



Course title:	Psychology of Health and Illness
Course code:	(GI) PSYC 3002 CIEE
Programs offering course:	Copenhagen Open Campus Block, Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Dublin Open Campus Block, Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
Open Campus Track:	STEM and Society
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block I 2023

Course Description

Health psychology focuses on the relationship between behavior, health, and illness while trying to identify the predictors of health-compromising and health-enhancing factors. Through a dual focus on healthcare and psychology, students will examine illness identities in the national context. Special emphasis will be placed on cultural differences related to body image, quality of life, self-help, religious beliefs, alternative medicine, and rituals related to dying and death. Through an examination of the relevant literature, guest lectures and site visits, the course addresses philosophical questions about the perceptions and definitions of what it means to be 'healthy' or 'unhealthy' within the national context.

Learning Objectives

By completing this course, students will:

Evaluate the relationship between behavior, health, and illness

Examine the developments in behavioral patterns in relation to health over time and in various cultures, and in various ethnic and socio-economic groups in national society.

Critically analyze the regional and national ways of targeting unhealthy lifestyle (diet, smoking, drugs, etc.): insight in the role of preventative medicine

Demonstrate the effectiveness of psychological interventions for health promotion

Appraise the non-rational, emotional side of coping with health and disease and the demand for alternatives for rational Western medicine: (religious) rituals, complementary medicine, and self-help.

Course Prerequisites

Students should have completed a semester course in health studies, psychology, sociology, or medical anthropology.

Methods of Instruction

This hybrid course includes face to face (in the same classroom with the instructor) and remote participation from other program locations. It is designed with COIL (Collaborative Online International Learning), where students

benefit from richer contextual meaning and opportunities for increased cross-cultural understanding. This includes an intentional curriculum based in collaborative work with students in multiple locations, as well as lectures and discussions (online and in-person), case studies, writing, labs, studio work, group projects, recitations, self-reflection, community-based instruction, site visits, and student projects.

Minimum Technical Requirements

All students must have a laptop/tablet with camera, microphone and WIFI capable of using Zoom, Canvas, and a browser to access the internet. A smart phone may not be sufficient. Remote students must have a high-speed internet connection (upload/download speed of 25 Mbps or greater) that is reliable and consistent. All students should also have earphones, preferably with microphone, to accommodate group work, including mixed groups of remote and face to face students.

Assessment and Final Grade

1.	Reading Responses	20%
2.	Co-Curricular Reports	10%
3.	Presentation	20%
4.	Final Paper (Annotated Bibliography)	10%
5.	Final Paper	20%
6.	Participation	20%
	TOTAL	100%

Course Requirements

Reading Responses

Reading Responses are short written assignments that will help you to understand the readings, actively

contribute to class discussion and develop a regular writing practice. You are required to write two critical reading responses (950 words each +/- 5%). The responses are worth 10% each, for 20% of your total grade.

Co-Curricular Reports

Each co-curricular includes a 500-word report or reflection on the experience. This report should address learning objectives identified by the instructor, including a comparative analysis comparing the co-curricular experience to that of students from other locations.

Presentation

Students must conduct a 10- to 15-minute presentation on a current event or issue that they have researched and that connects to class discussion or readings. Students need to submit proposed topics for presentation by the end of the second week, which will have to be approved by the instructor. Each presentation should include some visual material (such as images, newspaper articles, or other similar materials) and must include a minimum of four sources, two of which need to be academic texts (peer reviewed academic journals or book chapters from accredited publishers). The presentation should clearly outline and present the background on the issue being discussed, discuss its relevance to related conversations in the course, and pose a related question to the class for discussion. These presentations are graded for both content and presentation delivery. Each student will be assigned a peer's presentation to ask questions, give feedback on strengths and things to work on for future presentations, and engage in a discussion on the topic.

Due to extraordinary circumstances, we expect students to work in pairs for their presentations. Each presenter needs to contribute equally to the presentation and will be evaluated individually. The presentations need to take place on one of the following weeks: week 3 or week 4. Preferably not more than 2 pairs will present during one session. Depending on whether you present on week 3 or 4 we will adjust the deadline for the reading response accordingly to give you enough time to work on your reading response assignment (for details see assignment Reading Response 1)

Final Paper (Annotated Bibliography)

Final Paper

A 1,500-word (double-spaced) final paper is required. The goal of this paper is to demonstrate your ability to think critically about health, illness, or biomedicine, and to apply this to a concrete (historical or contemporary) example. This can be an example that we have discussed in class (should be more in-depth) or another appropriate example of your choosing. All paper topics require outside research on the case study chosen for your argument. You should use a minimum of five academic sources to substantiate your argument. All essays must have a clear thesis. All papers are expected to have proper annotation. Students can choose a citation style (e.g., Harvard, Chicago), which need to be made use of consistently throughout the paper. We will approach this assignment in a series of steps. This is designed to help you to begin the writing and editing process earlier and ultimately, to submit a better final paper.

After discussing your topic with the instructor, you are required to hand in the annotated bibliography of at least three academic sources you plan to use for your final project. This will be due at the end of the fourth week. The annotation of each article must be at least 200 words (+/- 5%).

Please include a section at the end of minimum 200 words, where you explain how the texts relate to your topic and each other. This is worth 10% of your final grade.

Participation

Participation is defined as meaningful contribution in the classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each class and regularly engage with the resources, discussions, reflective assignments, and all other learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Face to face students are required to attend class in the same physical classroom as the instructor. Remote students are required to attend from a quiet place free of distractions, dressed appropriately, on time and with cameras on. All students are expected to be respectful and ask permission to leave class sessions for any reason. See the CIEE Code of Online Student Conduct in the Student Academic Manual for additional guidance on appropriate participation in CIEE hybrid learning environments.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or

disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 Health, Behavior, and Illness in a Cultural Perspective I

Introduction to the Course: Health, Illness, Biomedicine, and Culture

Recommended Reading:

Good, Byron J. 1994. "How Medicine Constructs Its Objects." In *Medicine, Rationality, and Experience: An Anthropological Perspective*, 65–87. Cambridge, UK: Cambridge University Press.

Week 2

Class: 2.0 Health, Behavior, and Illness in a Cultural Perspective II

Medical Anthropology and Qualitative Research Methods

Reading:

Dilger, Hansjörg, and Dominik Mattes. 2018. "Im/Mobilities and Dis/Connectivities in Medical Globalisation. How Global Is Global Health?" *Global Public Health* 13 (3): 265–75.

Pruitt, Liese, Tolulope Mumuni, Eugene Raikhel, Adeyinka Ademola, Temidayo Ogundiran, Adeniyi Adenipekun, Imran Morhason-Bello, Oladosu A. Ojengbede, and Olufunmilayo I. Olopade. 2015. "Social Barriers to Diagnosis and Treatment of Breast Cancer in Patients Presenting at a Teaching Hospital in Ibadan, Nigeria." *Global Public Health* 10 (3): 331–44.

Optional reading:

Groleau, Danielle, Allan Young, and Laurence J Kirmayer. 2006. "The McGill Illness Narrative Interview (MINI): An Interview Schedule to Elicit Meanings and Modes of Reasoning Related to Illness Experience." *Transcultural Psychiatry* 43 (4): 671–91.

Class: 3.0 Global Mental Health and Cross-Cultural Psychiatry

Reading:

Kirmayer, Laurence J. 2007. "Cultural Psychiatry in Historical Perspective." In *Textbook of Cultural Psychiatry*, edited by Dinesh Bhugra and Kamaldeep Bhui, 3–19. Cambridge, UK: Cambridge University Press.

Patel, Vikram, and Shekhar Saxena. 2019. "Achieving Universal Health Coverage for Mental Disorders." *BMJ Global Health*, September, 1–3.

Bracken, Pat, Joan Giller, and Derek Summerfield. 2016. "Primum Non Nocere. The Case for a Critical

Watch: <https://www.youtube.com/watch?v=yzm4gpAKrBk> Listen:
<https://mmhrc.wordpress.com/2012/06/20/podcast-with-dr-laurence-kirmayer-on-cultural-psychiatry-2/>

Class: 4.0 Online Module - International and cultural comparisons of behavioral patterns

Reading:

Klocke 2014. "International Variation in Child Subjective Well-Being." Child Indicators Research 7.1 (2014) 1-20.

Richter 2013. "Trends in Socio-economic Inequalities in Adolescent Alcohol Use in Germany Between 1994 and 2006". International Journal of Public Health 58.5 (2013) 777-784.

Deadline for Proposing Topics for Individual Presentations

Week 3

Class: 5.0 The Social Psychology of Health and Illness

The social and psychological life of the street

Reading:

Luhrmann, Tanya M. 2016. "Down and out in Chicago." Anthropology of This Century. 2016.
<http://aotcpress.com/articles/chicago/> .

Stodulka, Thomas. 2015. "Emotion Work, Ethnography, and Survival Strategies on the Streets of Yogyakarta." Medical Anthropology. 34 (1): 84–97.

Watch: <https://www.youtube.com/watch?v=2YIqBvwDI-I>

Listen: <http://maxcam.socanth.cam.ac.uk/index.php/2019/07/11/maxcamthropod-iv-tanya-luhrmann/>

Class: 6.0 Sex Workers and Health Care on the Streets

Guest Speaker

Reading:

Castañeda, Heide. 2013. "Structural Vulnerability and Access to Medical Care Among Migrant Street-Based Male Sex Workers in Germany." Social Science & Medicine 84: 94–101.

Probst, Ursula. 2015. "Ethnographic Study on Support Services for Female Sex Workers in Berlin." Global Network of Sex Work Projects, no. 14: 1–4.

Week 4

Class: 7.0 Health Seeking Behavior and Health Promotion

Due Date for Submission of First Reading Response

Class: 8.0 The Paradoxes of Health Promotion and Choice Making

Reading:

Larson, Heidi. 2014. "Understanding Vaccine Hesitancy Around Vaccines and Vaccination from a Global Perspective: A Systematic Review of Published Literature, 2007-2012". *Vaccine* 32.19, 2150-2159

Larson, Heidi J., David MD Smith, Pauline Paterson, Melissa Cumming, Elisabeth Eckersberger, Clark C. Freifeld, Isaac Ghinai, et al. 2013. "Measuring Vaccine Confidence: Analysis of Data Obtained by a Media Surveillance System Used to Analyse Public Concerns about Vaccines." *The Lancet Infectious Diseases* 13 (7): 606–13.

Hornsey, Matthew J., Emily A. Harris, and Kelly S. Fielding. 2018. "The Psychological Roots of Anti-Vaccination Attitudes: A 24-Nation Investigation." *Health Psychology: Official Journal of the Division of Health Psychology, American Psychological Association* 37 (4): 307–15.

<https://www.apa.org/research/action/speaking-of-psychology/coronavirus-anxiety>

Optional watching: <https://www.youtube.com/watch?v=0QH5dB0ex0s>

Class: 9.0 The Male Gaze in Health Care

Due Date for Individual Presentations

Reading:

Rogers, Wendy. 2006. "Feminism and Public Health Ethics." *Journal of Medical Ethics* 32 (6): 351–54.

Criado Perez, Caroline. 2020. "Part IV. Going to the Doctor." In *Invisible Women. Exposing Data Bias in a World Designed for Men*, 193–217. London: Vintage.

Watch: 'Man Up': Masculinities and mental health help-seeking behaviors
<https://www.youtube.com/watch?v=w3sVcvLmIX8>

Listen: <https://keylimepodcast.libsyn.com/226-when-feminist-theory-meets-the-lancet>

Week 5

Class: 10.0 Alternatives to Biomedical Approaches

Complementary and Alternative Medicine in Germany

Reading:

Joos, Stefanie, Berthold Musselmann, Antje Miksch, Thomas Rosemann, and Joachim Szecsenyi. 2008. "The Role of Complementary and Alternative Medicine (CAM) in Germany – A Focus Group Study of GPs." *BMC Health Services Research* 8 (June): 127-140

Du 2014. Du, Yong et al. "Use of Herbal Medicinal Products among Children and Adolescents in Germany", *BMC Complementary and Alternative Medicine* 14 (July 2014) 218.

Jansen, Eva. 2017. "The Role of Complementary and Alternative Medicine in the Healthcare System: A German Paradox." *Complementary Medicine Research* 24 (5): 290–94.

Watch any documentary from the list: <https://www.medizinethnologie.net/healing-landscapes-in-berlin-healer-portraits/>

Class: 11.0 Social Determinants of Health

Reading:

Farmer, Paul. 2010. "On Suffering and Structural Violence. Social and Economic Rights in the Global Era." In *Pathologies of Power. Health, Human Rights, and the New War on the Poor*, 29–50. Berkeley, CA: University of California Press.

Watch: <https://www.youtube.com/watch?v=Qxx14RCxblg>

Optional reading: <https://aeon.co/ideas/the-still-alice-effect-not-all-alzheimer-s-is-like-this>

Due Date for Submitting Annotated Bibliography

Week 6

Class: 12.0 Morality and Health Behaviors

Due Date for Submission 2nd Reading Response

Reading:

Yang, Lawrence H., Arthur Kleinman, Bruce G. Link, Jo C. Phelan, Sing Lee, and Byron J Good. 2007. "Culture and Stigma. Adding Moral Experience to Stigma Theory." *Social Science & Medicine* (1982) 64 (7): 1524–35.

Yang, Lawrence H., Michael R. Phillips, Graciete Lo, Yuwen Chou, Xiaoli Zhang, and Kim Hopper. 2010. "'Excessive Thinking' as Explanatory Model for Schizophrenia. Impacts on Stigma and 'Moral' Status in Mainland China." *Schizophrenia Bulletin* 36 (4): 836–45.

Class: 13.0 Open session (topic to be determined in consultation with the students)

Final Paper Due

Course Materials

Readings

Bracken, Pat, Joan Giller, and Derek Summerfield. 2016. "Primum Non Nocere. The Case for a Critical Approach to

Global Mental Health." *Epidemiology and Psychiatric Sciences* 25 (6): 506–510.

Castañeda, Heide. 2013. "Structural Vulnerability and Access to Medical Care Among Migrant Street- Based Male Sex Workers in Germany." *Social Science & Medicine* 84: 94–101.

Criado Perez, Caroline. 2020. "Part IV. Going to the Doctor." In *Invisible Women. Exposing Data Bias in a World Designed for Men*, 193–217. London: Vintage.

Dilger, Hansjörg, and Dominik Mattes. 2018. "Im/Mobilities and Dis/Connectivities in Medical Globalisation. How Global Is Global Health?" *Global Public Health* 13 (3): 265–75.

Du, Yong, Ingrid-Katharina Wolf, Wanli Zhuang, Stefanie Bodemann, Werner Knöss, and Hildtraud Knopf. 2014. "Use of Herbal Medicinal Products Among Children and Adolescents in Germany." *BMC Complementary and Alternative Medicine* 14 (July): 218.

Farmer, Paul. 2010. "On Suffering and Structural Violence. Social and Economic Rights in the Global Era." In *Pathologies of Power. Health, Human Rights, and the New War on the Poor*, 29–50. Berkeley, CA: University of California Press.

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Kirmayer, Laurence J. 2007. "Cultural Psychiatry in Historical Perspective." In *Textbook of Cultural Psychiatry*, edited by Dinesh Bhugra and Kamaldeep Bhui, 3–19. Cambridge, UK: Cambridge University Press.

Klocke 2014. "International Variation in Child Subjective Well-Being." *Child Indicators Research* 7.1 (2014) 1-20.

Larson, Heidi. 2014. "Understanding Vaccine Hesitancy Around Vaccines and Vaccination from a Global Perspective: A Systematic Review of Published Literature, 2007-2012". *Vaccine* 32.19, 2150-2159

Larson, Heidi J., David MD Smith, Pauline Paterson, Melissa Cumming, Elisabeth Eckersberger, Clark C. Freifeld, Isaac Ghinai, et al. 2013. "Measuring Vaccine Confidence: Analysis of Data Obtained by a Media Surveillance System Used to Analyse Public Concerns about Vaccines." *The Lancet Infectious Diseases* 13 (7): 606–13.

Luhrmann, Tanya M. 2016. "Down and out in Chicago." *Anthropology of This Century*. 2016. <http://aotcpress.com/articles/chicago/> .

Patel, Vikram, and Shekhar Saxena. 2019. "Achieving Universal Health Coverage for Mental Disorders." *BMJ Global Health*, September, 1–3.

Pruitt, Liese, Tolulope Mumuni, Eugene Raikhel, Adeyinka Ademola, Temidayo Ogundiran, Adeniyi Adenipekun, Imran Morhason-Bello, Oladosu A. Ojengbede, and Olufunmilayo I. Olopade. 2015. "Social Barriers to Diagnosis and Treatment of Breast Cancer in Patients Presenting at a Teaching Hospital in Ibadan, Nigeria." *Global Public Health* 10 (3): 331–44.

Probst, Ursula. 2015. "Ethnographic Study on Support Services for Female Sex Workers in Berlin."

Global Network of Sex Work Projects, no. 14: 1–4.

Richter 2013. "Trends in Socio-economic Inequalities in Adolescent Alcohol Use in Germany Between 1994 and 2006". *International Journal of Public Health* 58.5 (2013) 777-784.

Rogers, Wendy. 2006. "Feminism and Public Health Ethics." *Journal of Medical Ethics* 32 (6): 351– 54.

Stodulka, Thomas. 2015. "Emotion Work, Ethnography, and Survival Strategies on the Streets of Yogyakarta." *Medical Anthropology*. 34 (1): 84–97.

Yang, Lawrence H., Arthur Kleinman, Bruce G. Link, Jo C. Phelan, Sing Lee, and Byron J Good. 2007. "Culture and Stigma. Adding Moral Experience to Stigma Theory." *Social Science & Medicine* (1982) 64 (7): 1524–35.

Yang, Lawrence H., Michael R. Phillips, Graciete Lo, Yuwen Chou, Xiaoli Zhang, and Kim Hopper. 2010. "'Excessive Thinking' as Explanatory Model for Schizophrenia. Impacts on Stigma and 'Moral' Status in Mainland China." *Schizophrenia Bulletin* 36 (4): 836–45.

Online Resources

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<https://www.youtube.com/watch?v=yzm4gpAKrBk>

<https://www.youtube.com/watch?v=2YIqBvwDI-I>

<https://www.youtube.com/watch?v=0QH5dB0ex0s>

<https://www.youtube.com/watch?v=Qxx14RCxblg>

<https://www.medinethnologie.net/healing-landscapes-in-berlin-healer-portraits/>

<https://mmhrc.wordpress.com/2012/06/20/podcast-with-dr-laurence-kirmayer-on-cultural-psychiatry-2/>

<http://maxcam.socanth.cam.ac.uk/index.php/2019/07/11/maxcamthropod-iv-tanya-luhrmann/>

<https://www.apa.org/research/action/speaking-of-psychology/coronavirus-anxiety>

<https://keylimepodcast.libsyn.com/226-when-feminist-theory-meets-the-lancet> <https://aeon.co/ideas/the-still->

Useful Online Resources

<http://www.bzga.de/home/>

<http://www.ehps.net>

<http://www.berlin.de/lageso/>

<http://www.berlin.de/sen/gesundheit/>

<http://www.homeopathy-ecch.org>

http://www.gesundheitsfoerdernde-hochschulen.de/Inhalte/E_Gefoe_HS_internat/2011_Graeser_German_Network_HPU.pdf