

Syllabus

Psy1910W Movies and Madness: Media Portrayals of Abnormal Psychology Fall, 2009

Instructor: Monica Luciana, Ph.D., Department of Psychology
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 Office Location: N419 Elliott Hall

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 Office hours: Thursdays 12-1PM or by appointment
 Office Location: Elliott Hall S520
 If you need to reach Jim urgently, do so by email. He does not have an office phone.

Prerequisites: None

Credits: 3, Writing Intensive

Class Meeting Time: Tuesdays 11:15 to 2:00, Folwell Hall 350

Required Reading: *Diagnostic and Statistical Manual of the Mental Disorders, IV, Text Revision*, American Psychiatric Association, 2000

Regular and Decaf (2008), Andrew D. Gadtke, Risen Man Publications

Course website: This course has a website that can be accessed through the URL listed here:
<https://moodle.umn.edu/course/view.php?id=6526>.

This website is powered by Moodle. You should all have access to it as registered members of the course. If you have difficulty with the website, please contact the instructor.

There are two ways to access Moodle sites:

1) Via myU portal:

Go to myU Portal at <http://myu.umn.edu>, login with your Internet ID, and click on the My Courses tab to see the links to the Moodle sites to which you *already have access*.

2) Via Moodle server:

Go to <http://moodle.umn.edu> and login there with either your Internet ID or Guest ID. Once logged in, you will be able to see the links to your own sites and also will be able to browse and self-enroll in other sites that are open for public access.

The website will have copies of the course syllabus, the course schedule, due dates for assignments, copies of the written assignments (after they have been distributed to the class), and course notes. If you do not want to take notes in class, you can print copies of the course notes from the website. Course notes will be loaded onto the website by 5:30 PM the day before class.

Course Description:

People are captivated by what they read in newspapers, by TV shows, and by characters portrayed in popular films. Many of these portrayals are compelling, because they depict extremes of human behavior that do not necessarily affect all people but which represent struggles to prevail in times of distress or adversity. Oftentimes, this distress is due to the presence of a psychological disorder. This seminar will use film portrayals of psychological disorders to teach students basic aspects of abnormal psychology. The seminar will meet once weekly. Each meeting will involve reading a module from the current *Diagnostic and Statistical Manual of Mental Disorders-IV* (DSM-IV: the primary manual that is used by clinicians to diagnose psychological and psychiatric conditions), watching a film together as a group, contributing to in-class discussions regarding each film, and responding in a short paper to a question about the correspondence between the film portrayal and how the specific disorder in question is described in the DSM-IV. The DSM-IV describes disorders related to mood, anxiety, body perception, eating, substance abuse, psychosis, cognition, development, and personality. Media will be selected to cover as many of these domains as possible given film availability and interest.

Goals:

By the end of this course, you will be able to describe major classes of psychological disorder and their symptoms and will become aware of accuracies versus myths regarding how such disorders are portrayed in the popular media.

Grading:

Grades will be based on class participation (15%); completion of an in-class group presentation (15%); completion of 5 written assignments worth 10 points each (50%), and an in-class final exam, which will be multiple choice in format (20%).

A. Class participation (15%): You are expected to attend class and to participate in class discussions. There will be occasional in-class assignments, and completion of these assignments will be recorded.

B. Group presentation (15%): One of these assignments will be a group presentation. The group presentations will cover the topic of personality disorders and will take place toward the end of the semester.

C. Written assignments (50%): For each film that we watch, there will be a written assignment. You can pick five of these to complete during the course based on your interests and time commitments. Each written submission must be 4-5 typed double-spaced pages in length, assuming 1-inch margins and a 12-point font.

Based on instructor feedback, you MUST resubmit one of these assignments for re-evaluation and re-grading. Resubmissions must be handed in according to the schedule described below.

How to submit assignments: Emailed assignments will NOT be accepted. Assignments should be turned in at the end of the class period on the day that they are due. If you are not in class, you can leave a paper copy of your assignment in the instructor's mailbox or the TA's mailbox on the 2nd floor of Elliott Hall on the day that it is due.

D. Final Exam (20%): There will be an in-class final exam. The exam will be multiple choice in format and will cover the diagnostic criteria for disorders that are discussed in class. There will be a review sheet provided to help you study for the exam.

A-F grading will be based on U of MN senate policy. Plus/minus grades will be used.

A-range= achievement that is outstanding relative to the level necessary to meet course requirements; 90% or better

B-range=achievement that is significantly above the level necessary to meet course requirements; 80-89%

C-range= achievement that meets the course requirements in every respect; 70-79%

D-range=achievement that is worthy of credit even though it fails to meet fully the course requirements; 60-69%

F= achievement that is not worthy of credit; below 60%

S= achievement that is satisfactory, which is equivalent to a C- or better; 70% or higher

The instructor reserves the right to adjust the grade distribution if such an adjustment will improve final grades for a majority of students in the course (for example, if the average grade in the course is low and no one scores in the highest range). In no case will such an adjustment make your individual grade worse than what is described above.

Extra Credit

Final grades are non-negotiable. There will be no opportunities for extra credit. Please do your best on the group assignments, written assignments and the final exam. Please come to class and try to participate.

Policy on Make-Up Exams and Late Submission of Assignments

Make-up final exams will be allowed only in cases of illness, other verified emergency situations or other situations that are sanctioned by U of MN policy (e.g., participation in intercollegiate athletic events, subpoenas, jury duty, military service, and religious observances. Students are responsible for providing documentation to the instructor to verify the reason for the absence). *Make-up exams will not be allowed to accommodate travel or other personal plans, so please use the schedule below to plan accordingly.* If there is a verifiable emergency that limits your ability to take a scheduled exam, please contact the instructor or TA immediately.

Late submission of written assignments will result in the deduction of **1 point for each day** that the assignment is late.

Students with Disabilities. If you have any questions regarding disability or reasonable accommodations, make Disability Services your first point of contact. After you make contact with them, Disability Services will contact the instructor to discuss how to best accommodate your needs. The contact information is:

Disability Services
180 McNamara (Gateway Building)
200 Oak St SE
University of Minnesota
Minneapolis, MN 55455
(612) 624-4037 (V/TTY)

Sometimes the material covered in course like this one can be difficult if you are dealing with a personal crisis. These crises may not be significant enough to warrant disability status, but they may limit your ability to function in the class. If you have a situation of this type, please set up a meeting with the instructor or TA to talk about your best course of action.

Course Outline

Please note that many of the films to be shown and discussed are R-rated. Many are provocative and contain material that may be disturbing to some viewers.

Sept 8

Topic: Course Introduction: Definitions of Abnormal Psychology
Presentation: Definitions of Abnormal Psych, Intro to DSM, Overview of mood disorders
Film: *To be announced on first day of class*
Reading for next time: DSM-IV Introduction xxiii-xxxv
Multiaxial Assessment 27-37
Mood Disorders 345-428
Assignment: Bring in three questions about mood disorders based on your reading. Write them down and be prepared to hand them in for credit as well as discuss them during the next class.
Assignment due: None

Sept 15

Topic: Continuation of Mood Disorders; Intro to Anxiety Disorders
In-Class Activity: We will go over your questions about mood disorders
Presentation: Overview of Anxiety Disorders (Obsessive Compulsive Disorder)
Reading for next time: Anxiety Disorders 429-484
Assignment: Watch *As Good as it Gets* in small groups
Assignment due: Discussion questions on Mood Disorders

Sept 22

Topic: Anxiety Disorders
Discussion: Discuss OCD as portrayed in *As Good as it Gets*
Presentation: Anxiety Disorders: Post-Traumatic Stress Disorder
Reading for next time: Anxiety Disorders (Review PTSD section)
Assignment: *As Good as it Gets* paper
Assignment due: None

Sept 29

Topic: Anxiety Disorders: Post Traumatic Stress Disorder
 Film: *Fearless* (122 minutes)
 Discussion: Discuss PTSD as portrayed in the film
 Reading: Eating Disorders (pps. 583-595)
 Assignment: *Fearless* paper
 Assignment due: *As Good as it Gets* paper

Oct 6

Topic: Eating Disorders
 Presentation: Anorexia Nervosa and Bulimia Nervosa
 Film: *Perfect Body* (100 minutes)
 Reading for next time: Sexual Disorders 535-582
 Assignment: *Perfect Body* paper
 Assignment due: *Fearless* paper

Oct 13

Topic: Sexual Disorders, Part 1 (pedophilia)
 Presentation: Overview of the paraphilias
 Film: *The Woodsman* (87 minutes)
 Discussion: Discussion of the film
 Reading for next time: None
 Assignment: *The Woodsman* paper
 Assignment due: *Perfect Body*/Anorexia paper

Oct 20

Topic: Sexual Disorders, Part 2: Gender Identity Disorder
 Presentation: Gender Identity Disorder
 Film: *Normal* (110 minutes)
 Discussion: Discuss the film
 Reading for next time: Psychotic Disorders 297-343
 Assignment: *Normal* paper; Watch *A Beautiful Mind* in Small Groups
 Assignment due: *The Woodsman* paper

Oct 27

Topic: Psychotic Disorders
 Presentation: Guest Speaker: Symptoms of psychotic disorders and living with schizophrenia
 Discussion: Hallucinations versus delusions and role of stress in schizophrenia
 Reading for next time: Substance Use Disorders (191-213: read in detail; 213-264: be familiar with; 269-278: read in detail; 285-295: be familiar with)
 Assignment: *A Beautiful Mind* paper
 Assignment due: *Normal* paper

Nov 3

Topic: Substance Use Disorders
 Presentation: Substance Use versus Dependence
 Film: *Trainspotting* (94 minutes)
 Discussion: Discuss the film: Opiate dependence, positive versus negative reinforcement
 Reading for next time: Developmental Disorders pps 85-103
 Assignment: *Trainspotting* paper
 Assignment due: *A Beautiful Mind* paper

If you want to rewrite any papers given back on or before October 27th, they are due TODAY.

Nov 10

Topic: Developmental Disorders
 Presentation: Externalizing disorders in childhood
 Film: Thirteen (100 minutes)
 Discussion: Are these girls typical teenagers?
 Reading for next time: Delirium, Dementia and Cognitive Disorders, pps 135-171
 Assignment: *Thirteen* paper
 Assignment due: *Trainspotting* paper

Nov 17

Topic: Organic Brain Syndromes
 Presentation: What is Alzheimer's Disease (30 minutes)
 Film: Away from Her (110 minutes)
 Discussion: The course of dementia for patient and caregiver
 Reading for next time: Personality Disorders pps. 685-729
 Assignment: *Away from Her* paper
 Assignment due: *Thirteen* paper

Nov 24

Topic: Organization of group projects
 Groups will be formed to research and present the personality disorders on Dec 8th. Each group will be assigned a personality disorder. You must attend this class. You will have time during class to start your research.

Reading: Personality Disorders (if you haven't read it yet)
 Assignment: Work on group assignment
 Assignment due: *Away from Her* paper

Dec 1

Film: *To Die For*
 Activity: Discussion: Disorder or just bad behavior?
 Assignment: *To Die For* paper

Dec 8

Topic: Personality Disorders
 Presentations: Group presentations of the PD's
 Film: None
 Discuss: Any confusions about personality disorder symptoms
 Reading: No new reading; review personality disorders if you have questions
 Final exam review sheet will be distributed
 Assignment: Watch *Fatal Attraction* with your group; complete group assignment
 Assignments due: *To Die For* paper; Personality disorder presentations

Dec 15

Topic: Personality Disorders (cont)
 Activity: Comparison of *Fatal Attraction* and *To Die For*
 Course evaluations
 Reading: No new reading
 Assignment: Prepare for final exam
 Assignment due: *Rewrites for papers returned between Nov 3rd and Dec 1st due today*

Dec 19th (Saturday)**Final Exam 4:00-6:00PM**

Other Important Information

Student Academic Integrity and Scholastic Dishonesty: All students enrolled in University courses are expected to complete course requirements with fairness and honesty. Failure to do so by seeking unfair advantage over others or by misrepresenting someone else's work as your own can result in disciplinary action. The University of Minnesota's Student Conduct Code defines scholastic dishonesty as: *submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.* Instructors are obligated to report suspected academic misconduct to their department. Within this course, a student who engages in scholastic dishonesty will be assigned a penalty up to and including an "F" or an "N" for the course. If you have questions regarding the expectations for writing your papers, please ask. Other general expectations of students can be found at: <http://www1.umn.edu/usenate/policies/classexpectguide.html>.

University of Minnesota Policy on Sexual Harassment. Sexual harassment by or toward a member of the University community is prohibited. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decision or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. "Member of the University community" or "University member" mean's any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

Information on Writing-Intensive Courses and Resources for Student Writers

Undergraduate students are required to pass four Writing-Intensive (WI) courses in addition to a course in first-year writing. All WI courses assign formal writing and include instruction on the written aspect of those assignments. These formal assignments will be in addition to any informal, exploratory writing or in-class exams assigned in the course, and will include at least one for which you will revise a draft after receiving comments from the instructor. Grades assigned in WI courses are substantially influenced by the quality of the writing produced.

Resources for Student Writers

Student Writing Support is available for students. For details, please go to the website: <http://writing.umn.edu>. A service offering face-to-face tutoring for *all* University of Minnesota students is available.

University of Minnesota Counseling & Consulting Services: 109 Eddy Hall(612.624.3323) <http://www.uccs.umn.edu/>

UCCS Counseling program helps students with their concerns and offers an opportunity to talk with an experienced counselor who can help students select and achieve goals for personal and career development. The center offers three types of counseling: personal counseling, academic counseling and career counseling. The Learning and Academic Skills Center offers classes, workshops, and individual assistance aimed at helping students achieve academic goals.

The Student Writing Guide: A guidebook providing student writers with detailed, step-by-step guidance through the writing process and lists numerous writerly resources. Available on the web in pdf at: <http://writing.umn.edu/docs/sws.swgpdf.pdf> or at the Center for Writing, 10 Nicholson Hall, (612.626.7579), writing@umn.edu.