

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Psychology
Course Number and Title:	PSY 320 Abnormal Psychology (Section 1)
Division:	Upper
Faculty Name:	Carolyn Zerbe Enns
Semester Credit Hours:	3

Prerequisites: One (1) general psychology course

Meeting: A days, 1700-1820 in Kino

COURSE DESCRIPTION

This course provides an overview of atypical and problematic patterns of behavior, cognition, and affect as well as stress-related problems in living. We will explore major mental health disorders in transnational contexts including: anxiety disorders, mood disorders, trauma-related problems, psychotic disorders, personality disorders, somatic symptom disorders, dissociative disorders, developmental disorders, and cultural syndromes. We will use biopsychosocial and ecological perspectives to examine the impact of psychological, social, cultural, and biological influences on mental health. Emphasis will be placed on theory and research about mental health problems, contributors to and the development of disorders, methods of intervention, and how culture and social institutions influence the nature, trajectory, and treatment of human distress. We will consider how mental health issues and diagnosis are associated with social identities related to gender, race/ethnicity, social class and status, and sexual orientation. Attention will also focus on how conceptualizations of distress and disorder vary across cultures, and how mental health problems are related to discrimination, colonialism, violence, and social injustice. The features, benefits, and disadvantages of current diagnostic systems for conceptualizing problems around the globe will also be discussed.

LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

- Demonstrate knowledge of the symptoms associated with major categories of abnormal behavior.
- Describe the underlying causes, symptoms, and treatments of abnormal behavior and make comparisons of symptoms across cultures.
- Describe major theories used to explain abnormal behavior, including historical development, relevant research findings, similarities and differences across perspectives, and strengths and weaknesses of perspectives.
- Demonstrate awareness of criteria for differentiating between abnormality and normality, and cultural influences on definitions of normal and abnormal behavior.

- Discuss cultural factors that influence the experience, expression, diagnosis, and treatment of abnormal behavior.
- Demonstrate knowledge of cultural syndromes and unique expressions of psychological distress that occur in specific cultures.
- Demonstrate critical thinking skills, especially with respect to the interpretation and application of theory and research about abnormal behavior across cultures.

REQUIRED TEXTBOOKS

AUTHORS: Sue, D., Sue, D. W., Sue, D. M., & Sue, S.
 TITLE: Essentials of Understanding Abnormal Behavior
 PUBLISHER: Cengage Learning
 ISBN #: 9781305658516 (loose leaf textbook)
 DATE/EDITION: 2017, 3rd Edition

AUTHOR: Watters, E.
 TITLE: Crazy Like Us: The Globalization of the American Psyche
 PUBLISHER: Free Press
 ISBN #: 978-1465-8709-5
 DATE/EDITION: 2011

TOPICAL OUTLINE OF COURSE

A keyword for Semester at Sea is flexibility. Therefore, the class schedule below may be adjusted as the voyage progresses.

Readings: Readings include both required texts and articles designed to enhance cross-cultural understanding. Some articles will be required and others will offer enrichment.

Depart Ensenada, Mexico – January 5

A1—January 7: Introduction and course overview

What is normal? Social and cultural constructions of normal and abnormal behavior

Reading: Sue text, Chapters 1 & 2

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63, 602-614.

Spinney, L. (2010, November 13). Who's the oddball? *New Scientist*, 42-45.

A2—January 9: The science and politics of diagnosis

Dimensions of culture and their relationship to human distress

Reading: Sue text, Chapters 2 & 3

Hofstede, Geert. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). (emphasize pp. 9-16)

Wylie, M. S. (2014). The book we love to hate: Why DSM-5 makes nobody happy. *Psychotherapy Networker*, 38(2), 28-35.

A3—January 11: Anxiety (generalized anxiety and panic)

Reading: Sue text, Chapter 4

Honolulu, Hawaii — January 12

A4—January 14: Anxiety (social anxiety and obsessive compulsive disorders)

Reading: Sue text, Chapter 4

Borovoy, A. (2008). Japan's hidden youths: Mainstreaming the emotionally distressed in Japan. *Culture, Medicine, and Psychiatry*, 32, 552-576.

Furlong, A. (2008). The Japanese hikikomori phenomenon: acute social withdrawal among young people. *The Sociological Review*, 56, 309-325.

Teo, A. R. (2010). A new form of social withdrawal in Japan: A review of *hikikomori*. *International Journal of Social Psychiatry*, 56, 178-185.

Hansen, G. M. (2011). Eating disorders and self-harm in Japanese culture and cultural expressions. *Contemporary Japan*, 23, 49-69.

January 16—International Date Line crossing (Lost Day)

A5—January 17: Depression

Reading: Sue text, Chapter 7 (excluding bipolar disorders)

Study Day (No Class) — January 19

A6—January 20: Depression

Reading: Sue text, Chapter 7 (excluding bipolar disorders)

Chapter 4 of *Crazy Like Us: The Mega-Marketing of Depression in Japan*.

Begley, S. (2010, January 29). The depressing news about antidepressants. *Newsweek*.

A7—January 22: Suicide and bipolar disorders

Reading: Sue text, Chapter 8 and 7 (section on bipolar disorders)

Wei, K. C., & Chua, H. C. (2008). Suicide in Asia. *International Review of Psychiatry*, 20, 434-440.

Clay, R. A. (2018, June). The cultural distinctions in whether, when and how people engage in suicidal behavior. *Monitor on Psychology*, 28-35.

Enrichment: Canetto, S. S. (2008). Women and suicidal behavior: A cultural analysis. *American Journal of Orthopsychiatry*, 78, 250-266.

Reading preparations for Kyoto Field Class (January 24):

Gaskins, R. W. (1999). "Adding legs to a snake": A reanalysis of motivation and the pursuit of happiness from a Zen Buddhist perspective. *Journal of Educational Psychology*, 91, 204-215.

Hendry, J. (1997). Nature tamed: Gardens as a microcosm of Japan's view of the world. In P. J. Asquith & A. Kalland (Eds.), *Japanese images of nature* (pp. 83-105). Surrey, England: Curzon. (emphasize pp. 83-97)

Kirmayer, L. J. (2015). Mindfulness in cultural context. *Transcultural Psychiatry*, 52, 447-469.

Toneatto, T. (2018). Buddhism and healing. In R. Moodley, T. Lo, & N., Zhu (Eds.), *Asian healing traditions in counseling and psychotherapy* (pp. 27-40.). Los Angeles: Sage.

Enns, C. Z. & Kasai, M. (2018). Hakoniwa: Japanese sandplay therapy. In R. Moodley, T. Lo, & N. Zhu (Eds.), *Asian healing traditions in counseling and psychotherapy* (pp. 213-228). Los Angeles: Sage.

Kobe, Japan — January 24-28

A8—January 29: Eating disorders

Reading: Sue text, Chapter 9

Chapter 1 of *Crazy Like Us: The Rise of Anorexia in Hong Kong*

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

A9—February 6: Trauma and stress

Reading: Sue text, Chapter 5

Chapter 1 (The problem) from Gustafsson, M. L. (2009). *War and shadows: The haunting of Vietnam*. Ithaca, NY: Cornell University Press.

Nguyen, H. (2014). Buddhism-based exorcism and spirit-calling as a form of healing for mental problems: Stories from Vietnam. *Journal of Religion & Spirituality in Social Work: Social Thought*, 33, 33-48.

Ho Chi Minh City, Vietnam — February 8-13

A10—February 14: Trauma and stress

Reading: Sue text, Chapter 5

Agger, I. (2015). Calming the mind: Healing after mass atrocity in Cambodia. *Transcultural Psychiatry*, 52, 543-560.

Hinton, D., Um, K., & Ba, P. (2001). *Kyol goeu* ('wind overload') Part 1: A cultural syndrome of orthostatic panic among Khmer refugees. *Transcultural Psychiatry*, 38, 403-432.

McAllister, A. (2014). Goodwill: A Myanmar medicine for mental illness.

Riley, A., et al., (2017). Daily stressors, trauma exposure, and mental health among stateless Rohingya refugees in Bangladesh. *Transcultural Psychiatry*, 54, 304-331.

Clay, R. (2018). Helping Rohingya refugees. *Monitor on Psychology*, 49(7), p. 24.

Study Day (No Class) — February 16

A11—February 17: Midterm Test

Yangon, Myanmar — February 19-23

A12—February 24: Somatic symptom disorders & trauma (continued)

Reading: Sue text, Chapter 6 (section on somatic symptoms)

Chapter 2 of *Crazy Like Us: The Wave That Brought PTSD to Sri Lanka*.

Wessells, M. G. (2009). Do no harm: Toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, 64, 842-854.

Enrichment: Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: Contributions to a globalizing psychology. *American Psychologist*, 69, 645-655.

A13— February 26: Dissociative & Somatic Symptom Disorders

Reading: Sue text, Chapter 6 (section on dissociation)

Laher, S. (2014). An overview of illness conceptualizations in African, Hindu, and Islamic traditions: towards cultural competence. *South African Journal of Psychology*, 44, 101-204. (focus on Hindu traditions)

Clay, R. A. (2002). An indigenized psychology. Psychologists in India blend Indian traditions and Western psychology. *Monitor on Psychology*, 33 (5).

Avasthi, A., Kate, N., & Gorver, S. (2013). Indianization of psychiatry utilizing Indian mental concepts. *Indian Journal of Psychiatry*, 55, S136-S144.

Vedantum, S. (2005, June 27). Social network's healing power is borne out in poorer nations. *Washington Post*.

Griffiths, M. (2015, October 22). Dhat syndrome explained. *Psychology Today blog*.

Chaturvedi, S., Desai, G., & Shaligram, D. (2010). Dissociative disorders in a psychiatric institute in India. *International Journal of Social Psychiatry*, 56, 533-539. (skim first sections, focus on discussion)

Enrichment: Sood, A. (2016). The global mental health movement and its impact on traditional healing in India: A case study of the Balaji temple in Rajasthan. *Transcultural Psychiatry*, 53, 766-782. (see pp. 772-782).

Enrichment: Ranganathan, S. (2015). A space to “eat, trance, and sleep”: the healing power of Mahanubhav temples in Maharashtra (India). *Mental Health, Religion, and Culture*, 18, 185-195.

Enrichment: Ranganathan, S. (2015). Rethinking ‘efficacy’: Ritual healing and trance in the Mahanubhav shrines in India. *Culture, Medicine, and Psychiatry*, 39, 361-379.

Enrichment: Weaver, L. J. (2017). Tension among women in North India: An idiom of distress and a cultural syndrome. *Culture, Medicine, and Psychiatry*, 41, 35-55.

Cochin, India – February 28 – March 5

A14—March 6: Sexual problems and gender dysphoria

Reading: Sue text, Chapter 13

Kalra, G. (2013). The cultural, psychiatric, and sexuality aspects of hijras in India. *International Journal of Transgenderism*, 14, 171-181.

Jayadeva, V. (2017, May). Understanding the mental health of the hijra women of India. *American Journal of Psychiatry Residents' Journal*, 7-9.

Enrichment: UNDP. (2010). Hijras/transgender women in India.

Enrichment: Shields-Zeeman, L., et al. (2017). Promoting wellbeing and improving access to mental health care through community champions in rural India: the *Atmiyata* intervention approach. *International Journal of Mental Health Systems*, 11, 6.

Community Programming (No Class) – March 7

A15—March 9: Substance-use disorders

Religious belief systems and illness concepts

Reading: Sue text, Chapter 10

Laher, S. (2014). An overview of illness conceptualizations in African, Hindu, and Islamic traditions: towards cultural competence. *South African Journal of Psychology*, 44, 191-204. (Emphasize sections on African and Islamic traditions.)

Port Louis, Mauritius – March 11

A16—March 12: Personality disorders

Reading: Sue text, Chapter 14

Mulder, R. T. (2012). Cultural aspects of personality disorder. In T. A. Widiger (Ed.), *The Oxford Handbook of Personality Disorders*.

A17—March 14: Colonialism and distress; Africentric concepts of distress

Reading: Clay, R. A. (2017, November). Decolonizing psychology in South Africa. *Monitor on Psychology*, 48 (10), 28.

Dingfelder, S. (2013). South Africa's shameful past and hopeful future. *Monitor on Psychology*, 44, p. 32.

Ratele, K. (2017). Frequently asked questions about African psychology. *South African Journal of Psychology*, 47, 273-279.

Long, W. (2016). On the Africanization of psychology. *South African Journal of Psychology*, 46, 429-431.

Enrichment: Nwoye, A. (2015). African psychology and the Africentric paradigm to clinical diagnosis and treatment. *South African Journal of Psychology*, 45, 305-317.

A18—March 16: “Psychotherapy” and other healing practices in global & local contexts

Reading: Bojuwoye, O. (2005). Traditional healing practices in Southern Africa. In R. Moodley & W. West (Eds.), *Integrating traditional healing practices into counseling and psychotherapy* (pp. 61-72). Thousand Oaks, CA: Sage.

VanDyk, G. A. J., & Nefale, M. C. (2005). The split-ego experience of Africans: *Ubuntu* therapy as a healing alternative. *Journal of Psychotherapy Integration*, 15, 48-66.

Bantjes, K. (2017). “Our lifestyle is a mix-match”: Traditional healers talk about suicide and suicide prevention in South Africa. *Transcultural Psychiatry*, 55, 73-93.

Den Hertog, T. N., de Jong, M., van der Ham, A. J., Hinton, D., & Reis, R. (2016). “Thinking a lot” among the Khwe of South Africa: A key idiom of personal and interpersonal distress. *Culture, Medicine, and Psychiatry*, 40, 383-403.

Enrichment: Kirmayer, L. J. (2007). Psychotherapy and the cultural concept of the person. *Transcultural Psychiatry*, 44, 232-257.

Cape Town, South Africa – March 18-23

A19—March 24: Schizophrenia and other psychotic disorders

Reading: Sue text, Chapter 11

Chapter 3 of *Crazy Like Us: The Shifting Mask of Schizophrenia in Zanzibar*.

Gholipour, B. (2014). Supernatural ‘jinn’ seen as cause of mental illness among Muslims.

Lim, A., Hoek, H. W., & Blom, J. D. (2014). The attribution of psychotic symptoms to jinn in Islamic patients. *Transcultural Psychiatry*, 52, 18-32. (emphasize pp. 18-23).

Islam, F., & Campbell, R. A. (2014). "Satan has afflicted me!" Jinn-possession and mental illness in the Qur'an. *Journal of Religion and Health*, 53, 229-243.

A20—March 26: Schizophrenia & Hearing voices across cultures

Reading: Sue text, Chapter 11

Luhrmann, T. M., Padmavati, R., & Osei, T. & A. (2015). Differences in voice-hearing experiences of people with psychosis in the USA, India and Ghana: Interview-based study. *British Journal of Psychiatry*, 206, 41-44.

Laroi, F. et al. (2014). Culture and hallucinations: Overview and future directions. *Schizophrenia Bulletin*, 40 suppl., S213-S220.

Opare-Henaku, A., & Utsey, S. O. (2017). Culturally prescribed beliefs about mental illness among the Akan of Ghana. *Transcultural Psychiatry*, 54, 502-522.

Markus, H. R., & Conner, A. (2013). Brief excerpt from *Clash: How to thrive in a multicultural world* (pp. 183-187).

Enrichment: Luhrmann, T. M., Padmavati, R., Tharoor, H., & Osei, A. (2015). Hearing voices in different cultures: A social kindling hypothesis. *Topics in Cognitive Psychology*, 7, 646-663.

A21—March 28: Schizophrenia and Recovery

Brain fog as cultural syndrome

Ebigbo, P. O., Lekwas, E. C., & Chukwunenyem, N. F. (2014). Brain fog: New perspectives from case observations. *Transcultural Psychiatry*, 52, 311-330.

Kortenbruck S. (2014). The brain fog behind brain fog: Mental health across the globe.

Takoradi, Ghana — March 30 - April 1

Tema, Ghana — April 2-3

A22—April 4: Disorders of Adolescence: ADHD and Autism

Reading: Sue, Chapter 15

Bauer, S. C., Winegar, J., & Waxman, S. (2016, April 1). How cultural differences affect autism diagnoses. *Scientific American blog*.

Enrichment: Smith, M. (2017). Hyperactive around the world? The history of ADHD in global perspective. *Social History of Medicine*, 30, 767-787.

A23—April 6: Neurocognitive Disorders

Reading: Sue text, Chapter 12

Hillman, A., & Latimer, J. (2017, March 28). Cultural representations of dementia. *PLoS Medicine*, 14.

Avant, J. S. (2013). Untangling cultural differences in behavioral, physiological, and psychological symptoms of dementia and Alzheimer's Disease. (blog)

Study Day (No Class) — April 8

A24— April 9: Ethics in Cultural Context

Ethics of Cultural Humility and Respect

Reading: Sue text, Chapter 16

Abu-Raiya, H., & Pargament, K. I. (2015). Religious coping among diverse religions: Commonalities and divergences. *Psychology of Religion and Spirituality*, 7, 24-33.

Keshaavarzi, H., & Haque, A. (2013). Outlining a psychotherapy model for enhancing Muslim mental health within an Islamic context. *The International Journal for the Psychology of Religion*, 23, 230-249.

Casablanca, Morocco – April 11-15

Study Day (No Class) – April 16

A25—April 17: Final Exam

Arrive Amsterdam, The Netherlands – April 21

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class

The field class for this course is on **Thursday, 24 January in Kobe (Kyoto), Japan.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Culture and Healing in Japan: Mindfulness and Other Zen Buddhist Practices

Field Class Description: Zen Buddhism has inspired a variety of healing traditions such as mindfulness practices that have grown in popularity within North America during the past several decades. Mindfulness and related practices such as *hakoniwa* (sand tray/play therapy), the Zen tea ceremony (*chado*), and flower arranging (*ikebana*), are based on principles of Buddhism, and these principles can be applied to developing and maintaining mental health. This field class will give insight into and experience with Zen Buddhism. In this field class we will visit Reverend Takafumi Kawakami of the Shunkoin Temple and Zen Center in Kyoto. First, we will take a meditation class with Reverend Kawakami in which we will have the opportunity to engage in guided meditation and also learn about Zen Buddhism. Second, we will have an opportunity to talk to Reverend Kawakami about how people attain life satisfaction and daily contentment – and how they learn to control temptation and desire – from a Zen Buddhist Perspectives. Third, we will have an opportunity to tour the temple and another Zen gardens/temple in Kyoto as well as elements of Zen practice (e.g., Buddhist cuisine and/or tea ceremony). As a final aspect of this experience, we will reflect on the ways in which indigenous cultural practices can be especially useful for informing our understanding of mental health values and interventions. We will also reflect on how Zen philosophy is related to mindfulness practices such as the *hakoniwa* or sandtray therapy, tea ceremony, the martial arts, and other Zen arts.

Learning Objectives:

1. Learn the basic principles of Zen Buddhism and other Zen arts
2. Gain insight about how a Buddhist worldview differs from a typical “Western” worldview and consider the implications of this perspective for conceptualizing distress and well-being.
3. Gain direct experience with Buddhist meditation and other Zen-inspired practice.
4. Understand how Buddhist principles can be applied to mental health and treatment of psychological difficulties (e.g., implications of the Zen arts, gardens, and psychotherapies for understanding Japanese approaches to mental health as well as their relevance to other cultural contexts).
5. Explore the relevance of indigenous cultural concepts and values as they influence mental health challenges and inform mental health interventions

Field Class Assignment/Evaluation: Integrative paper (5-8 pages) that is designed to link experiential aspects of the field class with reading-based perspectives on Zen Buddhism. Due date: two weeks after the field class. Sample of questions to be addressed in this paper:

1. How does a Buddhist (Zen) worldview differ from a typical “Western” worldview? What are the implications of a Zen worldview for conceptualizing well-being and distress, normal and abnormal behavior?
2. How do Japanese gardens and other Zen arts serve as metaphors for or exemplars of important Japanese cultural values? What are the implications for perceptions of well-being and of the “good life”?
3. Describe your personal experience of meditation at the Shunkoin. In what ways were you able to experience mindfulness? What were the challenges?
4. What are the goals of mindfulness practices in Buddhism? How does one learn to be “mindful” and how is mindfulness linked to positive coping? In what ways does mindfulness offer protection from psychological distress?
5. How are mindfulness practices consistent with Japanese cultural values of mental health? What makes Zen Buddhism and mindfulness adaptable to other cultural contexts?

OTHER CLASS ASSIGNMENTS & FIELD EXPERIENCES

Independent Field Assignments: Field journals

Due Dates: Three days after leaving the relevant port

At least 1 typed, double-spaced page. Of the 10 countries on the Semester at Sea itinerary, class members are expected to submit field journals for 7 sites.

The purpose of field journals is to integrate course material with experiences and observations from various countries on our itinerary. For each field journal, write about an experience you had and connect it with topics and readings from class. The purpose of field journals is to facilitate attentiveness and a “close reading” of the cultural context. A major purpose is to record and share your thoughts and feelings about behaviors you observe, and to connect your observations to concepts from the course. Suggestions for getting started follow:

- Abnormal behavior is often revealed through behaviors that imply personal distress or deviance from cultural standards of behavior. In contrast, normal behavior involves finding a good “fit” with a culture, its norms, its valued belief systems, and its institutions. Based on your observations, what does “normal” appear to look like in this culture? How do individuals engage in “doing normal?” What are some major cultural expectations of behavior? What types of violations of behavior are likely to set a person apart and raise questions about their coping capacities?
- Traumatic events are frequent triggers of distress and often tax one’s abilities to cope. In this cultural context, what experiences, oppressions, and traumas are likely to trigger distress? What types of healing options are likely to be consulted and why?
- What are some of the norms for expressing emotion and distress within this context? What violations of these norms would be indicative of distress?
- Cultures vary in their tolerance for “deviant” responses to the environment. To what degree are expectations or rules of behavior flexible or rigid? What are the consequences?
- What types of contextual factors—biological, cultural, social, and environmental—might contribute to health and well-being? The experience of thriving? Abnormal or pathological responses?
- Find a specific social setting and “map” the environment and interactions. Specific instructions for completing a mapping approach will be distributed in class. Drawings or photos (consistent with Semester at Sea policies) may be used to illustrate your observations.

GROUP PRESENTATION

During this voyage, class members will be reading about a variety of mental health syndromes, issues, and controversies relevant to regions we will visit. Each person will contribute to a small group presentation about a cultural syndrome or controversy. These presentations will be based on chapters from *Crazy Like Us* or other journal articles (chosen from a list of options). Small Groups (of 2-4 people) will give a presentation based on a thorough reading and understanding of the specific chapter or journal article(s) they select. When possible, groups will use power-point slides and develop questions for class discussion.

METHODS OF EVALUATION

Final course grades will be based on two exams and two quizzes, class participation, a group presentation, independent field journals, and a field class report.

Tests will be given at the mid-point and the end of the course, and quizzes will be given at about the 3-week and 12-week points in the semester. Quizzes will consist primarily of multiple choice items, and the mid-term and final test will include multiple choice, short answer, and essay items.

Final grades will be based on the following weighting of assignments:

5-10%: attendance and active participation

50-60%: quizzes and tests

5-10%: small group presentation
15%: independent field projects
20%: field class and related assignments

To earn credit for the field class assignment, students must participate in the class field experience and complete related discussion and paper assignments.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. I will make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Heine, Steven J.
TITLE: Cultural Psychology
PUBLISHER: Norton
DATE/EDITION: 2008, 1st edition

AUTHOR: Matsumoto, David & Juang, Linda
TITLE: Culture and Psychology
PUBLISHER: Cengage
DATE/EDITION: 2015, 5th edition

AUTHOR: Moodley, Roy; Lo, Ted; Zhu, Na (Eds.)
TITLE: Asian Healing Traditions in Counseling and Psychotherapy
PUBLISHER: Sage
ISBN #: 978-1-4833-7143-6
DATE/EDITION: 2018

AUTHOR: Nisbett, Richard E.
TITLE: The geography of thought: How Asians and Westerners think differently...and why.
PUBLISHER: Free Press
ISBN #: 978-0-7432-5535-6
DATE/EDITION: 2003

AUTHOR: American Psychiatric Association
TITLE: Diagnostic and Statistical Manual of Mental Disorders, DSM-5
DATE/EDITION: 2013, 5th edition

FILM REQUEST

(Primarily reserve materials to provide examples of themes in Abnormal Psychology)

Title of Film: Voices: Human and Untold Stories of Psychosis
Distributor: Forgotten Films

Title of Film: Depression: Out of the Shadows
Distributor: PBS

Title of Film: The Lobotomist
Distributor: PBS (The American Experience)

Title of Film: Call Me Crazy
Distributor: Sony Pictures

Title of Film: The Soloist
Distributor: Paramount

Title of Film: Girl, Interrupted
Distributor: Sony Pictures

Title of Film: Beautiful Mind
Distributor: Universal Pictures

Title of Film: Love and Mercy
Distributor: Lions Gate

Title of Film: Of Two Minds
Distributor: Docurama Films

Title of Film: One Flew Over the Cuckoo's Nest
Distributor: United Artists/ Warner Video

Title of Film: Shine
Distributor: Fine Line Features

ELECTRONIC COURSE MATERIALS

AUTHOR: Abu-Raiya, H., & Pargament, K. I.
ARTICLE TITLE: Religious coping among diverse religions: Commonalities and divergences.
JOURNAL/BOOK TITLE: *Psychology of Religion and Spirituality*
VOLUME: 7
DATE: 2015
PAGES: 24-33

AUTHOR: Agger, I.
ARTICLE TITLE: Calming the mind: Healing after mass atrocity in Cambodia.
JOURNAL/BOOK TITLE: *Transcultural Psychiatry*
VOLUME: 52
DATE: 2015
PAGES: 543-560

AUTHOR: Arnett, J. J.
ARTICLE TITLE: The neglected 95%: Why American psychology needs to become less American.
JOURNAL/BOOK TITLE: *American Psychologist*
VOLUME: 63
DATE: 2008
PAGES: 602-614.

AUTHOR: Avasthi, A., Kate, N., & Gorver, S.
ARTICLE/CHAPTER TITLE: Indianization of psychiatry utilizing Indian mental concepts.
JOURNAL/BOOK TITLE: *Indian Journal of Psychiatry*
VOLUME: 55, Supplement
DATE: 2013
PAGES: S136-S144

AUTHOR: Bantjes, K.
ARTICLE/CHAPTER TITLE: "Our lifestyle is a mix-match": Traditional healers talk about suicide and suicide prevention in South Africa.
JOURNAL/BOOK TITLE: *Transcultural Psychiatry*
VOLUME: 55
DATE: 2017
PAGES: 73-93

AUTHOR: Bauer, S. C., Winegar, J., & Waxman, S.
ARTICLE/CHAPTER TITLE: How cultural differences affect autism diagnoses.
JOURNAL/BOOK TITLE: *Scientific American blog*.
DATE: 2016, April 1
PAGES: electronic version

AUTHOR: Begley, S.
ARTICLE/CHAPTER TITLE: The depressing news about antidepressants
JOURNAL/BOOK TITLE: *Newsweek*.
DATE: 2010, January 29
PAGES: electronic version

AUTHOR: Bojuwoye, O., R. Moodley & W. West (Eds.)
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ADDITIONAL RESOURCES

None