

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number Anthropology 98TB
 Course Title Cultures of Mental Health in the US
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course is designed to train students to hone their skills as social analysts through a cumulative
"Social Analysis Portfolio." The portfolio includes exercises in discursive and cultural analysis.

3. List faculty member(s) who will serve as instructor (give academic rank):

Abigail Mack, Doctoral Candidate, Department of Anthropology; Faculty mentor – C. Jason Throop,
Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2018-2019 Fall _____ Winter _____ Spring _____
 Enrollment _____ Enrollment X Enrollment _____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ____ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Through a close engagement with contemporary media, students will come to understand how such phenomenon as “sanity” and “mental disorder” are diversely organized, structured, and rationalized across the United States. Through this, they will come to understand how social markers of health are formed and debated to different ends depending upon the cultural context in which they emerge.

❑ Integrative Learning

Over the course of the quarter, students will work progressively on a “Social Analysis Portfolio,” in which they will focus on a specific phenomenon related to mental disorder or mental health in the US. They will perform cultural artifact analyses, discursive analyses (through the Keywords assignment) and a presentation of their findings.

❑ Ethical Implications

The course asks students to carefully consider how we identify, categorize and treat mental health and mental disorder in the US. As they hone their critical thinking and social analysis skills in the portfolio assignment, students will be confronted with several questions: 1) How should we define mental health?; 2) How should we treat (coercively or otherwise) those who do not meet the criteria of healthy individual; and 3) What are the consequences of current treatment practices?

❑ Cultural Diversity

In addition to engaging a variety of media on the subject of mental health in the US, students will read from a vast body of literature of cross-cultural, and global engagements with mental health.

❑ Critical Thinking

In class debates, course readings and assignments, students will be tasked with comparing and contrasting constructions of mental health. Ultimately, they will be asked to make an argument about their chosen object of analysis and its relation to the questions posed in the “Ethical Implications” section above.

❑ Rhetorical Effectiveness

Students are assigned a presentation in class for which they will be prepare over the course of the quarter. Preparation will teach them to anticipate and argue effectively against counterarguments.

❑ Problem-solving

❑ Library & Information Literacy

Students will be engaging with library and information resources throughout the quarter.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>1.5</u>	(hours)
2. Discussion Section:	<u>1.5</u>	(hours)
3. Labs:	<u>n/a</u>	(hours)
4. Experiential (service learning, internships, other):	<u> </u>	(hours)
5. Field Trips:	<u> </u>	(hours)

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>2</u>	(hours)

3. Group Projects:	<u> </u>	(hours)
4. Preparation for Quizzes & Exams:	<u> </u>	(hours)
5. Information Literacy Exercises:	<u> 2 </u>	(hours)
6. Written Assignments:	<u> 3 </u>	(hours)
7. Research Activity:	<u> 3 </u>	(hours)
(B) TOTAL Out-of-class time per week	12	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)

Abigail Mack, Doctoral Candidate, UCLA Anthropology

Proposed Course: CULTURES OF MENTAL HEALTH IN THE UNITED STATES

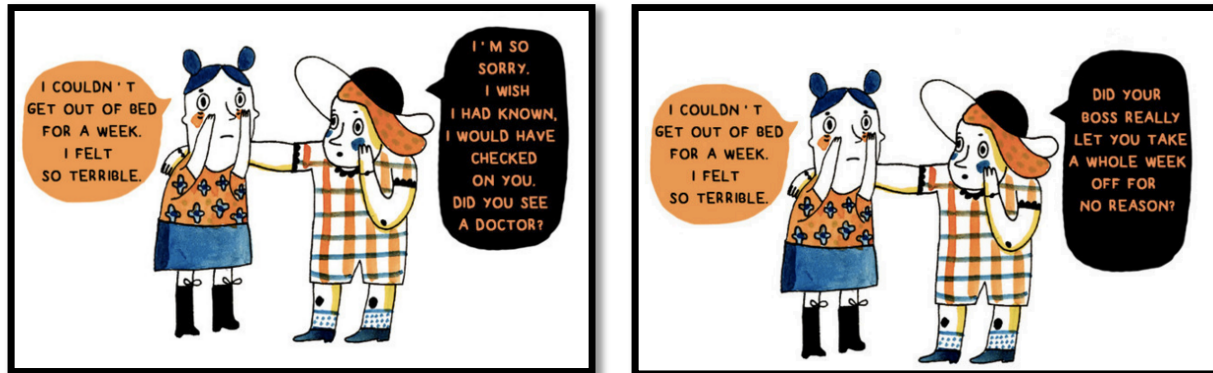


Figure 1 | Mental Illness vs. Physical Illness, Haejin Park for BuzzFeed News 2015

Welcome! What does it mean to be “crazy” in the United States? How do we define and treat “crazy”? How does “crazy” come to define us? This course examines the historical, cultural, and discursive formations of mind, mental health, and mental illness in the United States. Together, we will unpack how such categories as “health and illness,” “stigma and norm,” play into each other and inform popular, academic and institutional understandings of what it means to be “sane” or “crazy.” Through a wide variety of literature, podcasts, and documentary film this course engages with contemporary Medical and Psychocultural Anthropology and US Popular Culture to train students to look closely at the function of culture in their everyday lives and in their conceptions of self. Through a cumulative Social Analysis Portfolio project, students will hone their skills as critical thinkers and social analysts. This class is open to all students but will be of particular value to students interested in anthropology, sociology, psychology, public health and disability studies.

Course Objectives |

1. Students will engage with Medicine as a cultural system. Through this, students will grapple with their own conceptions of mental health and illness (whether or not they are from the US) as culturally informed and worthy of critique and exploration.
2. Students will complete a Social Analysis portfolio in which they will engage with psychocultural “keywords” in a cross-cultural and etymologically informed manner in order to better understand the importance of language in the construction of health.
3. Students will learn several methods of social analysis including frame and genealogical analysis. They will practice these methods by applying them to three cultural artifacts which will serve as the basis for their final paper.
4. Students will work collaboratively in workshop settings to hone their skills as constructive critics and to strengthen the argument structure of their final papers.

Requirements | Seminar meets twice a week for 1½ hours. The first class of each week will include a brief lecture (no longer than ½ hour) and discussion. The second class of each week will be largely discussion based and on select days will include workshoping exercises. Students are expected to have completed all assignments listed in the syllabus under “**Read**,” “**Write**,” “**Listen**,” and/or “**Watch**.” These assignments are also marked on the syllabus by a checkbox (☐). No films will be viewed in class.

Note! There are no midterm or final exams for this class. Instead, the course is built around collaborative workshoping exercises, critical discussion, and a cumulative social analysis writing project. Participation will be graded according to the following criteria:

- ☐ Active contributions to class discussion
- ☐ Completed Weekly Reading Responses (listed in the syllabus on the day they are due)
- ☐ Presentation of one “Cultural Artifact” (described at the end of the syllabus)
- ☐ Actively and compassionately engaging with each other’s work in classroom workshops.
- ☐ Cumulative research and writing that will culminate in a final paper

Course Readings, Films, and Podcasts | Most assigned course material will be provided via the course website, but the following texts are also required:

- ☐ Luhmann, T. (2000) *Of Two Minds: An Anthropologist Looks at American Psychiatry*. New York: Vintage Books.
- ☐ Metz, J. (2009) *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press: Boston.
- ☐ Price, M. (2011) *Mad at School: Rhetorics of Mental Disability and Academic Life*. University of Michigan Press: Ann Arbor

Optional Text:

- ☐ Williams, R. 1983. *Keywords: A Vocabulary of Culture and Society (Revised Edition)*. Oxford University Press: Oxford, UK.

Grading |

Class Discussion Participation.....	20%
Weekly Reading Responses.....	20%
Social Analysis Portfolio.....	60%
☐ Social Analysis Portfolio Proposal.....	5%
☐ Cultural Artifact Analysis Project.....	20%
○ Analysis I.....	5%
○ Analysis II.....	5%
○ Analysis III.....	5%
○ Presentation..	5%
☐ Keywords Assignment.....	10%
☐ Elaborated Outline (and Rough Draft).....	5%
☐ Final Paper	20%

PART 1: MEDICINE AS CULTURAL SYSTEM

Week One | Introduction

During our first week, you will be introduced to the major themes and objectives of the course. Through an exploration of popular conceptions of mental health (with a close look at BuzzFeed News's annual "Mental Health Week") we will begin questioning what it means to be a "public" and how to consider how it is that we begin to categorize and distinguish between health and illness. Along the way, you will begin to grapple with the idea that medicine and psychiatry in particular are cultural systems. This will be further explored on Day 2 when you begin to look at how anthropologists have deconstructed "illness," "sickness."

Reading Response Prompt (due Day 2): What most surprised you about Lemelson's film "Shadows and Illuminations"? Do you agree with the film's argument? How do you define illness and sickness? How does this compare to Young's outline of Anthropologies of Illness and Sickness?

Day One | What is Illness?

****No reading assigned for the first day of class****

Lecture Resources:

- King, K and H. Park (2015) "How People Treat Mental Illness vs. How They Treat Physical Illness." BuzzFeed News. <http://www.buzzfeed.com/kirstenking/have-you-tried-herbal-tea#bmlK4XXzl>
- Warner, M. (2002) "Publics and Counterpublics (Abbreviated Version)" *Quarterly Journal of Speech*. 88 (4) pp. 413-425
- Kleinman, A. (1978) "Concepts and a Model for the Comparison of Medical Systems as Cultural Systems." *Social Science and Medicine*. 12, pp. 85-93

Day Two | Disease, Disorder, Illness, and Sickness

Lecture Resources:

- Garro, L. C. (2000). "Cultural Meaning, Explanations of Illness, and the Development of Comparative Frameworks." *Ethnology*. 39 (4)
- Rosenberg, C.E. (2003) "What is Disease? In Memory of Owsei Temkin." *Bulletin of the History of Medicine*. 77 (3). Pp. 491- 505
- Kleinman, A. (1988) "The Meaning of Symptoms and Disorders." In *Illness Narratives: Suffering Meaning, and the Human Condition*. New York: Basic Books. Pp 3-30

Watch:

- ☐ Lemelson R. (2010) "Shadows and Illuminations." In *Afflictions: Culture and Mental Illness in Indonesia*. Running time: ~35 minutes. Available on the course website.

Read:

- ☐ Young, A. (1988) "The Anthropologies of Illness and Sickness" *Annual Review of Anthropology*. 11 pp. 257-285

Write:

- ☐ Reading responses due to class forum by 11:59 pm the day before class.

Week Two | Breaking Down the Medical Gaze

In our second week together, we will debate the themes of Day 2 in greater detail by considering the methods we use for understanding social phenomenon. In lecture, you will be introduced to two techniques of social analysis: "professional vision" and "frame analysis." Together we will consider how these two methods allow us to grapple with cultural formations and categories. Through this we will begin to consider how it is that we study medicine. On Day 4, you will engage with Ian Hacking's analysis of social construction. We will compare Hacking's analysis with those ideas discussed in *Invisibilia's* "The Power of Categories." You will then engage with the anthropological and historical analysis of the DSM as discussed in lecture and in Luhrmann's "What's wrong with the patient." Also during this week, you will choose their "keyword" for the keyword assignment (described at the end of the syllabus). Over the course of the next few weeks, we will become more familiar with Raymond William's style of writing about keywords and begin to consider how the history of particular words inform their contemporary usage and why this matters when we talk about mental health.

Reading Response Prompt (Due Day 3): Based on Sapolsky's lecture, what conclusions should we draw about medical studies? What kinds of questions should we ask ourselves when we begin a medical study? How do these kinds of studies compare to the study Luhrmann conducts in *Of Two Minds*?

**** Reminder! Social Analysis Portfolio Proposal Due on Day 4! ****

Day Three | Learning How to Look: Doctors and Their Subjects

****Note:** At the beginning of class you will be asked to choose a "keyword" for your Keywords assignment (see end of syllabus). **

Lecture Resources:

- Good, B.J. (1994) "How Medicine Constructs Its Objects" in *Medicine, Rationality, and Experience: An Anthropological Perspective*.
- Goodwin, C. (1994) "Professional Vision." *American Anthropologist*. 96 (3). Pp. 606-633
- Goffman, E. "Primary Frameworks" In *Frame Analysis: A Essay on the Organization of Experience*. Boston: Northeastern University Press. Pp. 21-39

Listen:

- ☐ Sapolsky, R. (2012) "Poverty's Remains" In *Being Human: Life Lessons from the Frontiers of Science*. The Great Courses: Chantilly, VA. Available on course website.

Read:

- ☐ Luhrmann, T. (2000) "Introduction" and "What's Wrong with the Patient" In *Of Two Minds: An Anthropologist Looks at American Psychiatry*. New York: Vintage Books. Pp. 3-24; 25-83

Write:

- ☐ Reading responses due to class forum by 11:59 pm the day before class.

Day Four | The DSM and the Power of the Ordinary **(Half Lecture and Discussion/Half Workshop)**

Lecture Resources:

- Foucault, M. (1994) *The Order of Things: An Archaeology of the Human Sciences*. Vintage Press: New York
- Lewis-Fernández, R. and N.K. Aggarwal. 2013. "Culture and Psychiatric Diagnosis" *Cultural Psychiatry* 33. pp. 15-30
- Mayes, R and Horowitz A. V., "DSM-III and the Revolution in the Classification of Mental Illness," *Journal of the History of Behavioral Sciences*, 41:3, Wiley (Online: 2005), pp. 249-267
- Tsao, E. 2009. "Inside the DSM." *Counterpunch* 16(12). pp. 1, 3-5, 8.

Listen:

- ☐ Speigel, A. and Miller L. 2015. "The Power of Categories" On *Invisibilia*. National Public Radio. <http://www.npr.org/podcasts/510307/invisibilia>

Read:

- ☐ Williams, R. 1985. "Ordinary." In *Keywords: A Vocabulary of Culture and Society*. Oxford University Press: Oxford UK.
- ☐ Hacking, I. 1999. "Madness: Biological or Constructed?" In *The Social Construction of What?* Harvard University Press: Cambridge MA. pp. 100-125

Write:

- ☐ **Due: Social Analysis Portfolio Proposal (see end of syllabus for project description)**

Week Three | Frames and Their Consequences: Knowledge and Care

This week, we will continue to wrestle with the consequences of categories, looking at the ways in which such categories operate at political, economic, racial, moral, and personal levels. This week will serve to structure further conversations about personhood, self, and the role of medical and psychological discourse in framing our understandings about who counts as human. This week takes on very personal and sometimes unsettling aspects of mental healthcare and medical practice (broadly). On Day seven, class will be broken into two halves: discussion and workshop. In the workshop, 1/3 of the class (5-8 students) will present their findings for the first Cultural Artifact Analysis Assignment (see description at the end of the syllabus). The workshop is a casual and low-stakes chance for you to get feedback from your fellow students in order to refine your overall Social Analysis Portfolio project.

Reading Response Prompt (Due Day Five): How does dangerousness come to play in Lurhmann's "Arrow of Harm"? Who is dangerous to whom? How does this compare to your own feelings about psychotherapy, psychiatry, and mental healthcare? What does Lurhmann mean by "The Culture and Its Contradictions"? What culture? What contradictions?

Day Five | Framing the Human Being: Violence, Care, and Recognition

Lecture Resources:

- Butler, J. 2010. "To Apprehend a Life" and "Frames of Recognition" In *Frames of War: When is Life Grievable?* Verso Books: New York. pp. 2-12

Read:

- Luhrmann, T. 2000 "The Arrow of Harm" and The Culture and Its Contradictions" In *Of Two Minds: An Anthropologists Looks at American Psychiatry*. Vintage Books, Random House: New York pp. 84-118, 119-157

Write:

- Reading responses due to class forum by 11:59 pm the day before class.

Day Six | Colonial Frames of Medical Care (Half Discussion/ Half Presentation Workshop)

Read:

- Peterson, C. (2018) "Frantz Fanon" *Encyclopedia Britannica*
<https://www.britannica.com/biography/Frantz-Fanon>
- Fanon, F. (2003 [1964]) Selections from "On Violence," "On National Culture" and "Colonial War and Mental Disorders" In *The Wretched of the Earth*. Grove Press: New York. 30 pages
- Judd, B. (2014) Selections from *Patient*. Black Lawrence Press

Listen:

- "Remembering Anarcha, Lucy, and Betsey: The Mothers of Modern Gynecology" *Hidden Brain*. 2016. <https://www.npr.org/2017/02/07/513764158/remembering-anarcha-lucy-and-betsey-the-mothers-of-modern-gynecology>.

Write:

- **Due: Cultural Artifact Analysis I (see end of syllabus for project description)**

PART 2: STIGMA AND INEQUALITIES OF CARE

Week Four | Stigma and Economies of Care

In Week Four, the class moves to the second part of our course to focus on stigma and its consequences. On Day 7 we will engage with Erving Goffman's work to identify a working definition of stigma. On Day 8, we will finish Luhrmann's text and consider her conclusions about institutionalized care as we move into a larger discussion of mental illness in the public sphere. We will continue our half discussion/half workshop format. Another third of the class (5-8) students will present their cultural artifacts. Again, remember this is a chance for learning and *constructive* feedback.

Reading Response Prompt (Due Day 7): What is stigma? Have you recognized stigma in your own life? If so, how does your personal experience of stigma compare to Goffman's definition of stigma? If not, how does Goffman's definition of stigma explain why you haven't experienced stigma personally?

Day Seven | What is Stigma?

Lecture Resources:

- Hansen, H., P. Bourgois, and Ernest Druker. 2014. "Pathologizing Poverty: New forms of diagnosis, disability and structural stigma under welfare reform" *Social Science and Medicine* 103. pp. 76-83
- Esteroff, S.E. and W.S. Lachiotte, L.C. Illingworth, A. Johnston. 1991 "Everybody's got a Little Mental Illness: Accounts of Illness and Self Among People with Severe, Persistent Mental Illness" *Medical Anthropology Quarterly*. 5 (4) pp. 331-369
- Jenkins, J. and E. A. Carpenter-Song. 2008 "Stigma Despite Recovery: Strategies for living in the aftermath of psychosis." *Medical Anthropology Quarterly*
- Yang, L.H., A. Kleinman, B.G. Link, J.C. Phelan, S. Lee, B. Good. "Culture and Stigma: Adding Moral Experience to Stigma Theory" *Social Science and Medicine*. 64.
- Vanthuy, K. 2003. "Searching for the Words to Say it: The Importance of Cultural Idioms in the Articulation of the Experience of Mental Illness" *Ethnos* 31 (3) pp. 412-433.

Read:

- ☐ Williams, R. 1985. "Behavior." In *Keywords: A Vocabulary of Culture and Society*. Oxford University Press: Oxford UK.
- ☐ Goffman, E. 1963. "Stigma and Social Identity." In *Notes on the Management of Spoiled Identity*. Simon and Schuster: New York. pp. 1-40
- ☐ Goffman, E. 1961 Selections from "The Moral Career of the Mental Patient." *Asylums: Essays on the Social Situation of Mental Patients and other Inmates*. Anchor Books: New York 10 pages total.

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class.

Day Eight | What is Moral? Managed Care and Moral Responsibility **(Half Discussion/ Half Workshop)**

Read:

- ☐ Luhmann, T. 2000 "The Crisis of Managed Care" and "Madness and Moral Responsibility" In *Of Two Minds: An Anthropologist's Look at American Psychiatry*. Vintage Books, Random House: New York pp. 239-265, 266-296

Write:

- ☐ **Due: Cultural Artifact Analysis II**

Week Five | Stigma at the Intersections of Race and Gender

So far, we have interrogated the historical and cultural formation of medicine as a practice. This week, we will begin to think about how the study of medicine and disability has been framed (or not) by assumptions about universal experiences of illness that operate at the core of some social analyses. This week you will be challenged to consider your own assumptions and positionality. How does this influence the way you've experienced illness in your own life? To properly attend to these questions and their consequences, there will be reading responses due on both days.

Reading Response Prompt (Day 9): What is intersectionality? What kinds of questions do intersectional feminist scholars ask? What do you think about this paradigm? What kind of argument do Ervelles and Minear make about intersectionality? Do you agree? Why or why not?

Reading Response Prompt (Day 10): Consider this quote from Stuart Hall in light of the readings assigned: "Cultural identity is not an essence but a positioning." What does this mean to you? What does it mean to be positioned (give an example from the readings)? According to Gravlee and Metzl, what are the consequences of cultural identity as a positioning?

Day Nine | #DisabilityStudiesSoWhite: Interrogating our own frames of social analysis

Lecture Resources:

- Exhibition Excerpts from *Bad Blood: The Tuskegee Syphilis Study in Macon County, Alabama—1932*
- Roberts, S.K. (2009) *Infections Fear: Politics, Disease, and the Health Effects of Segregation*. The University of North Carolina Press: Durham
- Bell, C. (2006) "Introducing White Disability Studies: A Modest Proposal" pp. 275-282
- Selections from:
 - Dubois, W.E.B. (2003) *The Souls of Black Folk*. Barnes and Noble Classics: New York
 - Baldwin, J (2012) *Notes of a Native Son*. Beacon Press: Boston
 - Wright, R. (2002) *12 Million Black Voices*. Basic Books: New York.
- Lewis-Kraus, G. (2016) "The Trials of Alice Goffman" *The New York Times*.
<https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-goffman.html>

Read:

- ☐ Emba, C. (2015) "Intersectionality." *Washington Post*.
https://www.washingtonpost.com/news/in-theory/wp/2015/09/21/intersectionality-a-primer/?utm_term=.20ca0adb7d8c
- ☐ Ervelles, N. and A. Minear (2010). "Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality" *Journal of Literary and Cultural Disability Studies* 4(2) pp. 127-146

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class.

Day Ten | Stigma, Race, Gender and the Makings of Illness

Lecture Resources:

- PEW Charitable Trusts, Public Safety Performance Project, 2015. "Growth in Federal Prison System Exceeds States."
- PEW Charitable Trusts Research and Analysis, 2008. "One in 100 Behind Bars in America in 2008"
- Gao, G. 2014. "Chart of the Week: The black and white gap in incarceration rates." PEW Research Center Online.
- Editorial Staff. 2004. "Racial Segregation in Prisons." *The New York Times*.
- Khazan, O. 2015 "Most Prisoners are Mentally Ill." *The Atlantic*.
- James, D.J. and L.E. Glaze. 2006. "Bureau of Justice Special Report: Mental Health Problems of Prison and Jail Inmates" *US Department of Justice*
- Nancy A. Heitzig. "'Whiteness,' Criminality and the Double Standards of Deviance/Social Control" *Contemporary Justice Review*. 2015, 18:2,

Read:

- ☐ Hurston, Z.N. (2000). "My Most Humiliating Jim Crow experience. In *Worlds of Difference: Inequality and the Aging Experience*. Eds. Palo Stoller, E and R. Campbell Gibson
- ☐ Gravlee, C. C. 2009 "How Race Becomes Biology: Embodiment of Social Inequality" *American Journal of Physical Anthropology*. 139:47-57.
- ☐ Metz, J (2009) "Preface" and Part IV "Cesar Williams." In *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press: Boston, pp. ix-xxi, and 77-130.

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class.

Week Six | Danger to Others: Stigma, Violence, and Mental Illness

This week, you will be asked to consider how stigma influences individual patient rights. You will be asked to consider the violent consequences of stigma. On Day Eleven, we will take a look at how the autonomy of people with mental illnesses or mental disabilities have been constructed in the public sphere. Who has the right to speak for whom? Who has the right to make decisions for whom? On Day Twelve, we will take a look at how mass shootings have been understood in the public discourse. W

Reading Response Prompt (Due Day Eleven): How does Price define "mental disability"? What do you think of Price's choice to identify as someone who has a mental disability? How does this influence the way you think about being a student in a university system?

Day Eleven | Who is Speaking? Stigma and Representations of Violence

Lecture Resources:

- Alcoff, L. (2018) "The Problem of Speaking for Others." Online <http://www.alcoff.com/content/speaothers.html>
- "About NAMI" (2018). National Alliance for Mental Illness. <https://www.nami.org/About-NAMI>
- Selections from Saks, E. (2002) *Refusing Care: Forced Treatment and the Rights of the Mentally Ill*. University of Chicago Press: Chicago.
- Link, B.G., J.C. Phelan, M. Bresnahan, A. Steuve, and B.A. Pescosolido. (1999) Public Conceptions of Mental Illness: Labels, Causes, Dangerousness, and Social Distance." *American Journal of Public Health* 89(9) pp. 1328-33
- Selections from Miller, D. and A. Hanson. *Committed: The Battle over Involuntary Psychiatric Care*. Johns Hopkins University Press: Maryland.

Read:

- ☐ Price, M. (2011) "Introduction" and "Listening to the Subject of Mental Disability: Intersections of Academic and Medical Discourses," In *Mad at School: Rhetorics of Mental Disability and Academic Life*. University of Michigan Press: Ann Arbor. Pp. 1-24, 25-57

Watch:

- ☐ Saks, E. (2012) "A tale of mental illness-from the inside" TED Global Online: http://www.ted.com/talks/elyn_saks_seeing_mental_illness?language=en

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class.

Day Twelve | Arrows of Harm in Public Discourse: Mental Illness and Violence

Read:

- ☐ Price, M. (2011) "Assaults on the Ivory Tower: Representations of Madness in the Discourse of US School Shootings." In *Mad at School: Rhetorics of Mental Disability and Academic Life*. University of Michigan Press: Ann Arbor. Pp. 141-175
- ☐ Metzl, J, and K. MacLeish (2015) "Mental Illness, Mass Shooting, and the Politics of American Firearms." *American Journal of Public Health* 102 (2) 240-249

Write:

- ☐ **Due: Keyword Paper (See end of syllabus for project description)**

PART 3: GENEALOGIES OF MIND, BODY, AND MENTAL HEALTH

Week Seven | Embodiment, Mind, Emotion, Feeling

This week, we will begin the final part of our course. This section of the course will take advantage of the work you did for the keywords assignment. You are now an expert in the history of a very important category in mental health discourse. Let's use this! Each week will be centered around a few keywords. Other relevant keywords will be listed in the week's description. On Day Thirteen, you will consider mind/body dualism from multiple perspectives. We will consider Scheper-Hughes and Lock's classic article the "Mindful body" alongside another selection from *The Protest Psychosis* to explore the

very material and embodied experiences of social inequality and stigma. On Day Fourteen, we will take a look at how we understand consciousness and its relationship to the body. What does it mean to be alive? Lock and Hollan's articles will challenge us to think more seriously about this. Day Fourteen will include our final presentations of Cultural Artifacts with the remaining third of the class presenting.

Other keywords to consider this week: Ego, Psyche, Self, Attention, Autonomy

Reading Response Prompt (due day 13): What is the Body-Self? What is the Social Body? What is the Body Politic? How could we use these concepts to understand Alice Wilson's experience in Metzl's work?

****Reminder! Cultural Artifact Analysis III due on Day Fourteen!!****

Day Thirteen | The Body-Self, The Social Body, and The Body Politic

Lecture Resources:

- Csordas, T. "Embodiment as a Paradigm for Anthropology." *Ethos* 18(1), pp. 5-47
- Ochs, E. 2015. "Corporeal Reflexivity and Autism." *Integr. Psych. Behav.* 49.
- Yarris, K. E. (2011) "The Pain of 'Thinking too much:' dolor de cerebro and the embodiment of hardship among Nicaraguan women." *Ethos* 39 (2). Pp 226-248

Read:

- ☐ Scheper-Hughes, N. and M. M. Lock. (1987). "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly*. 1(1). Pp. 6-41
- ☐ Metzl, J (2009) "Alice Wilson." In *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press: Boston, pp. 19-50

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class.

Day Fourteen | The Body and Mind, The Mind in the Body (Half Discussion/ Half Workshop)

Read:

- ☐ Lock, M (2002). "Inventing a New Death and Making it Believable." *Anthropology and Medicine*. 9(2). Pp. 97-115.
- ☐ Hollan, D. (2007) "Dreaming in a Global World." In *A Companion to Psychological Anthropology*. C. Casey and R. Edgerton (eds). Blackwell Publishing: Malden, MA. Pp. 90-102.

Write:

- ☐ **Due: Cultural Artifact Analysis III**

Week Eight | Attention, Disorder, Psychotropic(s), Personality and Self

This week, you will explore the relationship between psychotropic medications, personality and self by looking at several disorders: Attention Deficit Disorder, Attention Deficit and Hyperactivity Disorder, Borderline Personality Disorder, and Eating Disorders (generally). These readings focus primarily on the experiences and speech habits of children and young adults and their interactions with adult caregivers. In class on Day

fifteen, you will be introduced to the notion of "breach" as discussed by Mendoza-Denton and Boum (2015), through this we will discuss the kinds of expectations and moralities which abound in the practice of medicating children with ADD and ADHD. On Day Sixteen, we will continue this conversation with an examination of how eating disorders are understood and treated in a Mexican and a US clinic and how co-morbidity of disorders is negotiated and treated in a US eating disorder clinic. You will again consider "breach" and "expectation" as a means for discussing the ethics of care portrayed in Lester's work. Day Sixteen will be another half discussion/ half workshop day. We will break into small groups to share rough drafts of a final paper outline. You will be given a worksheet that you will use to analyze a class peer's outline. You will then share your thoughts and suggestions. Remember, this is a time for learning not critique (of yourself or someone else!).

Other Relevant Keywords: Anxiety, Stress, Competence, Stigma

****Rough Draft Paper Outline Due on Day Sixteen!!****

Reading Response Prompt (Due Day 15): How are ADD and ADHD defined in "The Medicated Child"? How does this compare to your readings for the day? Do you agree? What do you think of ADD and ADHD? How should medication for such disorders be considered?

Day Fifteen | ADD, ADHD, and the Medicated Child

Lecture Resources:

- Mendoza-Denton, N. and A. Boum. (2015) "Breached Initiations: Sociopolitical Resources and Conflicts in Emergent Adulthood." *Annual Review of Anthropology*. 44. Pp. 295-310

Watch:

- ☐ "The Medicated Child" *Frontline*. Public Broadcasting Service. 2005. Online: <http://www.pbs.org/wgbh/pages/frontline/medicatedchild/view/>

Read:

- ☐ Carpenter-Song, E. (2009). "Children's Sense of Self in Relation to Clinical Processes: Portraits of Pharmaceutical Transformation." *Ethos*. 37(3)
- ☐ Danforth, S. and V. Navarro (2001) "Hyper Talk: Sampling the Social Construction of ADHD in Everyday Language." *Anthropology and Education*. 32 (2) pp. 167-190.

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class.

Day Sixteen | Disorder, Personality, Self **(Half Discussion/Half Workshop)**

Read:

- ☐ Lester, R (2009). "Brokering Authenticity: Borderline Personality Disorder and the Ethics of Care at an American Eating Disorder Clinic." *Current Anthropology* 50(3) pp. 281-302
- ☐ Lester, R. (2007) "Critical Therapeutics in Two Eating Disorders Treatment Centers." *Medical Anthropology Quarterly* 21(4) 369-387.

Write:

- **Due: Draft of Paper Outline for Workshop (See end of syllabus for project description)**

Week Nine | Depression, Anxiety, Trauma, Panic

This week we will turn our attention to anthropological investigations of depression, trauma, anxiety and panic. You will engage with social analytic techniques like “frames,” “kinds,” and “professional vision” to interpret how something like depression is understood and diagnosed across various cultural contexts. In class on Day Eighteen, you will learn about Kleinman’s classic examination of the somatization of depression. Together, we will compare Kleinman’s claims to the analysis of depression and DSM diagnostics provided by Stork et.al. in their examination of “depressive illness” among the Navajo. Finally, we will turn our attention to Farley’s discussion of anxiety where we will consider again what it means to be a “self.” On Day Nineteen, discussions of self will continue with readings on trauma and panic. What do these writings tell us about the temporality of panic and anxiety? What does this tell us about the self? How do we tell stories about our “selves”?

Other Relevant Keywords: Self, Mind, Stress, Personality, Psyche, Pain, Emotion, Feeling

****Reminder! Elaborated Outline Due on Day Nineteen!****

Reading Response Prompt (Day Eighteen): How does Farley conceive of the “self”? What is a “sociocentric-oriented self”? Do you agree with Farley’s analysis? How might this term be unsettled or affirmed by our previous readings? What might Farley’s analysis of anxiety in a Tlaxcalan community tell us about conceptions of the self in the US?

Day Eighteen | Defining Depression, Performing Anxiety

Lecture Resources:

- Kleinman, A. (1982) “Neurasthenia and Depression: A Study of Somatization and Culture in China” *Culture, Medicine, and Psychiatry*. 6. Pp. 119-190
- Selections from:
- Rosaldo, R. (1993) *Culture and Truth: The Remaking of Social Analysis*. Beacon Press: Boston.
- Rosaldo, R (2013) *The Day of Shelly’s Death: The Poetry and Ethnography of Grief*. Duke University Press: Durham.

Read:

- Stork, M., T. Csordas, and M. Strauss. (2000) “Depressive Illness and Navajo Healing.” *Medical Anthropology Quarterly*. 14(4) pp. 571-597
- Farley, B.P. (1998) “Anxious Conformity: Anxiety and the Sociocentric-Oriented Self in Tlaxcalan Community.” *Ethos*. 26(3). Pp. 271-294

Listen:

- Spiegel, A. and Miller L. 2017. "Emotions Part 1 and 2" On *Invisibilia*. National Public Radio. <https://www.npr.org/programs/invisibilia/530718193/emotions>

Write:

- Reading responses due on class forum by 11:59pm the evening before class.

Day Nineteen | Thinking of Trauma, Speaking of Panic**Lecture Resources:**

- Young, A. (1996) "Bodily Memory, Traumatic Memory." In *Tense Past: Cultural Essays in Trauma and Memory*. P. Antz and M. Lambek (eds). Routledge: New York. Pp. 89-102
- Hinton D., A.L. Hinton, K-T Eng, S. Choung. (2012) "PTSD and Key Somatic Complaints and Cultural Syndromes among Rural Cambodians: The Results of a Needs Assessment." *Medical Anthropology Quarterly*. 26(3)
- Hinton, D., L Nguyen, and M.H. Pollack. "Orthostatic Panic as Key Vietnamese Reaction to Traumatic Events: The Case of September 11, 2001." *Medical Anthropology Quarterly*. 21(1), pp. 81-107.

Read:

- Young, A. (1997) "Suffering and the Origins of Traumatic Memory." In *Social Suffering*. Kleinman, A., V. Das, and M. Lock (eds). University of California Press: Berkeley. Pp. 245-260
- Capps, L. and E. Ochs, (1995). "Telling Panic." In *Constructing Panic: The Discourse of Agoraphobia*. Harvard University Press: Cambridge, MA.

Write:

- **Due: Elaborated Outline (See end of Syllabus for Project Description)**

Week Ten | Make Empathy Great Again?: The Politics of Empathy and Care

We will conclude our course with a close analysis of empathy and care, two keywords that have emerged in a variety of ways throughout our quarter together but which we have engaged very little. On Day Twenty, we will problematize "empathy" by examining its moral and ethical valances. How is empathy influenced by the culture in which it occurs? On our final day, we will read Taylor's moving account of caring for a parent with dementia. How does Taylor unsettle our understandings of care? We will return to the key objectives listed for the class and consider them in light of this final reading? As scholars of mental health discourses, how should we approach caring for others? How should we approach writing about others?

Reading Response Prompt (Day Twenty): Before you completed the readings, how did you define empathy? Does this mesh with Hollan's definition? What is basic empathy? What is complex empathy? Are these concepts useful to you as a social analyst? Why or why not?

Day Twenty | What is Empathy!?

Lecture Resources:

- Zahavi, D. (2001). "Beyond Empathy: Phenomenological Approaches to Intersubjectivity." *Journal of Consciousness Studies*. 8. Pp 5-7
- Throop, C.J. (2012) "On the Varieties of Empathic Experience: Tactility, Mental Opacity, and Pain in Yap." *Medical Anthropology Quarterly*. 26 (3). Pp. 408-430.
- Selections from Halpern, J. (2001) *From Detached Concern to Empathy: Humanizing Medical Practice*. Oxford University Press: New York
- Bubandt, N. and Willerslev, R. (2015) "The Dark Side of Empathy: Mimesis, Deception, and the Magic of Alterity." *Comparative Studies in Society and History* 57(1)
- Mol, A. (2008) *The Logic of Care: Health and the Problem of Patient Choice*. Routledge: New York.
- Reich, W.T. (1995) "Histories of Care." In *Encyclopedia of Bioethics*. Revised Edition. W.T. Reich (ed). Simon and Schuster Macmillan: New York. Pp. 319-331

Read:

- ☐ Hollan, D.W. (2012). "Emerging Issues in the Cross-Cultural Study of Empathy" *Emotion Review*. 4. Pp. 70-78
- ☐ Hollan, D. W. (2008) "Being There: On Imaginative aspects of understanding others and being understood."

Write:

- ☐ Reading responses due on class forum by 11:59pm the evening before class

Day Twenty-One | Conclusion: Care, Recognition, and Our Next Steps

Read:

- ☐ Taylor, J.S. (2008) "On Recognition, Caring, and Dementia" *Medical Anthropology Quarterly*. 22(4) pp. 313-335

Write:

- ☐ **No Reading Responses for today. Due on Final Exam Day: Final Paper (see end of syllabus for project description)**

Reading Response **20% of Final Grade**

Due 11:59 pm the day before class meets as specified in the syllabus

Each week you are required to submit a *brief* essay (no more than 300 words) that addresses the questions listed in the syllabus under "Reading Response Prompt" on the day it is due. These assignments are an opportunity for engagement and to ask questions. If you are confused by the readings, own it! The best way to learn is to begin by acknowledging what you don't know yet.

Reading Responses should meet the following criteria:

1. They must respond to all questions listed in the prompt in 1-3 sentences.
2. The responses should engage with the texts by: a) referring the reader to a particular part of the text (page number or paragraph) and quoting briefly from the text or b) appropriately utilizing some of vocabulary of the reading.
3. Reading responses should be submitted online to the class forum no later than 11:59 pm on the day before class meets.

Reading Responses will be graded on a three-point scale:

O = missing

✓- = incomplete or inadequate

✓ = met all the criteria

✓+ = met more than the criteria

Social Analysis Portfolio **60% of Final Grade**

The Social Analysis portfolio includes a proposal, three cultural artifact analyses, a short presentation, a keyword assignment, a rough draft and elaborated paper outline and a final paper. Whew!

For the portfolio, you will choose a facet of mental health, illness or disability in the United States that concerns you. For instance, you may choose to study how such treatment as "mindfulness meditation" has become a popular and widely-accepted method for treating anxiety. Alternatively, you may be interested in how loneliness operates in the US.

Over the course of the quarter, you will choose three cultural artifacts related to your object of study (advertisements, films, medications, clothing, etc). You will briefly analyze these and workshop one of your analyses in class with your peers. These analyses will serve as the basis for your final paper. You will also choose a psychocultural Keyword related to your chosen object of study. This will help you to focus on the language used to frame particular phenomenon and the consequences of such language.

Class will include an outline workshop and you will learn how to write an elaborated outline (described below) before you write your final paper. The final paper (12-15 pages) will engage reading and lecture materials as well as the social analytic methods learned in class to construct a final historical analysis of your chosen object of study.

All written materials should be in 12-point Times New Roman font with 1-inch margins. Please use APA formatting for all citations (Visit the following website for guidelines: <https://owl.english.purdue.edu/owl/resource/560/01/>)

Proposal (Due Day 4) | The proposal will be no longer than 2 pages and will answer the following questions.

- ☐ What is your chosen object of study for the Social Analysis Portfolio?
- ☐ Why did you choose this phenomenon?
- ☐ What do you already know about this phenomenon?
- ☐ What would you like to know?
- ☐ What kinds of "Cultural Artifacts" will you analyze?

Cultural Artifact Analysis (Due Day 6, 8, and 14) | Cultural Artifact Analyses will be 2-4 pages in length and will answer the following questions:

- ☐ What is your cultural artifact?
- ☐ How does this relate to your chosen object of study?
- ☐ What is the history of this artifact? Where was it made? Why was it made? How was it made?
- ☐ Is this artifact in use today? How has the use of this artifact changed over time?
- ☐ What does this artifact tell us about the culture(s) of mental health in the United States?
- ☐ How does this artifact function to frame our understanding of your chosen object of study?

Elaborated Outline and Rough Draft Outline (Due Day 16 and Day 19) | The Rough Draft Outline will be used in a workshop on Day 16. This outline should sketch out your basic argument, including a strong, clear thesis statement. The rough draft outline should be short, including only a few brief sentences for each section of the paper (Introduction, Body, Conclusion). The Elaborated Outline will be turned in on Day 19 and returned to you in time for you to incorporate feedback into your final. The elaborated outline will include a breakdown of each paragraph of your final paper, demonstrating how you will use your cultural artifact analyses to build a strong argument.

Keywords: An Anthropologist's Approach Paper (Due

Autonomy	Feeling	Psychosis
Attention	Health	Psychotropic
Anxiety	Illness	Sanity/Insanity
Care	Madness	Self
Competence	Mind	Sickness
(Un)Conscious	Normal	Suffering
Depression	Pain	Stigma
Disability	Panic	Stress
Disease	Personality	Trauma
Disorder	Psyche	Violence
Ego	Psychosis	
Embodiment	Psychotropic	
Emotion	Psyche	

Description | In the spirit of our course objective to understand the cultural and historical life of mental health and mental illness, we will be exploring the culture and history of certain "keywords." Choose a "keyword" from the list above. Prepare a paper (1-3 pages in length) modeled in the style of the entries found in Raymond Williams's (1983) *Keywords: A vocabulary of Culture and Society*. Unlike Williams's work, however, you must include an exploration of how this word has been picked up and used by anthropologists. Answer the following questions: What is the word's etymology? How was the word originally used? How have anthropologists engaged with this word? Has the meaning changed? Have there been any disagreements or discrepancies in use? What are they? How does this word relate to one (or more) of the readings we've completed in class? How does it relate to your chosen object of study for the Social Analysis Portfolio. Be specific.

Requirements |

Resources |

Students must reference and cite:

1. At least one article found in a peer-reviewed, American Anthropology Association sponsored journal (visit the AnthroSource Database to search for articles).
 - a. This article CANNOT be already listed on the syllabus.
 - b. This article CANNOT be a book review.
 - c. This article MUST be written by an anthropologist.
2. At least one reading from Part One or Part Two of our syllabus.
3. At least one lecture resource included in the syllabus

Social Analysis Final Paper (Due Day 11) | 12-15 pages in length

Over the course of the quarter, you have honed your skills as a social analyst. This final paper is an opportunity to demonstrate those skills. Your paper will build on the work you have already completed for the Social Analysis Portfolio.

Requirements |

- Social Analysis
 - Your paper must include a clear, concise, and strong thesis statement about the significance of your chosen object of study in culture(s) of mental health in the US. Your statement should address one of the following questions: a) How has your object of study shaped or otherwise informed the way mental health/illness is understood in the US?; or b) How has your object of study been shaped by the culture in which it emerged?
 - What are the stakes? That is, why should we care about how culture operates in relation to your object of study? Who is affected? How?
 - Your paper must engage at least 2 of the 3 Cultural Artifacts you analyzed over the course of the quarter. How do these objects reveal the ways culture and history have operated in the formation and practice of your chosen object of study?
- History
 - What is the history of your chosen object of analysis in the US? How did it emerge?
 - Who are the key figures involved in the development, implementation, or practice of your chosen object of analysis? How did they shape the way this object of analysis was received by the public?
 - Has the use or practice of this object changed over time? How?
- Required Resources
 - At least three articles found in a peer-reviewed, American Anthropology Association sponsored journal (visit the AnthroSource Database to search for articles).
 - These articles CANNOT be already listed on the syllabus.
 - These articles CANNOT be a book review.
 - These articles MUST be written by an anthropologist.
 - At least three readings from Part One or Part Two of our syllabus.
 - At least three lecture resources included in the syllabus



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New Course Proposal

Anthropology 98TB

Cultures of Mental Health in the US

Course Number Anthropology 98TB

Title Cultures of Mental Health in the US

Short Title CULTR-MENTL HLTH US

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of historical, cultural, and discursive formations of mind, mental health, and mental illness in U.S. Students learn to critically analyze function of culture in their everyday lives and in their conceptions of self. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [ANTHRO 98TB Mack Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Abigail Mack) UID: 204362275

Professor C. Jason Throop is the faculty mentor for this course. UID: 302767036

Grading Structure Class Discussion Participation - 20%
Weekly Reading Responses - 20%
Social Analysis Portfolio - 60%

Effective Date Winter 2019

Discontinue Date Summer 1 2019

Instructor Name

Abigail Mack

Title

Teaching Fellow

Quarters Taught

☐ Fall

☐ Winter

☒ Spring

☐ Summer

Department Anthropology

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Changes: No Changes Made**Comments:** No Comments**Role:** Registrar's Scheduling Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 8/17/2018 9:20:07 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** Registrar's Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Returned for Additional Info on 8/17/2018 9:19:02 AM**Changes:** Effective Date**Comments:** Fixing term.**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 8/16/2018 11:49:18 AM**Changes:** Description**Comments:** Course description edited into official version.**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253**Status:** Added to SRS on 8/3/2018 4:24:06 PM**Changes:** Short Title**Comments:** Within e-mail thread from Mary Ries and Aaron Tornell, FEC Chair Aaron Tornell provided written approval of course proposal on 08/03/2018.**Role:** FEC Chair or Designee - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 8/1/2018 3:34:11 PM**Changes:** No Changes Made**Comments:** Per 8/01/2018 e-mail from Michelle L. Chen, course proposal was approved by CUTF FAC on 5/08/2018. Copy of approval letter was attached to Michelle's e-mail.**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 8/1/2018 3:05:44 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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