

Psychology 3140N 3.0 (W) 2016  
**Introduction to Abnormal Psychology**

*What sane person could live in this world and not be crazy?* - Ursula K. Le Guin

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- Location and Time: CLH-E  
Tuesdays, 2:30pm-5:30pm
- Prerequisites: AK/AS/SC/PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C.
- Required Texts: Hornstein, G. (2009). *Agnes's jacket: A psychologist's search for the meanings of madness*. New York: Rodale. (**NOTE that this book will not be available in the bookstore until January**; available on Amazon)
- Frances, A. (2013). *Saving normal: an insider's revolt against out-of-control psychiatric diagnosis, DSM-5, big pharma, and the medicalization of ordinary life*. New York: William Morrow. (available in bookstore and on Amazon)
- Required Readings: A selection of journal articles and on-line material. Library links available at the course website.
- Course Objectives: To provide students with the skills to think critically about our current definitions and explanations of, and responses to, mental distress. Students will consider the historically and socially constructed nature of mental health and distress. They will learn how people identified as “abnormal” or “disordered” have been understood and treated by the psychological and psychiatric establishments. They will also consider how those labelled “mentally ill” have understood their own experiences. They will reflect on how these perspectives relate to one another.

Course Evaluation: Your grade in this course is based on two writing assignments worth 15% and 25% respectively, and three in-class tests worth 20% each. Tests consist of multiple choice and short answer questions. Tests cover assigned readings, lecture material, and any video or web material that is shown or discussed IN CLASS.

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 and activities will be presented that are not covered in your textbook, and we will engage in active learning exercises that will enhance your experience of this course. **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. No notes but your own will adequately reflect what goes on in class.

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://secretariat-policies.info.yorku.ca/>

Please consult the following website on Academic Integrity:

[http://www.yorku.ca/spark/academic\\_integrity/index.html](http://www.yorku.ca/spark/academic_integrity/index.html)

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

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

York offers excellent support to help you develop your writing skills. See:

<http://www.yorku.ca/laps/writ/centre/>

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

<b>Conversion Table</b>	
<b>From Percentage</b>	<b>To Letter Grade</b>
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

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
1) Jan. 5	What is abnormal about human psychology?	Bassman (1997) Frances, Chapter 1
2) Jan. 12	What can we learn from history? Guest presenter: Jennifer Bazar	Scull (2015) Frances, Chapter 2
3) Jan. 19	Diagnosis and its discontents	Hacking (2013) Frances, Chapter 3
4) Jan. 26	<b>TEST 1 (20%)</b> Skills-building around first writing assignment	
5) Feb. 2	What does culture have to do with it?	Watters (2008) Kleinman (2004) Gordon (2002)
6) Feb. 9	Culture has a lot to do with it Guest presenter: Tera Beaulieu	Ozawa-de Silva (2008) Schulz (2004)

***FIRST WRITING ASSIGNMENT DUE ON FEBRUARY 12th***

7)	<b>WINTER READING WEEK</b>	
8) Feb. 23	Poverty, inequality, discrimination	Belle & Doucet (2003) Lane (2010)
9) March 1	<b>TEST 2 (20%)</b> Skills-building around second writing assignment	

**MARCH 4<sup>th</sup> IS THE LAST DATE TO DROP WITHOUT RECEIVING A GRADE**

10) March 8	Gender and madness	Marecek (1993) Shaw & Proctor (2005)
11) March 15	Medicalizing sex	Hartley & Tiefer (2003) Belluz (2015)
12) March 22	Treatment debates	Breggin (2003) Fisher (2003) Carey (2015)
13) March 29	<b>TEST 3 (20%)</b>	

***SECOND WRITING ASSIGNMENT DUE ON APRIL 5<sup>th</sup> (Agnes's Jacket)***

## **READING LIST BY WEEK:**

### **1) Jan. 5<sup>th</sup>: What is abnormal about human psychology?**

Bassman, R. (1997). The mental health system: Experiences from both sides of the locked door. *Professional Psychology: Research and Practice*, 28(3), 238-242.

Frances, A. (2013). *Saving Normal*, Chapter 1

### **2) Jan. 12<sup>th</sup>: What can we learn from history?**

Scull, A. (2015, April 22) Madness and meaning: Depictions of insanity through history. *The Paris Review*. Available at:

<http://www.theparisreview.org/blog/2015/04/22/madness-and-meaning/>

Frances, A. (2013). *Saving Normal*, Chapter 2

### **3) Jan. 19<sup>th</sup>: Diagnosis and its discontents**

Hacking, I. (2013, August 8). Lost in the forest: Review of the *DSM-V*. *London Review of Books*, 35(15), 7-8. Available on-line at <http://www.lrb.co.uk/v35/n15/ian-hacking/lost-in-the-forest>

Frances, A. (2013). *Saving Normal*, Chapter 3

### **4) Jan. 26<sup>th</sup>: TEST #1 and facilitated small group work for first assignment**

### **5) Feb. 2<sup>nd</sup>: What does culture have to do with it?**

Kleinman, A. (2004). Culture and depression. *New England Journal of Medicine*, 351, 951-953.

Gordon, R. A. (2002). Eating disorders East and West: A culture-bound syndrome unbound. In M. Nasser, M. Katzman, & R. A. Gordon (Eds.), *Eating disorders and cultures in transition*. London: Taylor & Francis, pp. 1-15.

Watters, E. (2010, January 8). The Americanization of mental illness. *New York Times Magazine*. Retrieved from: [http://www.nytimes.com/2010/01/10/magazine/10psychet.html?\\_r=0](http://www.nytimes.com/2010/01/10/magazine/10psychet.html?_r=0)

### **6) Feb. 9<sup>th</sup>: Culture has a lot to do with it**

Ozawa-de Silva, C. (2008). Too lonely to die alone: Internet suicide pacts and existential suffering in Japan. *Culture, Medicine, and Psychiatry*, 32, 516-551.

Schulz, K. (2004), August 22). Did antidepressants depress Japan? *New York Times Magazine*, retrieved from <http://www.nytimes.com/2004/08/22/magazine/did-antidepressants-depress-japan.html>

## **7) WINTER READING WEEK**

### **8) Feb. 23<sup>rd</sup>: Poverty, inequality and discrimination**

Belle, D. & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27, 101-113.

Lane, C. (2010, May 5). How schizophrenia became a Black disease: An Interview with Jonathan Metzl. *Psychology Today: Side Effects*. Retrieved from: <http://www.psychologytoday.com/blog/side-effects/201005/how-schizophrenia-became-black-disease-interview-jonathan-metzl>

### **9) March 1<sup>st</sup>: TEST #2 and facilitated small group work for second assignment**

#### **10) March 8<sup>th</sup>: Gender and madness**

Marecek, J. (1993). Disappearances, silences, and anxious rhetoric: Gender in abnormal psychology textbooks. *Journal of Theoretical and Philosophical Psychology*, 13, 114-123.  
10)

Shaw, C. & Proctor, G. (2005). Women at the margins: A critique of the diagnosis of borderline personality disorder. *Feminism & Psychology*, 15, 483-490.

#### **11) March 15<sup>th</sup>: Medicalizing sex**

Hartley, H. & Tiefer, L. (2003). Taking a biological turn: The push for a “female viagra” and the medicalization of women’s sexual problems. *Women’s Studies Quarterly*, 31, 42-54.

Belluz, J. (2015, Sept. 18). What the FDA’s approval of “pink Viagra” tells us about the problems with drug regulation. *Vox*. Retrieved from: <http://www.vox.com/2015/9/18/9333639/female-pink-viagra-fda-approved>

#### **12) March 22<sup>nd</sup>: Treatment debates**

Breggin, P. (2003). Psychopharmacology and human values. *Journal of Humanistic Psychology*, 43(2), 34-49.

Also see YouTube video: <https://www.youtube.com/watch?v=luKsQaj0hzs>

Fisher, D. B. (2003). People are more important than pills in recovery from mental disorder. *Journal of Humanistic Psychology*, 43(2), 65-68.

Carey, B. (2015). New approach advised to treat schizophrenia. [http://www.nytimes.com/2015/10/20/health/talk-therapy-found-to-ease-schizophrenia.html?\\_r=0](http://www.nytimes.com/2015/10/20/health/talk-therapy-found-to-ease-schizophrenia.html?_r=0)

#### **13) March 29<sup>th</sup>: TEST 3 (20%)**

## **SECOND WRITING ASSIGNMENT DUE ON APRIL 5<sup>th</sup> (*Agnes's Jacket*)**

### **ASSIGNMENTS**

There are **two** writing assignments for this course. They are designed to develop your skills in critical analysis and reading and evaluating the main arguments in scholarly writing. They are also designed to have you engage with first-person accounts of mental distress.

Unfortunately, we do not have enough person-power to provide individual feedback on pre-e-mailed drafts of the writing assignments. If you have questions about how to write up the assignments, come to office hours or attend the in-class session devoted to the assignment. If you have trouble with writing generally, there are lots of great resources at York. Check out the Writing Centre:

<http://writing-centre.writ.laps.yorku.ca/>

Also check out SPARK – Student Papers and Academic Research Kit:

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

It is a great on-line resource that leads you through some important steps in essay writing and other important academic skills.

#### **Assignment 1 (15%; due by midnight on February 12):**

Explore “Remembering Oak Ridge”

<https://historyexhibit.waypointcentre.ca/>

In an 800-word essay, reconstruct a day in the life of a patient at Oak Ridge by writing a first-person account. Imagine that you have been incarcerated there because you have been found to be “criminally insane.” Pick the historical time period of your incarceration (e.g., in the 1960s, 1980s) and flesh out the details of a typical day for you within the walls of Oak Ridge.

Base your account on the details about patient lives and the institution that you learn about at the website. What sorts of activities might you engage in? What treatment might you receive? Who might you encounter (staff, other patients)?

Although this is a creative essay, be sure to reference the source of the details you provide following the “To cite this page” instructions at the bottom of every page on the site. (and for more on APA style, see below)

#### **Assignment 2 (25%; due by midnight on April 5):**

Read the book *Agnes's Jacket: A Psychologist's Search for the Meanings of Madness* by Gail Hornstein.

In a 1,000-word essay, provide your reflections on the book. Your reflections, although written in essay style, should address the following questions/topics:

- 1) Summarize/express Hornstein's main points or arguments. Given this, what is the significance of the title's reference to Agnes's jacket?
- 2) How did Hornstein research her book? What challenges did she face?
- 3) How have your views of madness been influenced by reading *Agnes's Jacket*? That is, what were your views before reading the book, and how did reading her account affect those views? Be specific and give examples.
- 4) What recommendations does Hornstein have (implicit or explicit) for how to respond to people with emotional problems? Do you agree or disagree with these recommendations? Why or why not?

## **HOW TO PRESENT YOUR ASSIGNMENTS**

▪APA format is to be used for both assignments. Try to keep direct quotes to a minimum, but if they are used, in-text references would look like this:

Hornstein (2009) has noted that despite strenuous efforts to silence the mad, communications from the “world of madness are far more numerous than one might think” (p. xii). *OR*

Despite strenuous efforts to silence the mad, communications from the world of madness “are far more numerous than one might think” (Hornstein, 2009, p. xii).

▪Your assignment must be double spaced, one-inch margins all around, 12-pt font. Do not exceed 1000 words of written work (not including references).

▪Page one is a cover page that clearly indicates the title of your essay, your name, your student number, and your e-mail. .

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

▪Save your essay as a Word doc (not .pdf) with the following file name: Lastname\_Assignment 1 (or 2)

▪Submit it through the Moodle site by the due date and time