

Psychology 3140C 3.0 (F) 2011
Introduction to Abnormal Psychology

- Course Director: Alexandra Rutherford, Ph. D.
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Office Hour: Tuesdays, 1-2:00pm
- Teaching Assts: Kristian Weihs
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- Natalie Michel
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Office Hour: Tuesdays, 11:30-12:30pm
- Location and Time: CLH-F
Wednesdays, 2:30pm-5:20pm
- Prerequisites: AK/AS/SC/PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C.
- Required Text: Hansell, J., & Damour, L. (2008). *Abnormal Psychology, 2nd Edition*. New York: John Wiley & Sons, Inc.
- Readings: Available as .pdfs at the course website.
- Course Objectives: The aim of this course is to provide students with the knowledge and critical skills to think sensitively and analytically about contemporary definitions and explanations of, and responses to, psychopathology. Students will be asked to consider the historically and socially constructed nature of mental health and illness and the way people identified as “abnormal” or “disordered” are subsequently understood and treated.
- Course Evaluation: Your grade in this course is based on two short writing assignments (worth 20% each), and three in-class tests (worth 20% each). Tests consist exclusively of multiple choice questions and include all assigned material in your textbook, all lecture material, and any video or web material that is shown/discussed IN CLASS. The journal articles are for your assignments ONLY – tests will NOT include material from the journal articles.
- Check the course schedule below for test and due dates. Descriptions of the writing assignments follow the schedule.

Please plan your exam studying accordingly, as tests in many courses tend to be held at similar times. It is the student's responsibility to organize his/her schedule to take into account this eventuality. **Having multiple tests the same week is NOT considered a legitimate excuse for missing the tests in this course. Tests and assignments will NOT be re-weighted to compensate for poor performance on one component. Additional assignments CANNOT be used to boost your grade. If you are worried about your performance be proactive, not reactive. Speak to me or the TA well in advance of the next assignment to ensure that you are on track.**

Course Policies:

Attendance is expected at all class meetings. Material will be presented that is not covered in your textbook. **Neither the course director nor the TA will lend out their lecture notes, and notes will not be posted on-line.** Active learning via note-taking and participation is more effective than reading posted notes, and since I do not follow my notes verbatim they are not a completely accurate record of the class content.

That said, if you must miss a class for unavoidable reasons, borrow notes from a classmate, or if you know in advance that you must miss a class, have a classmate audiotape the class for you to listen to later. This is the only way to ensure you recover what is presented in that class.

Powerpoint slides will be posted on the course website in advance of the class meeting. If a student has a documented disability that requires accommodation involving notetaking, please contact the professor immediately to arrange accommodation.

There are NO EXCUSES for missing a test, save serious illness on the day of the test. Notification that you have missed a test must reach both me and your TA within 48 hours of the missed date, preferably via an e-mail cc'ed to both of us. Proper documentation, consisting of a note from a physician outlining the specific nature of the illness and dated within 2 days of the test, is required to excuse a student from a test and must be presented to the TA at the makeup exam. ****All students who miss any tests due to illness will be required to write a makeup test that may differ from the original in BOTH format and content on the date specified by the instructor. Failure to write the makeup on this date will result in a 0 on the exam.**

Important information for students regarding the Access/Disability, Academic Honesty/Integrity, Student Conduct, and Religious Observance Days is available on the following webpage:

<http://www.yorku.ca/secretariat/policies/>

Please consult the following website on Academic Integrity:

<http://www.yorku.ca/academicintegrity>

It is important that you are aware of the York University Senate Policy on Academic Honesty. Please consult the following website:

http://www.yorku.ca/secretariat/policies/document.php?document=69#_Toc89156096

Percentage grades are converted to letter grades using the following table:

Conversion Table	
From Percentage	To Letter Grade
90-100	A+
80- 89	A
75- 79	B+
70- 74	B
65- 69	C+
60- 64	C
55- 59	D+
50- 54	D
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F

Course Schedule

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
1) Sept 7	Introduction, History	Chapters 1, 2 Smith-Rosenberg (1972)
2) Sept 14	Classification and Assessment Guest lecture: Teresa Beaulieu <i>Indigenous Mental Health and Substance Use</i>	Chapter 3 Mayes & Horwitz (2005)
3) Sept 21	Anxiety	Chapter 4
4) Sept 28	TEST 1 (20%) Somatoform Disorders	Chapter 6 pp. 224-243 ONLY
5) Oct 5	Personality and its Disorders	Chapter 11 Landrine (1989)
	READING WEEK	
6) Oct 19	Mood and its Disorders FIRST ASSIGNMENT DUE	Chapter 5
7) Oct 26	Psychosis and Schizophrenia	Chapter 12 Hartwell (1996)
8) Nov 2	TEST 2 (20%) Dissociation	Chapter 7
9) Nov 9	Eating, Weight, and Body Image	Chapter 8 Hess-Biber et al. (2006)
NOVEMBER 11th IS THE LAST DATE TO DROP WITHOUT RECEIVING A GRADE		
10) Nov 16	Sex, Gender, and Sexuality SECOND ASSIGNMENT DUE	Chapter 10 Langer & Martin (2006)
11) Nov 23	Development and its Disorders	Chapter 13
12) Nov 30	TEST 3 (20%)	

Articles available on-line at course website:

Hartwell, C.E. (1996). The schizophrenogenic mother concept in American psychiatry. *Psychiatry*, 59, 274-297.

Hess-Biber, S., Leavy, P., Quinn, C. E. & Zoino, J. (2006). The mass-marketing of disordered eating and Eating Disorders: The social psychology of women, thinness, and culture. *Women's Studies International Forum*, 29, 208-224.

Landrine, H. (1989). The politics of personality disorder. *Psychology of Women Quarterly*, 13, 325-339.

Langer, S. J. & Martin, J. I. (2004). How dresses can make you mentally ill: Examining gender identity disorder in children. *Child and Adolescent Social Work Journal*, 21, 5-23.

Mayes, R. & Horwitz, A.V. (2005). DSM-III and the revolution in the classification of mental illness. *Journal of the History of the Behavioral Sciences*, 41, 249-267.

Smith-Rosenberg, C. (1972). The hysterical woman: Sex roles and role conflict in 19th century America. *Social Research*, 39, 652-678.

ASSIGNMENTS

There are **two** short writing assignments for this course. They are designed to give you some experience reading, distilling, and evaluating the main arguments in a scholarly article. Reading and understanding scholarly research, being able to describe what you have read, and discerning both its strengths and weaknesses, are skills central to many types of work both in the academy and beyond.

Assignment 1: Choose **ONE** of the following: Smith-Rosenberg (1972), Mayes & Horwitz (2005), OR Landrine (1989) and prepare an 800-word analysis of the article in which you address the following areas in your own words (do NOT repeat the article verbatim or use extensive direct quotes):

1) What is the main point or argument of the article? Do not simply provide a summary of the content of the article. In at least 2 or 3 sentences, convey the main message/point/argument/premise of the article. Then briefly explain how the author(s) constructs this argument or delivers this message – what information is used, what sub-arguments are made, etc. (about 400 words)

2) How does the article add to and/or diverge from the material presented in your textbook on that subject? What did you learn about the subject from the article that you would not have learned if you only read the text? Do the author(s) have the same approach to the topic, or do they approach it from a different angle? (about 400 words)

Assignment 2: Choose **ONE** of the following: Hartwell (1996), Hess-Biber et al. (2006), OR Langer & Martin (2004) and prepare an 800-word analysis of the article in which you address the following areas in your own words (do NOT repeat the article verbatim or use extensive direct quotes):

1) What is the main point or argument of the article? Do not simply provide a summary of the content of the article. In at least 2 or 3 sentences, convey the main message/point/argument/premise of the article. Then briefly explain how the author(s) constructs this argument or delivers this message – what information is used, what sub-arguments are made, etc. (about 400 words)

2) How does the article add to and/or diverge from the material presented in your textbook on that subject? What did you learn about the subject from the article that you would not have learned if you only read the text? Do the author(s) have the same approach to the topic, or do they approach it from a different angle? (about 400 words)

HOW TO PRESENT YOUR ASSIGNMENT

▪APA format is to be used for the assignment. You should only need to reference your textbook and the article. Try to keep direct quotes to a minimum, but if they are used, the in-text reference would look like this:

Langer and Martin (2004) note that a number of studies have attempted to determine the prevalence rates of gender identity disorder in children, but most of them have “significant methodological weaknesses” (p. 6). *OR*

A number of studies have attempted to determine the prevalence rates of gender identity disorder in children, but most appear to have “significant methodological weaknesses” (Langer & Martin, 2004, p. 6).

▪Your assignment must be double spaced, one-inch margins all around, 12-pt font. Do not exceed 800 words of written work (not including references).

▪Page one is a cover page that clearly indicates the article you chose to analyze, e.g., An analysis of “DSM-III and the revolution in the classification of mental illness”

Then put your name, and your student number, your e-mail, and label this Assignment 1 OR 2.

▪The last page of your assignment is a separate page that has your short reference list.

HOW TO SUBMIT YOUR ASSIGNMENT

ASSIGNMENTS 1 and 2 (worth 20% each) can be handed in at any time during the course, *but must be handed in by midnight on the due dates that appear on the syllabus.*

They should be e-mailed to your TA, either Kristian Weihs kdweihs@yorku.ca or Natalie Michel nmichel@yorku.ca – **subject line should read ASSIGNMENT 1 – 3140 or ASSIGNMENT 2 - 3140**

Your attached assignment should be saved as a word document (preferably.doc format but .docx is acceptable) in the following format: Yourlastname_Assignment1

They will be graded within 14 days of receipt and returned to you by e-mail. If you have not received a return e-mail with your marked assignment by the 14-day mark, please notify your TA as it means it may not have been received. If this happens, you will be required to provide evidence that it was originally sent on or before the due date by providing a copy of the sent-mail message with the appropriate attachment that is dated on or before this time.

We do not have enough person-power to provide feedback on pre-e-mailed drafts. If you have questions about how to write the assignment, come to office hours or speak to the professor or the TA in person. Any assignment that is e-mailed will be considered the final, submitted work of the student.