summaries of key concepts, responses to discussions, questions you have about the material along with your rationale. Ideally, your reflections should be used to facilitate and extend your understanding of course material and help prepare you for the midterm and final exams. See the course schedule for submission dates. Submissions to the digital drop box should either be in .doc, .pdf, or .txt format. Late assignments will only be accepted within 48 hours of the due date.

4) Infographic Project (25%): The purpose of this project is for students to delve into a topic in more depth and detail than was covered in class and to hone research, presentation, and writing skills. Students will create an infographic about a specific mental health ailment and relate their topic back to material learned in class, either through readings, films, discussions, or lectures. This assignment is broken into four components: **A) For 20 points due September 24, 2021:** Infographic topic and 3 references. The topic should be given as a thesis statement. Three references must be listed in a formal citation style format (e.g., APA, MLA, Chicago). The references must be primary sources from peer-reviewed journals. **You must also submit a copy of the first page of each reference. NO FINAL RESEARCH PROJECT WILL BE ACCEPTED WITHOUT PRIOR APPROVAL.** **B) For 50 points due October 29, 2021:** An annotated bibliography. The bibliography should be in a formal citation style format with ten to twelve references (e.g., peer reviewed journal articles, edited book volumes, books, etc.). Annotations must be provided for each reference, provide a summary of the source (with pertinent details) and be at least 5-7 sentences. **C) For 50 points:** Each group is required to conduct a presentation about their infographic. You will be graded on content, poise, clarity, and creativity. You can use PowerPoint but must arrive to class on time to load your presentation. Any other multimedia tools will be provided if you inform me of your need in advance. This is your chance to make a statement, make it clear, make it concise, show me that you have assimilated and synthesized the information we have discussed in class. Please turn in a hardcopy of your presentation the day of your presentation. **D) For 100 points due December 1, 2021:** Each student group will prepare an infographic on their chosen topic. Infographics will be graded on content, clarity, grammar, and adherence to instructions. **Infographics are due in class by December 1, 2021, and online through Carmen. NO LATE ASSIGNMENTS WILL BE ACCEPTED!**

5) Exams (25%): There are two take-home exams for this class, a midterm, and a final exam. Exams are a combination of definitions, short answer, and essay. Exams are based on course lectures, classroom

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discussion, course readings, and films. Refer to the course schedule for the dates of the exams and material covered. **Anyone suspected or caught cheating will be reported to the appropriate university authorities. As exams are take-home, there will be no make-up exams.**

Late Assignments & Make-Up Work / Exams

In general, no late or make-up work will be accepted. If you have a circumstance requiring special consideration, you will need to contact me with relevant documentation and see what alternatives are available – if any. Make-up exams will be at the instructor's discretion. If you miss an exam, you have 24 hours to contact the instructor. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams will be essay and must be taken within 1 week after the scheduled exam. Otherwise, the student will receive a "0" for that exam.

Grading

Each student's letter grade is based on a standardized scale. For a general guide of how you are doing in the class, refer to the grade scale below. Students earn their grades and your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in grading. Any questions about grading must be in writing and given to the instructor within the first week following the exam. The following are not legitimate reasons to request a grade change:

1. You need a higher grade, or you will fail to graduate, lose a scholarship, or lose athletic eligibility.
2. You are only a point shy of a higher grade. Each time that argument is accepted then many others are also only one-point shy.

Assignment	Percentage	Letter Grade	Approximation of Performance	Scale
In Class Activities & Participation	10%	A	Excellent	93 – 100
Film Assignments	25%	A-		90 – 92
Reflection Essay	15%	B+		87 – 89
Infographic Project	25%	B	Good	83 – 86
Exams	25%	B-		80 – 82
		C+		77 – 79
		C	Average	73 – 76
		C-		70 – 72
		D+		67 – 69
		D	Barely Passing	60 – 66
Total	100%	E	Unacceptable for Course Credit	< 60

Due to university policy, grades cannot be given over the phone, through email, nor may exam scores be posted. Please do not call the department office regarding grades. You must contact your instructor directly. I will record your grades for all course assignments using the "Gradebook" feature of Carmen, so that you may keep apprised of your progress in the course.

While I understand students' concerns regarding final grades, please do not contact the instructor during the final examination period or the grading period with queries about, "When will grades be posted?". As there is not a grader for this course, I grade each student's assignments myself, giving each assignment the attention and feedback, they require.

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**** Graduating students' grades will be posted by 5:00 p.m. Thursday, December 16, 2021. ****

***** Non-graduating students' grades must be posted by 11:59 p.m. Monday, December 20, 2021. *****

Academic Misconduct

All students should become familiar with the rules governing alleged academic misconduct. According to the Code of Student Conduct (#3335-23-04 Prohibited Conduct):

Academic misconduct is any activity that tends to compromise the academic integrity of the university or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students.
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations.
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment.
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement.
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments.
7. Serving as or enlisting the assistance of a substitute for a student in the taking of examinations.
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
9. Alteration of academically related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

(Directly from http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)

All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking and plagiarism. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Cases of alleged academic misconduct will be referred to the appropriate university committees. <https://oaa.osu.edu/coamfaqs.html>

Plagiarism: (Directly from the Center for the Study and Teaching of Writing handout on plagiarism. http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Fundamentally, plagiarism is presenting another person's words or ideas as your own. While the most blatant violation is the unacknowledged use of another individual's work, the most common is the unintentional misuse of your reference sources. Since you will be working with the writings of others, it is important that you learn and adhere to the scholarly conventions of documentation. An obvious form

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of plagiarism is copying any direct quotation from your source material without providing quotation marks and without crediting the source. A more subtle form, but equally improper, is the paraphrasing of material or use of an original idea that is not properly introduced and documented. Remember that another author's ideas, interpretations, and words are his or her property; they are in fact protected by law and must be acknowledged whenever you borrow them. Consequently, your use of source materials requires you to conform to certain rules:

1. Acknowledge borrowed material within your text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. This practice serves to indicate where the borrowed materials come from.
2. Enclose all quoted materials within quotation marks.
3. Make certain that paraphrased material is rewritten into your own style and language. The simple rearrangement of sentence patterns and / or substitution of a few new words or phrases are unacceptable.
4. Provide specific documentation for each borrowed item.
5. Provide a bibliographic entry for every book, journal, or other source of information that you refer to in your paper.

For further tips on how to avoid plagiarism, please see the handout "How Not to Plagiarize" from the University of Toronto. (<http://oaa.osu.edu/coam/hownottoplagiarize.pdf>)

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic web pages (<http://oaa.osu.edu/coam.html>)
- Ten Suggestions for Preserving Academic Integrity (<https://oaa.osu.edu/coamtensuggestions.html>)
- Eight Cardinal Rules of Academic Integrity (<http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html>)

Writing Problems? Ohio State provides an excellent resource for students with writing assignments, be that a response paper, a term paper, or a dissertation, in the Center for the Study and Teaching of Writing. The Writing Center is run by the Department of English and is located in 4132 Smith Lab. To arrange an appointment or find out more about services, please visit the following webpage:

<https://cstw.osu.edu/writing-center> or contact the center directly by phone: 688-4291 or email: cstw@osu.edu. Contact the Center early in the semester as spaces fill up and tutoring time is limited.

Don't suffer – get help if you need it.

Study Habits

Courses require a great deal of self-motivation and self-discipline. Per the Ohio Board of Regents, you should plan on spending a minimum of 9 hours per week working on this 3-credit hour course. In classes where one credit hour is equal to one class hour (lecture style classes) the expectation is that for each credit hour the student receives he/she will spend one hour per week in class and 2 hours per week outside class in preparation. For a three-credit hour class this means 3 hours of "instructional time" and 6 hours of reading/assignment/preparation time per week. To do well in this course you must:

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1. Keep up with each the readings, lectures, and discussions.
2. Complete unit midterm and final exams by the due dates (you will be tested on all readings, lectures, and videos).

Developing good study skills is essential to doing well in this course and achieving your academic goals. Listed below are some suggestions to assist you in preparing for exams.

Readings: Set aside time and a place during the week to read course texts. Pace yourself with the reading. Do not wait until the last moment (i.e., a couple of hours before class or a couple of days before the exam) to complete assigned readings. When reading, determine the purpose of your reading. For example, determine whether you are reading for an overview of content, detail, application, or inference. Be critical of what you read. Pose questions regarding the content of material you have read. For questions you are unable to answer or for content you do not understand, bring them up before or after class, during an appropriate moment in class, or email me directly. Take notes while you read. Identify key terms, concepts, and examples. Summarize what you have read in your own words. Integrate what you have learned from course texts with information provided in course notes. For instances, does material in the reading serve as an example for concepts covered during lecture?

Lecture Notes: Again, set aside time and a place during the week to review your notes from class. Reviewing your notes every day and every week will provide you with sufficient time to learn course material. When reviewing your notes, identify major themes, look for the relationships among concepts and examples, and indicate where your knowledge or understanding is unclear. When you come across material in your notes you do not understand, again, bring this to my attention before, during, or after class, or through email. Some students also find it advantageous to rewrite their class notes, integrating information from assigned readings, and summarizing notes in their own words.

Study Aids: Each individual has a method or learning style they prefer. You must discover what works best for you. My exams will evaluate not only your ability to define terms or concepts, but also your capacity to illustrate your understanding of these concepts and terms in the larger framework of anthropological knowledge. When studying with other students, stay on task, discuss major points in lecture notes and readings, formulate potential test questions and attempt to answer them, and quiz each other on course material. Verbally explaining course material to another individual will indicate how well you understand and know the material.

Tentative Course Schedule

Listed below is a schedule for the topics covered during the semester. All readings may be found on Carmen. Readings for this class are not optional and should be completed before each scheduled discussion or exam. Cultural beliefs or practices presented in the readings may be unfamiliar to you, or contradict your own beliefs and practices, so read with an open mind. Remember, readings and films are fair game on the exam, so take notes. Exam dates are listed below. The schedule of topics below is subject to change at the instructor’s convenience.

Week 1	Welcome to the Course & Medical Anthropology		
		Assignments	Readings
8/25 (W)			Get familiar with the syllabus and Carmen course site. Required: # 1, 2
8/27 (F)		1 st Disc. Post due 11:59 p.m.	
8/29 (Su)		2 nd Disc. Responses due by 11:59 p.m.	
Week 2	Medical Anthropology & Fieldwork		
		Assignments	Readings

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8/30 – 9/02 (M - Th)			Required: # 3, 4
9/03 (F)		Last day to drop the course and not receive a "W"	
Week 3 Global Mental Health			
		Assignments	Readings & Films
9/06 (M)	No Class		Required: # 5, 6
9/08 (W)			<i>Recommended: # 7</i>
9/09 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	Film Discussion Forum #1
9/10 (F)			
9/12 (Su)		2 nd Disc. Post to FDF due by 11:59 p.m.	
Week 4 Culture & Mental Health, Part 1			
		Assignments	Readings & Films
9/13 – 15 (M & W)			Required: # 9, 8 <i>Recommended: # 10, 11</i>
9/16 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	Film Discussion Forum #2
9/17 (F)			
9/19 (Su)		2 nd Disc. Post to FDF due by 11:59 p.m.	
Week 5 Culture & Mental Health, Part 2			
		Assignments	Readings
9/20 – 22 (M & W)			Required: # 12, 13 <i>Recommended: #14 – 16</i>
9/24 (F)		Infographic Topic & Group Due by 11:59 p.m.	
Week 6 Mental Health & Social Inequality: Ethnicity & Racism			
		Assignments	Readings & Films
9/27 – 29 (M & W)			Required: # 17, 19, 18 Film Discussion Forum #3
9/30 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	
10/01 (F)			
10/03 (Su)		2 nd Disc. Post to FDF & Reflection #1 due by 11:59 p.m.	
Week 7 Mental Health & Social Inequality: Sexuality & Gender Identity			
		Assignments	Readings & Films
10/04 – 06 (M & W)			Required: # 22, 21, 20 Film Discussion Forum #4
10/07 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	
10/08 (F)		Midterm Exam Distributed	
10/10 (Su)		2 nd Disc. Responses to FDF due by 11:59 p.m.	
Week 8 Midterm			
		Assignments	Readings
10/11 (M)	No Class	Office hours during class time - Zoom	N/A
10/12 (T)		Midterm due 11:59 p.m.	
10/13 (W)	No Class	Fall Break	
10/15 (F)	No Class	Fall Break	
Week 9 Trauma			
		Assignments	Readings & Films
10/18 – 20			Required: # 25, 24, 23

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(M & W)			Film Discussion Forum #5
10/21 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	
10/22 (F)			
10/24 (Su)		2 nd Disc. Post to FDF due by 11:59 p.m.	
Week 10	PTSD		
		Assignments	Readings & Films
10/25 – 27 (M & W)			Required: # 28, 27, 26 Film Discussion Forum #6
10/28 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	
10/29 (F)			
10/31 (Su)		2 nd Disc. Post to FDF due by 11:59 p.m.	
Week 11	Eating Disorders		
		Assignments	Readings & Films
11/01 – 03 (M & W)			Required: #31, 30, 29 Film Discussion Forum #7
11/04 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	
11/05 (F)			
11/07 (Su)		2 nd Disc. Post to FDF due by 11:59 p.m.	
Week 12	Substance Use & Addiction		
		Assignments	Readings
11/08 – 10 (M & W)			Required: #32, 35, 34 Film Discussion Forum #8
11/11 (Th)		1 st Disc. Post to FDF due 11:59 p.m.	
11/12 (F)			
11/14 (Su)		2 nd Disc. Post to FDF due by 11:59 p.m.	
Week 13	Suicide		
		Assignments	Readings
11/15 – 17 (M & W)			Required: # 35, 36
11/19 (F)		Reflection #2 due by 11:59 p.m.	
Week 14	Thanksgiving Break – No Classes		
		Assignments	Readings
11/22 – 26 (M - F)		No Assignments	No Readings
Week 15	Anthropological Contributions & Presentations		
		Assignments	Readings
11/29 (M)		Anthropological Contributions	Required: #37
12/1 (W)		Infographics Due	
12/3 (F)		Presentations – Mandatory Attendance	
12/6 (M)		Presentations – Mandatory Attendance	
12/8 (W)		Presentations – Mandatory Attendance Final Exam Distributed	
Finals Week	Assignments		
12/10 – 16 (F – Th)	Final Exam Due by 11:59 p.m. Monday, December 13, 2021 Good luck on your finals!		

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**** Graduating students' grades will be posted by 5:00 p.m. Thursday, December 16, 2021. ****

***** Non-graduating students' grades must be posted by 11:59 p.m. Monday, December 20, 2021. *****

Assigned Readings

Week One: Medical Anthropology

Required Reading

1. Kohrt, B. & Mendenhall, E. (2015). Ch. 1, Historical background: Medical anthropology and global mental health. In B. Kohrt & E. Mendenhall (Eds.), *Global Mental Health: Anthropology and Global Public Health* (pp. 19 – 35). London: Routledge.

2. Welsch, R. L., Vivanco, L.A. & Fuentes, A. (2016). Chapter 11: The body: Biocultural perspectives on health and illness. In *Anthropology: Asking Questions about Human Origins, Diversity, and Culture* (pp. 291 – 314). Oxford University Press.

Week Two: Fieldwork

Required Reading

3. Kaiser, B. & Kohrt, B. (2019). Why psychiatry needs the anthropologist: A reflection on 80 years of culture in mental health. *Psychiatry* 82(3), 205 – 215. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6777847/>

4. Mendenhall, E. & Kohrt, B. (2015). Ch. 2, Anthropological methods in mental health. In B. Kohrt & E. Mendenhall (Eds.), *Global Mental Health: Anthropology and Global Public Health* (pp. 37 – 50). London: Routledge.

Week Three: Global Mental Health

Required Reading

5. Savelli, Mat, Gillett, James, Andrews, Gavin, & Nick Kates. (2020). Chapter 1, Conceptualizing mental health and illness. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 2 – 25). Oxford University Press.

6. Marks, S., Savelli, M., & Ricci, M. (2020). Chapter 2, The long (or short) history of mental health. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 26 – 47). Oxford University Press.

Recommended Reading

7. Becker, A. E. & Kleinman, A. (2013). Mental health and the global agenda. *The New England Journal of Medicine* 369, 66 – 73. <https://www.nejm.org/doi/full/10.1056/nejmra1110827>

Week Four: Culture & Mental Health, Part 1

Required Reading

8. Berwald, S. et al. (2016). Black African and Caribbean British communities' perceptions of memory problems: We don't do dementia. *PLoS ONE* 11(4), 1 – 15.

9. Savelli, M. & Aslam, A. (2020). Chapter 11, Culture, globalization, and mental health. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 222 – 239). Oxford University Press.

*Recommended Reading**

10. Haque, A. (2008). Culture-bound syndromes and healing practices in Malaysia. *Mental Health, Religion & Culture* 11(7), 685 – 96.

11. Kaiser, B.N. et al. (2015). "Thinking too much": A systematic review of a common idiom of distress. *Social Science and Medicine* 147, 170 – 183.

Week Five: Culture & Mental Health, Part 2

Required

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12. Qureshi, A. & Collazos, F. (2005). Cultural competence in the mental health treatment of immigrant and ethnic minority clients. *Diversity in Health and Social Care*. 2(4), 307 – 17.

13. Tonsing, K.N. (2018). A review of mental health literacy in Singapore. *Social Work in Health Care* 57(1), 27 – 47.

*Recommended **

14. Kleinman, A. & Benson, P. (2006). Anthropology in the clinic: The problem of cultural competency and how to fix it. *PLoS Med* 3(10), e294.

15. Quimby, E. (2006). Ethnography's role in assisting mental health research and clinical practice. *Journal of Clinical Psychology* 62(7), 859 – 79.

16. Joseph, A. & Double, D. (2020). Chapter 12, Critical perspectives in mental health. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 240 – 257). Oxford University Press.

Week Six: Mental Health & Social Inequality: Ethnicity & Racism

Required

17. Escarce, J.J. (2005). How does race matter, anyway? *Health Services Research* 40(1), 1 – 8.

18. Santana, V. et al. (2007). Skin colour perception of racism and depression among adolescents in urban Brazil. *Child & Adolescent Mental Health* 12(3), 125 – 31.

19. Williams, D.R. & Williams-Morris, R. (2000). Racism and mental health: The African American experience. *Ethnicity and Health* 5(3-4), 243 – 268.

Week Seven: Mental Health & Social Inequality: Sexuality & Gender Identity

Required

20. Brennan, S. et al. (2017). Relationship among gender-related stress, resilience factors, and mental health in a Midwestern U.S. transgender and gender-nonconforming population. *International Journal of Transgenderism* 18(4), 433 – 445.

21. Chard, A., Finneran, C., Sullivan, P. & Stephenson, R. (2015). Experiences of homophobia among gay and bisexual men: Results from a cross-sectional study in seven countries. *Culture, Health & Sexuality* 17(10), 1174 – 1189.

22. Meyer, I.H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin* 129(5), 674 – 697.

Week Nine: Trauma

Required

23. Brave Heart, M.Y.H., Chase, J., Elkins, J., & Altschul, D.B. (2011). Historical trauma among Indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs* 43(4), 282 – 290.

24. Gilmoor, A., Vallath, S., Regeer, B., & Bunders, J. (2020). ‘‘If somebody could just understand what I am going through, it would make all the difference’’: Conceptualizations of trauma in homeless populations experiencing severe mental illness. *Transcultural Psychiatry* 57(3), 455 – 467.

25. Makwana, N. (2019). Disaster and its impact on mental health: A narrative review. *Journal of Family Medicine and Primary Care* 8(10), 3090 – 95.

Week Ten: PTSD

Required

All lectures, classroom activities, and material associated with this class and developed by 19
the instructor are copyrighted by Lexine M. Trask, Ph.D., 1/1/2016.

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26. Beals, J., et al. (2013). Trauma and conditional risk of posttraumatic stress disorder in two American Indian reservation communities. *Social Psychiatry & Psychiatric Epidemiology* 48(6), 895 – 905.

27. Kimmell, J., Mendenhall, E. & Elizabeth Jacobs. (2020). Deconstructing PTSD: Trauma and emotion among Mexican immigrant women. *Transcultural Psychiatry* 58(1), 110 – 125.

28. Gillett, J. et al. (2020). Chapter 7, Obsessive-Compulsive disorder and post-traumatic stress disorder. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 140 – 159). Oxford University Press.

Week Eleven: Eating Disorders

Required

29. Eli, K. (2018). Striving for liminality: Eating disorders and social suffering. *Transcultural Psychiatry* 55(4), 475 – 494.

30. Lee, S. (1996). Reconsidering the status of anorexia nervosa as a Western culture-bound syndrome. *Social Science & Medicine* 42(1), 21–34.

31. Lamarche, L. & Bailey, A. (2020). Chapter 8, Eating disorders. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 160 – 178). Oxford University Press.

Week Twelve: Substance Use & Addiction

Required

32. Savelli, M., Gillett, J., & Andrews, G.J. (2020). Chapter 10, Addiction and the limits of mental illness. In M. Savelli, J. Gillett, & G. Andrews (Eds.), *A Critical Introduction to Mental Health and Illness* (pp. 204 – 221). Oxford University Press.

34. Singer, M. (2012). Anthropology and addiction: An historical review. *Addiction and its Sciences* 107, 1747 – 1755.

35. Volkow, N.D. (2020). Drugs, Brains, and Behavior: The Science of Addiction. National Institute on Drug Abuse. <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>

Week Thirteen: Suicide

Required

35. McDermott, E., Hughes, E. & Rawlings, V. (2018). Norms and normalization: Understanding lesbian, gay, bisexual, transgender and queer youth, suicidality and help-seeking. *Culture, Health, & Sexuality* 20, 156 – 172.

36. Stein, E.M. et al. (2017). An epidemic of despair among white Americans: Trends in the leading causes of premature death, 1999 – 2015. *American Journal of Public Health* 107 (10), 1541 – 47.

Week Fifteen: Anthropological Contributions

Required

37. Whitley, R. (2014). Beyond critique: Rethinking roles for the anthropology of mental health. *Culture, Medicine, & Psychiatry* 38(3), 499 – 511.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	