

PSYCHOPATHOLOGY
PSY 469/569
Fall TERM, 2012
MW 12-1:20
166 LA

(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 and the second text 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 as a whole, you may be greatly helped by what you are taking!*

Contact Hours, Class Attendance, and Comportment

This is not a course to take if you think you will miss more than one class meeting, as class discussions and exercises are crucial to your success in the course. You will be working in small groups in class and asked to complete various activities in your small group. *Your participation is part of the course requirements. Computers may **not** be used during this class.*

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 are two required text books, available at the bookstore, along with online 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 Texts**
Chapters from Whitbourne-Halgin (2013), *Abnormal Psychology: Clinical Perspectives on Psychological Disorders, DSM 5 Update*, 7th edition, McGraw Hill. Available in the bookstore!
- Whitaker, R. (2010) *Anatomy of an Epidemic: Magic bullets, Psychiatric Drugs, and the Astonishing Rise of Mental Illness in America*. NY: Crown.
- Weekly online 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 200:

Points	Course Work
75	3 quizzes, 25 points each
80	Discussion Essays (8 essays; each worth 10 points)
40	Final Paper/Project
25	Participation (in-class small group <i>and</i> Discussion Board)
220	Total
(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
198-220	A
176-197	B
154-175	C or P
132-143	D
Below 131	F

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

Quizzes: 75 points

Three quizzes will be given. Each quiz will be worth 25 points. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be short answer questions that will primarily pertain to the readings assigned for the weeks in which the quiz 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. I will post a study guide the week before the quiz. **The study guide will help, but you will be expected to know material beyond the study guide.**

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, themselves, and the instructor. I will post specific essay topics and prompts each week to guide your reading of the readings for that week (see Blackboard for the questions to address). One of the most important parts 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 2nd through the 9th Mondays at the *beginning of class*.

- ***Please do not email essays! If you must turn an essay in late, turn it in to the main Psychology office, room 166 Franklin Bldg.***
- *A point will be subtracted for each day late starting **during** class on Monday.*

Final Paper: 40 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 8 pages long and have 5 peer-reviewed references **NOT** from the course reading list (it may include class readings over and above those 5). The paper may also be in the form of a power point presentation. It **MUST** contain a notes sections equivalent to the 8 page paper! You may also choose to do the power point in groups of 2. In that case, it should be double the information and length! ***The final project is due on December 2, 2013.***

Participation: 25 points

Participation is crucial in this course. Participation includes in-class discussion, extra assignments (TBA), and online discussion on Blackboard. You are required to read the Discussion boards at least twice a week and posting there is necessary to obtain all the participation points necessary. 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 online and in the extra assignments is also necessary.***

Extra Credit: Up to 20 points

Extra Credit can be earned in a variety of ways up to 20 points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the online 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.

Weekly Schedule: Topics, Readings, Assignments, Deadlines

- *WH refers to the Whitbourne –Halgin text; AE refers to the Whitaker book.*
- *Readings in Blackboard are NOT included in the syllabus. Check Blackboard for those readings!*

Week 1: Introduction:		
day	Readings	Topics
9/30		Introduction
10/2		
Week 2:		
day	Readings	Topics
10/7	WH Chapters 1 (Overview) & 2 (Diagnosis and Treatment) AE Chapters 1 & 2	Historical Context, Examining Assumptions ESSAY #1 DUE!
10/9		
Week 3:		
day	Readings	Topics
10/14	WH Chapter 4 (Theoretical Perspectives) AE Chapters 3, 4, & 5	Perspectives and Phenomenology ESSAY #2 DUE!
10/16		Quiz #1
Week 4:		
day	Readings	Topics
10/21	WH Chapter 6 (Schizophrenia Spectrum) AE Chapters 6 & 13	Psychosis and Treatment ESSAY #3 DUE!
10/23		
Week 5:		
day	Readings	Topics
10/28	WH Chapter 7 (Depression) AE Chapters 8, 9, & 10	Mood Problems ESSAY #4 DUE!
10/30		
Week 6:		
day	Readings	Topics
11/4	WH Chapter 8 (Anxiety) AE Chapter 7	Anxiety and Trauma ESSAY #5 DUE!

11/6		QUIZ #2
Week 7:		
day	Readings	Topics
11/11	WH Chapter 9 AE Chapter	Dissociation and Somatoform ESSAY #6 DUE!
11/13		PAPER PLAN DUE! [OPTIONAL—for extra credit!]
Week 8:		
day	Readings	Topics
11/18	WH Chapter 10 (Eating Disorders) and 12 (Substance Abuse) AE Chapters 11 and 12 Guest speaker: Rainrock Treatment Center	Eating Disorders ESSAY #7 DUE!
11/20		
Week 9:		
day	Readings	Topics
11/25	WH Chapter 14 (Personality Disorders) AE chapters 11 & 12 (Children)	ESSAY #8 DUE!
11/27		
Week 10:		
day	Readings	Topics
12/2	AE Chapters 14-16 and Epilogue Guest Speaker: Ron Unger, LCSW??	FINAL PAPER DUE!
12/4		QUIZ #3

NO FINAL EXAM!

Additional information:

Psychology Peer Advisors

The Psychology Peer Advisors are available for academic advising most times of most days. You can find them in room 162 Franklin Bldg, so be sure to go by to say hello and get advice on courses for psychology majors and on your general education requirements.

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, online 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/kic/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kic/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/>).

You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course, you grant the instructor permission to do so.

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]