

LPSY 3025A: **Culture, Ethnicity, and Mental Health**

Fall 2006

TU/TH, 12:00-1:40 PM, Room F-210

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COURSE OBJECTIVES

- To provide an introduction to the study of how culture influences human behavior in general, and mental health in particular. Topics to be covered include the role of culture in shaping psychological development, social values, constructions of abnormality, expressions of psychopathology, course of illness, and psychological interventions.
- To educate and stimulate thinking about the major mental health and social issues facing individuals from different cultural groups. Although attention will be given to cross-national research and to research of the major U.S. ethnic groups, an effort will be to focus on social and cultural processes in general. For example, we will examine sociocultural risk factors for mental disorder, the conceptualization and assessment of racial identity, and clinical intervention and research with cultural groups of interest.
- To help students recognize cultural processes in their daily lives.

MECHANISMS TO MEET COURSE OBJECTIVES

The class format includes lectures, discussions and critiques of readings, experiential activities, films, and writing assignments. One final essay exam will be given. In addition to the exam, students may choose to write an optional 10-page research paper or develop an alternative research project that is consistent with their academic objectives. To do so, a one-paragraph proposal must first be submitted to the instructor for approval by November 9 (Week 10). The paper/project will be due on December 17th (Week 14) at the start of class. No late papers/assignments will be accepted.

To help students recognize cultural processes in their lives, you will be asked periodically to complete short journal assignments linked to the class activities and assigned readings. For these journal assignments, you may be instructed to note reactions to class meetings, readings, interpersonal interactions, and other observations regarding cultural issues. These journal entries should be a maximum of 1 page (single-spaced) in length. Class time will be allocated to discussing these journal entries both in small groups and with the entire class. In addition to these journal assignments, students will complete a participant-observation assignment (5 pages max; see "Becoming the Minority" assignment below).

CLASS EXPECTATIONS

Students will benefit most from the class if they keep up with the readings and attend class regularly. The course will be more enjoyable for all if you come to class prepared to participate in a thoughtful discussion. You are particularly encouraged to raise important questions and highlight relevant controversies. In accordance with the official attendance policy of Eugene Lang College, students are expected to attend classes regularly and promptly. More than 3 absences will result in a failing final grade. If a student is more than 10 minutes late to a class, this will count as an absence. This policy should not be construed as permitting absences from class up to the maximum. Participation is key to seminar pedagogy. In case of personal and medical emergency, students should contact their instructors as well as the Director of Academic Advising.

GRADES AND ASSIGNMENTS

Journal Assignments and Class Participation	35%	35%
Becoming the Minority Paper	15%	15%
Final Exam	50%	25%
Optional Research Paper/Project	0%	25%

[*Note: All students enrolled in psychology courses are also required to participate in one (1) experiment conducted through the Psychology Department of the New School for Social Research. Experiments are posted on the bulletin board near the student lounge across from the Psychology Department office located at 65 Fifth Avenue, Room 330. Upon completion of the experiment, obtain the experimenter's signature on a Receipt for Experiment Participation and turn it in to me for credit. Forms are available on the same bulletin board.*]

*** Journal Assignments and Class Participation:** 35% of your grade will be based upon your involvement in class discussions and your completion of seven 1-page journal assignments (see schedule for topics and due dates). During each class period, it is expected that each of you will share your comments, reactions, and questions regarding the readings. These comments, along with the didactic presentation, will serve as points of departure for the class discussion. You are expected to participate actively in class. Please be prepared to ask and answer questions, listen respectfully and respond to comments by your classmates.

Journal assignments will be scored as "Pass" or "No Pass". "No Pass" will be reserved for those who do not turn in their journal entries at the time they are due or for those who write entries that are not well thought out. Only journals that are typed will be accepted and papers cannot be turned in by email. No extensions will be provided for journal entries, although you may turn them in *early* if you will not be in class the day that they are due. Grades will be allocated as follows: Satisfactory completion of 7 journal assignments= A; 6= A-; 5= B; 4= C; 3=D; 2 or fewer= F.

*** Paper: Becoming the Minority (adapted from Mai-Dalton, 1985) (Due Oct. 31):** The purpose of this participant-observation exercise is to provide you with the experience of being a minority (or a minority of a different group) and to expose you to cultural differences between yourself and others in an unfamiliar environment. Select a social setting in which you do not normally participate, where you are a *visible* minority, in some sense 'out of place' (e.g., because of your age, gender, race, ethnicity, disability status, social class, etc.). This might be a church, an alternative healing setting, an ethnic bar, a small group of people interacting, but a place in which you are neither a regular participant nor completely anonymous. Your task is to go by yourself and spend a couple of hours *interacting* in this unfamiliar setting. Observe what you see, and pay attention to your feelings as being different, or an outsider, in that environment. Do not choose a setting that places you in a situation that is physically dangerous, or in a situation in which your presence is unacceptable or seen as intrusive.

In your paper, describe your experience as follows: (1) The date and place where the experience took place, (2) a brief description of the setting, and (3) your reaction to the situation in terms of your behavior and feelings, and the reaction of others to you. How did it feel to be a minority in this way? You are not to use events that happened in the past, or events to which you are invited (i.e., don't make the situation fit the exercise). I want you to make a *special effort* to put yourself in the position of being a minority, and process that experience using the information obtained from class. Please don't play it too safe (i.e., an Irish Catholic going to a synagogue; instead go to a Black Baptist Church or Buddhist temple). If you are a person of color, put yourself in the situation of being a minority based on another dimension of diversity (i.e., sexual orientation, physical ability, or different racial/ethnic setting) and explore the effects of being a minority on multiple levels or differences between levels.

This paper should be approximately 4-5 pages (typed and double-spaced) in length. Because of the subjective nature of this assignment, grading will be assigned as follows (A= completed the assignment as described above; B= completed the assignment but less satisfactorily, either by playing it safe or by not providing a thoughtful analysis of the experience; C= did the bare minimum; poor job; D= did not complete the assignment by the due date). Please come to class prepared to share your experiences in conducting this exercise.

*** Exam:** A final essay exam will be given. There will be **no make-up exam** and no means of earning extra credit points.

*** Optional Paper/Project (Due Dec. 17):** Students who choose to write the optional 10-page research paper must submit a one-paragraph paper proposal to the instructor for approval by **November 9**. As an alternative, students may also propose to produce a different kind of final product (i.e., a film, webpage, experiment/empirical study), as long as it addresses the aims of the course. Sample topics might include:

mental health issues in a particular sociocultural group (e.g., adjustment difficulties in immigrant children; domestic violence in Asian American families; identity development in transgendered individuals; eating disorders in college students), sociocultural issues related to particular diagnostic categories (e.g., culture and personality disorders; specific culture-bound syndromes; gender differences in childhood disorders), or ethnic/culture-specific mental health interventions (e.g., network therapy for American Indians). Regardless of what form the final product takes, students are expected to conduct a thorough review of the research literature and to demonstrate critical thinking in their summary and critique of the research.

STATEMENT ON PLAGIARISM

Plagiarism is the unacknowledged use of someone else's work as one's own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc.) which may be derived from a variety of sources (such as books, journals, Internet postings, student or faculty papers, etc.). Students should refer to the Policy on Academic Honesty in the Eugene Lang College catalog for full information on the consequences of plagiarism.

STATEMENT ON DISABILITIES

In keeping with the University's policy of providing equal access for students with disabilities, any student requesting accommodations must meet with Tava N. Auslan in the office of Student Disability Services. Ms. Auslan will interview the student, and if appropriate, provide an academic accommodation notification letter for the student to take to class. The instructor will review the letter with the students and discuss how to accomplish the accommodations. Ms. Auslan's office is located in the Graduate Faculty building at 65 Fifth Avenue – Room #410. Her direct line is (212) 229-5626 ext. 3135. More information is available through the University's website www.newschool.edu at student services.

REQUIRED TEXTS

Articles. Available for download at <http://my.newschool.edu> (posted under "Assignments" on the course page).

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Strauss & Giroux.

Tatum, B. (1997). *"Why are all the Black kids sitting together in the Cafeteria?" And other Conversations about Race*. New York: Perseus.

Week 1

9/5 Introduction: Constructing Mental Health

Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54(12), 1070-1077.

Fish, J. M. (2000). What anthropology can do for psychology: Facing physics envy, ethnocentrism, and a belief in "race." *American Anthropologist*, 102(3), 552-563.

9/7 Culture/Race/Ethnicity in Psychology

Phinney, J.S. (1996). When we talk about American ethnic groups, what do we mean? *American Psychologist*, 31(9), 918-927.

Triandis, H.C. (2002). Subjective culture. In W.J. Lonner, D.L. Dinnel, S.A. Hayes, & D.N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 15, Chapter 1), **Accessible at <http://www.ac.wvu.edu/~culture/triandis1.htm>**, Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Journal Assignment 1 (due next class): Read the articles for 9/12. Reflecting on the readings and your own socialization experiences, describe three of your most important values. Where would you say they come from? What experiences or influences have led you acquire those values?

Week 2

9/12 Cultural Values, Childrearing and Socialization I

Delgado-Gaitan, C. (1994). Socializing young children in Mexican-American families: An intergenerational perspective. In P.M. Greenfield & R.R. Cocking (Eds.), *Cross-cultural roots of minority child development* (pp. 55-86). Hillsdale, NJ: Lawrence Erlbaum Associates.

Harrison, A.L., Wilson, M.N., Pine, C.J., Chan, S.Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child Development*, 61(2), 347-362.

9/14 Cultural Values, Childrearing and Socialization II

* *Film: "Preschool in Three Cultures"*

Chao, R. (1995). Chinese and European American cultural models of the self reflected in mothers' childrearing beliefs. *Ethos*, 23(3), 328-354.

Ho, D.Y.F. (1994). Cognitive socialization in Confucian heritage cultures. In P.M. Greenfield & R.R. Cocking (Eds.), *Cross-cultural roots of minority child development* (pp. 285-313). Hillsdale, NJ: Lawrence Erlbaum Associates.

Journal Assignment 2 (due next class): Complete the Twenty Statements Test (to be handed out in class) and score it. Read the articles assigned for 9/19 and analyze your responses on the TST relative to the theories and findings presented.

Week 3

9/19 Independence/Interdependence: Models of the Self

Markus, H.R., & Kitayama, S. (1994). A collective fear of the collective: Implications for selves and theories of selves. *Personality and Social Psychology Bulletin*, 20(5), 568-579.

Kanagawa, C., Cross, S.E., & H.R. (2001). "Who am I?" The cultural psychology of the conceptual self. *Personality and Social Psychology Bulletin*, 27(1), 90-103.

9/21 Class Cancelled

Week 4

9/26 Defining Abnormality

Film: "To Define True Madness"

Journal Assignment 3 (due next class): How do you think that mental disorders should be defined? Do you think we have a tendency to rush to diagnose in this culture? What criteria should we use in determining whether a behavior is normal or pathological?

9/28 Theories of Mental Illness/Abnormality

Hinton, L., & Kleinman, A. (1993). Cultural issues and international psychiatric diagnosis. In J. A. Coste e Silva & C. Nadelson (Eds.), *International Review of Psychiatry* (Vol. 1, pp. 111-129). Washington D. C.: American Psychiatric Association Press.

Miner, H. (1956). Body ritual among the Nacerima, *American Anthropologist*, 58:3, 503-507.

Supplemental:

Spiegel, A. (2005). The dictionary of disorder; how one man revolutionized psychiatry, *The New Yorker*, January 3, 2005.

Week 5

10/3 Illness versus Disease

Kleinman, A. (1988). *The illness narratives: Suffering, healing, and the human condition*. New York: Basic Books. Excerpts

Ch. 1 The meaning of symptoms and disorders

Ch. 2 The personal and social meanings of illness

10/5 Culture as a Mediator of Outcome: Focus on Schizophrenia

Lopez, S.R., Nelson Hipke, K., Polo, A.J., Jenkins, J.H., Karno, M., Vaughn, C., & Snyder, K.S. (2004). Ethnicity, expressed emotion, attributions, and course of schizophrenia: Family warmth matters. *Journal of Abnormal Psychology, 113*(3), 428-439.

Parmanand, K., & Chakrabarti, S. (2001). Culture and schizophrenia and other psychotic disorders. *Psychiatric Clinics of North America. Special Issue: Cultural psychiatry: International perspectives, 24*(3), 449-464.

Week 6

10/10 Culture as a Mediator of Symptom Expression: Focus on Depression/Somatization

Lee, S. (1998). Estranged bodies, simulated harmony, and misplaced cultures: Neurasthenia in contemporary Chinese society. *Psychosomatic Medicine, 60*(4), 448-457.

Tsai, J.L., Simeonova, D.I., & Watanabe, J.T. (2004). Somatic and social: Chinese Americans talk about emotion. *Personality and Social Psychology Bulletin, 30*(9), 1226-1238.

Journal Assignment 4 (due next class): How does culture affect how distress is expressed in U.S. society? Identify and analyze key aspects of culture that may influence symptom expression differently, for example among men and women.

10/12 Culture and Society as Risk Factors for Illness: Focus on Eating Disorders

Film: "Killing us Softly III: Advertising's image of women"

Markey, C.N. (2004). Culture and the development of eating disorders: A tripartite model. *Eating Disorders, 12*(2), 139-156.

Myers, A., Taub, J., Morris, J.F., & Rothblum, E.D. (1999). Beauty mandates and the appearance obsession: Are lesbian and bisexual women better off? *Journal of Lesbian Studies, 3*(4), 15-26.

Week 7

10/17 Focus on Eating Disorders (Cont.)

Anderson-Fye, E.P. (2004). A "Coca-Cola" shape: Culture change, body image, and eating disorders in San Andres, Belize. *Culture, Medicine and Psychiatry, 28*(4), 561-595.

Geller, G., & Thomas, C.D. (1999). A review of eating disorders in immigrant women: Possible evidence for a culture-change model. *Eating Disorders, 7*(4), 279-297.

10/19 Catch-Up Day

Week 8

10/24 The Relationship between Social Class and Psychiatric Disorders

Dohrenwend, I. L., Shrout, P.E., Schwartz, S., Naveh, G., Link, B., Skodol, A.E., & Stueve, A. (1992). Socioeconomic status and psychiatric disorders: The causation-selection issue. *Science, 255*(5047), 947-952.

10/26 Race/Ethnicity and Psychiatric Disorders

U.S. Department of Health and Human Services. (2001). *Mental Health: Culture, race, and ethnicity, Executive Summary—A Supplement to Mental Health: A report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.

Sue, S., & Chu, J.Y. (2003). The mental health of ethnic minority groups: Challenges posed by the supplement to the Surgeon General's report on mental health. *Culture, Medicine and Psychiatry*, 27(4), 447-465.

Week 9

10/31 **Mental Health Issues: Implications of Minority Status**

*****"Becoming a Minority" Written Assignment DUE*****

Tatum, B.D. (1997). "Why are all the Black kids sitting together in the Cafeteria?" *And other Conversations about race.*

Ch 1. Defining racism. Ch 2. The complexity of identity.

Harrell, S.P. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry*, 70(1), 42-57.

11/2 **Mental Health Issues: Focus on GLBT populations**

Haldeman, D.C. (1994). The practice and ethics of sexual orientation conversion therapy. *Journal of Consulting and Clinical Psychology*, 62(2), 221-227.

Rothblum, E.D. (2000). "Somewhere in Des Moines or San Antonio": Historical perspectives on lesbian, gay, and bisexual mental health. *Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients* (pp. 57-79). Washington, DC: American Psychological Association.

Week 10

11/7 **Psychological Impact of Discrimination**

Film: "A Class Divided"

11/9 **Racial/Cultural Identity Development**

Tatum, B.D. (1997). Part II. Understanding Blackness in a White Context. Ch. 3-5

Journal Assignment 5 (due next class): Drawing on readings from today and the next class, reflect upon your own racial identity status according to the model discussed by Tatum.

Students who choose to complete the optional paper/project must turn in their 1-paragraph proposal by TODAY

Week 11

11/14 **White Privilege and White Racial Identity Development**

Tatum, B.D. (2003). Part III. Understanding Whiteness in a White Context. Ch. 6-7

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick, (Ed), *Re-visioning family therapy: Race, culture, and gender in clinical practice.* (pp. 147-152). New York: Guilford Press.

11/16 **Intergroup Conflict**

Film: "The Color of Fear"

Journal Assignment 6 (due next class): Write about your reactions to the film. For example, with whom did you identify the most and why? How did you feel about how the discussion unfolded? Do you agree with the filmmaker's premise that racial conflict exists because of fear of the Other?

Week 12

11/21 Intergroup Conflict (Cont).

Dovidio, J.F., Gaertner, S.L., Kawakami, K., & Hodson, G. (2002). Why can't we all just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Mental Health*, 8, 88-102.

11/23 THANKSGIVING HOLIDAY

Week 13

11/28 Towards Recovery

Film: "P.O.V. West 47th Street"

11/30 Culture and Therapy

Tseng, W.S. (1999). Culture and psychotherapy: Review and practical guidelines. *Transcultural Psychiatry*, 36(2), 131-179. [Read pp. 131-155]

Week 14

12/5 Culture and Therapy (Cont.)

Tseng, W.S. (1999). Read Pp. 155-171.

12/7 Cultural and Healing

Fadiman, *The Spirit Catches You*. Ch. 1-10.

Journal Assignment 7 (due next class): Drawing on the lessons of this book, how would you define "cultural competence" in mental health care? To what extent do you think these principles would be relevant/applicable in other professions, for example any professions that you may be presently considering? How does one learn to be culturally competent?

Optional Paper/Project Due Today

Week 15

12/12 Culture and Healing (Cont.): What does it mean to be culturally competent?

Fadiman, *The Spirit Catches You*. Ch. 11-19

12/14 Summary and Final Wrap-Up

FINAL EXAM THURS, DEC. 21