

**PSYCHOPATHOLOGY**  
**PSY 469/569**  
**SPRING TERM, 2006**  
**MW 10-11:20**  
**142 STRAUB**

(Check <http://blackboard.uoregon.edu/> for updates)

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**Overview**

What is Psychopathology? What is normal and abnormal? Who gets to say? What is the science behind psychiatric drugs? Are mental “disorders” diseases of the brain, or “chemical imbalances”? Or are they the result of social problems?

This course presents a twofold view of the field of abnormal psychology: the traditional view and a feminist/postmodern/psychoanalytic/critical view which examines assumptions and procedures of the field from a social, cultural, and historical perspective. The textbook presents the traditional view, and on-line readings will present the critical view. Students will be expected to think critically about both viewpoints, examine their own assumptions and the assumptions of the field, and to ask analytical questions.

***NOTE:** The course will be critical of the influence of the pharmaceutical industry in the mental health industry. Many of you are taking psychotropic drugs prescribed by your physicians. It is important that if you should decide to stop taking this drug, or change your dose, that you talk to your health care professional **before** doing so. Even though we may be critical of the industry, you may be greatly helped by what you are taking!*

**Contact Hours and Class Attendance**

We will meet each Monday and Wednesday in 142 Straub and your attendance is expected. This is not a course to take if you think you will miss more than one class meeting, as class discussion, exams, and exercises are crucial to your success in the course. Also, you will be working in a small group in class and asked to complete various activities in your small group. Your participation is part of the course requirements. Lectures will be over the reading material, lectures, guest speakers, and videos. You will be responsible for material covered in lecture. I also recommend that you check the course website at Blackboard at least twice a week, as I may post important course information.

**Required Readings**

Readings are assigned on a weekly basis. Readings are to be completed BEFORE the Monday class meeting for which they are assigned. There is one required text book, available at the bookstore, along with on line readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well on the quizzes or essays if you do not do the reading.

**Required Text:**

Barlow, D.H. and Durand, V.M. (2005) *Abnormal Psychology: An Integrative Approach*.  
Thomson/Wadsworth.

Weekly on-line readings posted on the Blackboard website.

**Grading:**

Your grade will be computed by combining your scores in the following overall categories for a total of 300:

Points	Course Work
100	4 Quizzes, 25 points each
80	Discussion Essays (8 essays; each worth 10 points)
100	Final Paper/Project
20	Participation (in-class small group and email)
300	<b>Total</b>
(EC)	Also up to 20 points extra credit potential (see below)

Final letter grades will be approximately determined from point totals as follows:

points	letter grade
270-300	A
240-269	B
210-239	C
180-209	D
Below 180	F

Based on the actual distribution of final grades, *this criterion might be relaxed, but not stiffened.*

**Quizzes: 100 points**

Four Quizzes will be given. Each exam will be worth 25 points. The exams will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be short answer exams that will primarily pertain to the readings assigned for the weeks in which the exam is given. Other questions will pertain to the previous weeks' readings, classroom discussion, lecture, and/or demonstrations. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class email discussion. If you have been to class, done the readings, and written the essays, you should be in good shape for the quizzes.

**Discussion Essays and Questions: 80 points**

This course is designed to encourage students to read the material and learn to ask important questions of the readings and themselves. I will post specific essay topics each week to guide your reading of contradictory material. The most important part of your essay will always be the **questions** that you come up with to interrogate the material. Each essay should show you have put thought into the reading material, reflected on the meaning of the material to you and your life and how it might affect society in general.

Essays must be typed (or computer printed) and one essay must be turned in on the 2<sup>nd</sup> through the 9<sup>th</sup> Mondays at the *beginning of class*. Please do not email essays! If you absolutely cannot type or

computer-print your essay, you must write it very neatly on nice paper (e.g.: no pages written from a spiral notebook!). Each essay will be worth up to 10 points. *A point will be subtracted for each day late.*

### **Final Paper: 100 points**

The final project in this class will be one of the following:

- a *critical* paper on a particular “disorder” from a cross-cultural or historical perspective. This would include alternative views of the “disorder”, such as a power analysis, a deconstruction of assumptions, etc.
- a research proposal from a critical perspective, **OR**
- a critical case study on a famous person, someone you know, or yourself.

The paper should be at least 5 pages long and have 5 peer-reviewed references NOT from the course reading list.

***The final project is due on June 5<sup>th</sup>, 2006.***

### **Participation 20 points**

Participation is crucial in this course. Participation includes in class discussion, extra assignments (TBA), and on-line discussion on Blackboard. You are not *required* to post anything on the on-line discussion, although you may earn participation credit by posting valuable contributions. You are required to read the Discussion boards at least twice a week. In-class participation will largely be in the form of small groups. Extra Assignments will be announced in class and posted on Blackboard. *It is important to note that coming to class and participating there is NOT enough to earn all the points here. Participation on-line and in the extra assignments is also necessary.*

#### **On-Line discussion**

We will have an electronic discussion as part of this course on the Blackboard discussion forum. You are expected to read the on-line discussions. Posting your own messages is optional, but will count for participation credit if your messages are thoughtful and original. However, in order to avoid having the on-line discussion become unmanageable, each student will also have a maximum number of posted messages (enforced if necessary) of 2 per week. Also any given message should be no longer than 50 lines of text. The on-line discussion will be an open-ended discussion based on student interests and class discussions, and on the following:

### **Extra Credit Up to 20 points**

Extra Credit can be earned in a variety of ways up to 20 extra points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the on-line discussion, you may earn extra points. Or you can get extra credit for a particularly terrific paper. This might include a special presentation, if you are interested. In general, if you do something creative, special, contributive, and above-and-beyond the course requirements, you may earn extra credit.

- One of the best ways to earn extra credit is to bring in a videotape of a TV program, movie excerpt, etc., that illustrates points made in class and mental health ideas in our culture, or in other cultures.
- We will begin each class with about 10 minutes of “Class Talk”, in which we will discuss some of the many ways mental health issues surface in our world. Bring in examples of magazine articles, commercials, examples of interactions, etc., that illustrate the working of the mental health industry in our lives.

## Weekly Schedule: Topics, Readings, Assignments, Deadlines

- Week 1 readings are to be completed before the April 5<sup>th</sup> class. Week 2-9 readings are to be completed *before* the Monday class that week.
- *B&D refers to the text by Barlow and Durand.*
- *Readings in Blackboard are NOT included in the syllabus. Check Blackboard for those readings!*

<b>Week 1: Introduction:</b>		
day	Readings	Topics and activities
4/3		Introduction
4/5		
<b>Week 2:</b>		
day	Readings	Topics and activities
4/10	B&D Chapters 1, 2 and 16	Historical Context, Integrating Approaches Ethics and Values <b>ESSAY #1 DUE!</b>
4/12		
<b>Week 3:</b>		
day	Readings	Topics and activities
4/17	B&D Chapters 3 and 4	Research and Assessment <b>ESSAY #2 DUE!</b>
4/19		<b>Quiz #1</b>
<b>Week 4:</b>		
day	Readings	Topics and activities
4/24	B&D Chapters 5 and 6	Anxiety and Panic Somatoform and Dissociative Conditions <b>ESSAY #3 DUE!</b>
4/26		
<b>Week 5:</b>		
day	Readings	Topics and activities
5/1	B&D Chapter 7	Depression and Suicide <b>ESSAY #4 DUE!</b>

5/3		<b>QUIZ #2</b>
<b>Week 6:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/8	B&D Chapter 8	Eating and Sleep Conditions <b>ESSAY #5 DUE!</b>
5/10		<b>PROJECT PLAN DUE!</b>
<b>Week 7:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/15	B&D Chapter 9 and 10	Health Psychology and Sexual and Gender Conditions <b>ESSAY #6 DUE!</b>
5/17		<b>QUIZ #3</b>
<b>Week 8:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/22	B&D Chapters 11 and 12	Substance Abuse and Personality Disorders <b>ESSAY #7 DUE!</b>
5/24		
<b>Week 9:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/29	B&D Chapter 13	Schizophrenia and Psychosis <b>ESSAY #8 DUE!</b>
5/31		
<b>Week 10:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
6/5	B&D Chapter 14	Developmental and Disorder <b>FINAL PAPER DUE!</b>
6/7		<b>QUIZ #4</b>

## ***Additional Notes***

### **Using Blackboard**

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, on-line discussions, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

### **Academic Honesty**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

**Plagiarism Policy:** Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. I take this very seriously; it merits a zero on the particular assignment in which it appears, and usually results in a grade penalty for the course. Always note the source of anyone else's ideas that you use, in this, and every, class. The Polk Library website includes clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism. <http://www.uwosh.edu/departments/llr/citing.html>

### **Students with Directory Restricted Access**

This course includes required on-line participation (electronic mail and World Wide Web). If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

### **Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)]

## ***List of readings:***

### **Week 2—Values and Ethics:**

Breggin, P.R. (2003) Psychopharmacology and Human Values. *Journal of Humanistic Psychology*, 43, 34-49.

Brown, L. (2000) Feminist Constructions of Disorder. In Neimayer, R.A. and Raskin, J.D. (Eds.), *Constructions of Disorder: Meaning Making Frameworks for Psychotherapy*. Washington, D.C.: American Psychological Association.

### **Week 3—Research and Assessment:**

Profit, W. E. (2004) Should Racism Be Classified As a Mental Illness? In Caplan, P.J. and Cosgrove, L., *Bias in Psychiatric Diagnosis*. NY: Aronson, pp. 81-87.

Thomas, P. & Bracken, P. (2004) Critical psychiatry in practice. *Advances in Psychiatric Treatment*, vol. 10, 361–370

### **Week 4—Anxiety, Panic, Dissociation and Trauma:**

Breggin, P. (1991) Understanding the Passion of Anxiety Overwhelm: Panic Attacks, Depersonalization, Phobias, Obsessions and Compulsions, Eating Disorders. In Breggin, P., *Toxic Psychiatry*. NY: St. Martin's, pp. 219-239.

Burstow, B. (2005) A critique of Post-Traumatic Stress Disorder and the DSM. *Journal of Humanistic Psychology*, 45, 429-445.

### **Week 5—Depression and Suicide:**

Breggin, P. (1991) Understanding the Passion of “Depressive” and “Manic-Depressive (Bipolar) Overwhelm. In Breggin, P., *Toxic Psychiatry*. NY: St. Martin's, pp. 121-139.

Currie, J. (2005) The Marketization of Depression: The Prescribing of SSRI Antidepressants to Women. *Women and Health Protection*, May 2005. From <http://www.whp-apsf.ca/pdf/SSRIs.pdf>. Accessed March 27, 2006.

Moncrieff, J. and Kirsch, I. (2005) Efficacy of antidepressants in adults. *British Medical Journal*, 331, 155-157.

### **Week 6—Eating and Sleep Conditions:**

Wilson, J. (2004) Beyond Psychiatry: How Social Workers Conceptualize Women and Self-Starvation. *Australian Social Work*, 57, 150-161.

Lifton, J. (1996) Dreaming Well: On Death and History. In Barrett, D. (Ed.), *Trauma and Dreams*. Cambridge: Harvard U. Press, 125-139.

### **Week 7—Gender and Health:**

Cermele, J.A., Daniels, S., and Anderson, K.L. (2001) Defining Normal: Constructions of Race and Gender in the DSM-IV Casebook. *Feminism & Psychology*. SAGE (London, Thousand Oaks and New Delhi), Vol. 11(2): 229–247.

Chrisler, J.C. (2000) PMS as a Culture Bound Disorder. In Chrisler, J.C., Golden, C., and Rozee, P. *Lectures on the Psychology of Women (Second Edition)*. Boston: McGraw-Hill.

### **Week 8—Substance Abuse and Personality “Disorders”:**

Peters, L.G. (1994) Rites of Passage and the Borderline Syndrome. *Anthropology of Consciousness*, 5, 1-15.

Peele, S. (1989) Why addiction is not a disease. Chapter 1 of Peele, S. (1989) *Diseasing of America: Addiction Treatment Out of Control*. Boston: Houghton Mifflin.

**Week 9—Schizophrenia and Psychosis:**

Breggin, P. (1991) Understanding the Passion of “Schizophrenic” Overwhelm. In Breggin, P., *Toxic Psychiatry*. NY: St. Martin’s, pp. 21-46.

Pepper, T. (2005) Talking to The Demons: Schizophrenia is no longer seen as a genetically predetermined disease. Newsweek International:

<http://msnbc.msn.com/id/10313177/site/newsweek/print/> Accessed March 27, 2006.

Whitaker, R. (2004) The case against antipsychotic drugs: a 50-year record of doing more harm than good. *Medical Hypotheses* (2004) 62, 5–13.

**Week 10—Development and “Disorders”:**

Grover, S. (2002) Conduct Disorder as an Adaptive Response to Situational Stress. *Ethical Human Sciences and Services*, 4, 229-234.

Timimi, S. and 33 Coendorsers (2004) A Critique of the International Consensus Statement on ADHD. *Clinical Child and Family Psychology Review*, 7, 59-63.

Barkley, R.A. and 20 Coendorsers (2004) Critique or Misrepresentation? A Reply to Timimi et al. *Clinical Child and Family Psychology Review*, 7, 65-69.