



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Psychology Department College of Liberal Arts and Sciences
 Subject PSY Number 394 Title Media Madness: Psychological disorders as represented in film and literature Units: 3
 Is this a cross-listed course? (Choose one)
 If yes, please identify course(s) N/A

Is this a shared course? (choose one) If so, list all academic units offering this course N/A
 Course description:

This course explores (from a social-psychological perspective) misrepresentations of mental illness in the media (film, literature and news). We examine how such misrepresentations promote stereotypes of, stigma for, prejudice towards, and discrimination against those who suffer from mental illness.

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- ★ Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Lynda Mae Phone (480) 965-2265

Mail code 1104 E-mail: lynda.mae@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Keith Crnic Date: 7/23/2013

Chair/Director (Signature):

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	This information is evidenced in Appendix A, the course syllabus.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">Psychology</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology	This information is evidenced in Appendix A, the course syllabus.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	This information is evidenced in Appendix A: the course syllabus, Appendix B, the text table of contents, and Appendix C, the sample exam.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	This information is evidenced in Appendix A: the course syllabus, Appendix B, the text table of contents, and Appendix C, the sample exam.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
PSY	394	Media Madness: Psychological disorders as represented in film and literature	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1: This course is designed to advance basic understanding about human interaction.	C1: This course is designed to provide students with a broad understanding of the psychology behind misrepresentations of mental illness, and a basic understanding of the myriad ways in which such misrepresentations result in degraded human interactions.	C1: See Appendix A, course syllabus, "Course Description" and "Learning Objectives," sections, page 1. I have included hand notations of "C1" by this material.
C2: Course content emphasizes the study of social behavior such as that found in Anthropology, Economics, Cultural Geography, and History.	C2: Course content emphasizes the study of social behavior found in Psychology.	C2: See Appendix A, course syllabus, "Course Description" and "Learning Objectives," sections, page 1, and "Reading Requirements" pages 2-3. I have included hand notations of "C2" by this material.
C3: Course emphasizes a) the distinct knowledge base of the social and behavioral sciences and b) methods of inquiry.	C3a: This course draws its content from the direct knowledge base of Social Psychology, including social psychological areas of study such as social cognition, attitudes, and stereotyping, prejudice, stigma and discrimination.	C3a: See Appendix A, course syllabus, "Course Description" and "Learning Objectives," sections, page 1, "Reading Requirements" section, page 2-3, and "Course Outline" section, pages 4-7. Also see Appendix B, "Text Table of Contents," page 3). I have included hand notations of C3a by this material.

<p>C4: Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>C3b: This course also covers research methods in social psychology (descriptive, correlational, experimental, and significance testing. Additionally these methods are reviewed when we discuss methods of journal article required readings.</p> <p>C4: The text, lectures and required journal readings in this course cover numerous social psychological research studies and illustrative data. Also students practice applying course material to films, literature and news stories.</p>	<p>C3b: See Appendix A, course syllabus, "Learning Objectives" section, page 1, and Course Outline" section, page 4-7. Also see Appendix B, Text Table of Contents," page 3, and "Journal Articles Table of Content, page 1. I have included notations of "C3b" by this material.</p> <p>C4: See Appendix A, course syllabus, "Course Description" and "Learning Objectives," sections, page 1, "Reading Requirements" section, page 2-3, and "Course Outline" section, pages 4-7. Also see Appendix B, Text: Media Madness Table of Contents, page 3, and Appending C, example exam, cover page. I have included hand notations of "C4" by this material.</p>
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APPENDICES

- A. Course Syllabus**
- B. Tables of Contents** (for text and other required readings)
- C. Sample Exam**
- D. Flyer** (attached to course description)
- E. Note to Committee** (regarding course number)

APPENDIX A

Course Syllabus

**PSY 394 -- Media Madness:
Psychological disorders as represented in film and literature**

Professor:

Dr. Lynda Mae, SCOB 136, (480) 965-2265, lynda.mae@asu.edu
Office hours: TBA (or by appointment)
TA contact info & office hours: TBA

Course Description: In this unique course, we will investigate myriad ways in which mental illness is misrepresented in the media. We will learn to identify misrepresentations (and notable accuracies) in film and literature (and, when time permits, news stories). Thus, we will watch films such as Kesey's "One Flew Over the Cuckoo's Nest," read literature such as short stories (e.g., Chekhov's "Ward No. 6"), play excerpts (e.g., Shakespeare's "Hamlet") and poetry (e.g., Sexton's "Noon Walk on the Asylum Lawn"), and investigate media news stories.

C1
C2
C3a

We will explore social psychological theories and research regarding how media misrepresentations promote stereotypes of, stigma for, and prejudice against, those who suffer from mental illness, and how such media misrepresentations have been, and may further be, exposed and reduced.

Learning Objectives

1. Students will gain knowledge and understanding of social psychological theories regarding:
 - a. origins, persistence, effects, and reduction of stereotyping, prejudice, and discrimination based on mental illness,
 - b. the major categories of media misrepresentations of mental illness,
 - c. types and levels of stigma, coping styles, and the effects of stigma suffered as a result of such misrepresentations, and
 - d. theories of reducing stereotyping, prejudice, stigma, and discrimination relating to the topic of mental illness.
2. Students will gain knowledge and understanding of how these issues are studied, including:
 - a. the collection of descriptive data
 - b. testing for relationships (correlational studies)
 - c. testing causal hypotheses (experimental studies), and
 - d. significance testing
3. Students will gain knowledge and understanding of social psychological studies supporting the studied theories, concepts and phenomenon.
4. Students will gain practice and skill applying the course material by identifying misrepresentations of mental illness in different forms of media, including
 - a. films,
 - b. literature, and
 - c. past and current news articles and broadcasts.

C1
C2
C3a

C3b
C4

*Note: This course falls under the area of Social Psychology. Although we will briefly cover the most prevalent categories of mental illness and some of the major symptoms associated with each, we will only do so to the extent that such basic knowledge is necessary to identify accuracies and inaccuracies in media representations. This class is *not* intended to provide a comprehensive overview of diagnosis, mental illness categories, and/or symptoms; nor does it cover etiology and treatment of disorders. Students desiring such a clinical psychology course(s) are referred to Abnormal Psychology and/or Abnormal Child Psychology courses offered through ASU's Psychology Department.

Grading: Grading will consist of three sectional midterm exams and one cumulative final exam, each worth up to 50 points. In addition twelve worksheets are assigned, each worth up to 6 points. At the end of the class, total points will be rounded to the nearest whole point (e.g., 244.4 = 243; 198.7 = 199), then grading will be based on the following point scale:

268 - up	A+
244 - 267	A
217 - 243	B
190 - 216	C
163 - 189	D

If you are enrolled in Barrett's Honors College, this class is available to you for honors credit. See Handouts under Blackboard for honors contract information.

Worksheets: Worksheets will help assure that you have the basic knowledge from which to identify misrepresentations of mental illness in the media. Worksheets are due on exam days, and only the first one is due on the first exam day, which will give us time to discuss it and for you to get feedback before the rest are due. Worksheets must be completed and submitted electronically, pursuant to instructions under Handouts on Blackboard.

Extra Credit: You will be given the opportunity to earn up to ten extra credit points in this class. Extra credit points are not awarded for learning the expected material, but for learning above and beyond that which was expected. Two extra credit points will be offered on each exam. These questions will be from text and lecture information that is not listed as topics of study on your study guides. You may earn up to two more extra credit points by presenting to the class a mental illness misrepresentation in the news. You will need to create a PowerPoint slide with a picture, tell the class the story (without notes), and identify the misrepresentation(s). If you are interested in doing a presentation, you must agree to be ready for the first presentation date (our first exam day), and you must sign up at our first class, during break. Important: See further instructions for presentations under Handouts on Blackboard.

Required Readings: Required readings are listed on the class schedule (Pages 4 - 7), and must be completed in time for the week of their scheduled discussions. Note that chapters are not always assigned in the order in which they appear in your books.

Textbook: Media Madness: Public images of mental illness, by Otto F. Wahl, Rutgers University Press, 1995 (reprinted 2003, 2006). Readings from Media Madness are listed as text chapter readings on your course schedule.

} C3a
C3b

Also Required: Mental Health in Literature, by Glenn Rohrer, Lyceum Books, Inc, 2005. All literature (short stories and poetry) required readings on your course schedule are listed as either MHL (from this book) or BB (public domain poetry posted on Blackboard, discussed next).

} C4

Also Required: Poetry and short stories in the public domain -- Poetry and short stories that happen to be posted in the public domain on the web are

available to you for free and posted under the red "BB Readings" tab on Blackboard.]

Also Required: Journal Articles: Required readings consisting of psychology journal articles are assigned for Weeks 6, 11 and 14. On the first day of class, we will cover how to access these using PsycInfo (the professional psychology database) through your university library.]

C3b
C4

Dickens, G., & Picchioni, M., 2012. A systematic review of the terms used to refer to people who use mental health services. *International Journal of Social Psychiatry*, 58, 115-122.

Martin, J. K., Pescosolido, B. A., & Tuch, S. A., 2000. Of fear and loathing: The role of disturbing behavior, labels, and causal attributions in shaping public attitudes toward people with mental illness. *Journal of Health and Social Behavior*, 41, 208 - 223.

Pescosolido, B. A., Medina, T. R., Martin, J. K., and Long, S., 2013. The backbone of stigma: Identifying the global core of public prejudice associated with mental illness. *American Journal of Public Health*, 103, 853-860.

Martin, J. K., Pscosolido, B. A., Olafsdottir, S., & McLeod, J. D., 2007. The construction of fear: Americans' preferences for social distance from those with mental health problems. *Journal of Health and Social Behavior*, 48, 50-67.

Wahl, O. F., et al., 2002. Newspaper coverage of mental illness. Is it changing? *Psychiatric Rehabilitation Skills*, 6, 9-31.

Paluck, E. L., 2009. Reducing intergroup prejudice and conflict using the media. *Journal of Personality and Social Psychology*, 96, 574-587.

Course Schedule

Week 1: Intro to class, syllabus, policies, assignments, etc.

Lecture and discussion of text readings (both text prefaces):
The study of media misrepresentations of mental illness
How do we know what we know?
Research Methods (descriptive, correlational, and experimental
research methods, and significance testing)

C3b

Identifying media misrepresentations in film and literature
Identifying media misrepresentations in the news

C4

Discussion of literature reading (as example):
The System of Dr. Tarr and Prof. Fether (Edgar Allan Poe) MHL

Brief introduction to cognitive disorders

C3a

Week 2: Lecture and discussion of text reading (Chapter 1):
Media misrepresentations of mental illness: Major categories

C3a

Discussion of cognitive disorder literature readings:
The Lost Phoebe (Theodore Dreiser) MHL
The Secret Life of Walter Mitty (James Thurber) BB
Forgetfulness (Billy Collins) BB
The Printer's Error (Aaron Fogel) BB

C4

Film: One Flew Over the Cuckoos Nest

Brief introduction to anxiety disorders

C3a

Week 3: Lecture and discussion of text reading (Chapter 2):
Stereotypes of mental illness: Derogatory language implications

C3a

Discussion of anxiety disorder literature readings:
The End of the Party (Graham Greene) MHL
Noon Walk on the Asylum Lawn (Anne Sexton) BB

C4

Film: As Good as it Gets

Week 4: **Exam 1**

Worksheets #1 due

Student presentations of media misrepresentations in the news

C4

Brief introduction to mood disorders

C3a

- Week 5: Lecture and discussion of text reading (Chapter 4):
 Stereotypes of mental illness: The violence/aggression stereotype C3a
- Discussion of mood disorder literature readings: C4
 An Unquiet Mind (Kay Redfield) MHL
 The Bell Jar (Sylvia Plath) MHL
 Sylvia's Death (Anne Sexton) BB
 Not Waiving, But Drowning (Stevie Smith) BB
 Depression, Too, Is a Kind of Fire (Taylor Mali) BB
 Suicide Song (Tony Hoagland) BB
- Film: Night, Mother
- Brief introduction to childhood-diagnosed disorders C3a
- Week 6: Lecture: Current research on stereotypes surrounding mental illness C3a
 Dickens & Picchioni, 2012 C3b
 Martin, Pescosolido & Tuch, 2000 C4
- Discussion of childhood-diagnosed disorder literature readings C4
 Zipper (Caroline Janover) MHL
 The Ransom of Red Chief (O. Henry) MHL
- Film: Niagara, Niagara
- Brief introduction to intellectual disability and levels C3a
- Week 7 Lecture and discussion of text reading (Chapter 3): C3a
 Prejudice surrounding mental illness
- Discussion of intellectual disability literature reading: C4
 Told in the Drooling Ward (Jack London) MHL
- Film: Of Mice and Men
- Week 8 Worksheets #2, 3, 4 & 5 due
- Exam 2**
- Student presentations of media misrepresentations in the news C4
- Brief introduction to eating and dissociative identity disorders C3a

Week 9	Lecture and discussion of text reading (Chapter 5): Discrimination and stigma surrounding mental illness Discussion of eating disorder literature readings Wasted: Bulimia (Marya Hornbacher) MHL Wasted: Anorexia (Marya Hornbacher) MHL To My Professor Who Denounced Freud (Author Unknown) BB Film: The Three Faces of Eve Brief introduction to psychotic disorders - delusional disorder	C3a] C4 C3a
Week 10	Lecture and discussion of text reading (Chapter 6): Effects of stigma on those with mental illness and their families Discussion of psychotic disorder literature readings Signs and Symbols (Vladimir Nabokov) BB Euthanasia (Author Unknown) BB Film: Lars and the Real Girl Intro to psychotic disorders continued: Schizophrenia and subtypes	C3a] C4 C3a
Week 11	Lecture: Current research on stigma surrounding mental illness: Pescosolido, Medina, Martin & Long, et al., 2013 Martin, Pescosolido, Olafsdottir & McLeod, 2007 Discussion of psychotic disorder literature readings The Yellow Wallpaper (Charlotte Perkins Gilman) MHL Ward No. 6 (Anton Chekhov) MHL Birthright (Geraldine Kudaka) BB Film: Benny & Joon] C3a C3b C4] C4
Week 12	Worksheets #6, 7, 8 & 9 due Student presentations of media misrepresentations in the news Exam 3 Intro to psychotic disorders continued: Shared psychotic disorder (folie a' deux)	C4 C3a

Week 13	<p>Lecture and discussion of text reading (Chapter 7): Reducing prejudice and media misrepresentations</p> <p>Discussion of psychotic disorder literature readings The Tell-Tale Heart (Edgar Allan Poe) MHL Hamlet (William Shakespeare) MHL The Catatonic Speaks (Pamela Spiro Wagner) BB</p> <p>Film: Bug</p> <p>Brief introduction to crowd contagion (folie a' plusieurs) and substance-related disorders</p>	<p>C3a</p> <p>} C4</p> <p>C3a</p>
Week 14	<p>Lecture: Current research on reducing misrepresentations in the media: Whal, 2002 Paluck, 2009</p> <p>Discussion of crowd contagion literature readings The Monsters are Due on Maple Street (Rod Sterling) BB The Lottery (Shirley Jackson) BB Fear (Charles Simic) BB</p> <p>Film: Requiem for a Dream</p> <p>Brief intro to institutionalization, deinstitutionalization, and paraphilias</p>	<p>} C3a C3b C4</p> <p>} C4</p> <p>C3a</p>
Week 15	<p>Lecture and discussion of text reading (Chapter 8): Further research and speculations</p> <p>Discussion of literature readings A Rose for Emily (William Faulkner) BB A Perfect Day for Bananafish (J. D. Salinger) BB Ring the Bells (Anne Sexton) BB</p> <p>Deinstitutionalization film: Elling</p>	<p>C3a</p> <p>} C4</p>
Week 16	<p>Worksheets #10, 11, & 12 due</p> <p>Student presentations of media misrepresentations in the news</p>	<p>C4</p>
	Final Exam	

*The letters following readings indicate in which book or blackboard listing they are to be found. See required readings section, page 2 for key.

Instructor Policies:

Absence Policies:

Missed Class: If you miss a class, it is your responsibility to procure a copy of another student's notes and to find, rent, and watch the missed media. (On the *required* first day of class we covered how your professor and TAs cannot give out notes, you were given time to exchange contact information with other students for this purpose, and we discussed "best practices" regarding such requests. Contact a TA if you would like a review of these "best practices").

Students who miss **over one week of class** must either withdraw or provide a TA with appropriate documentation*** of the necessity of their absence and their plan for catching up on the material, and receive TA approval in order to continue in the class.

Late Assignments: Late assignments are not accepted unless students provide appropriate documentation*** to a TA for the necessity of its tardiness, and receive TA approval.

Missed Exam: Students who miss an exam must provide appropriate documentation*** of the necessity of their absence and receive TA approval in order to take a make-up exam. The make-up exam must be taken within a week of the originally-scheduled date. Under no circumstances may an exam be taken twice! Thus if you are ill on the day of the final exam (or last day that an on-line exam is available), to the extent that you feel it could affect your performance, **DO NOT TAKE THE EXAM.** Instead, get documentation*** from the university health clinic (or other doctor) and thus, attend to your health while reserving the right to take a make-up.

***In all cases, **documentation must be signed by, and include contact information** for, the appropriate authority (doctor, work supervisor, military supervisor, religious leader, etc.). Absences related to religious observations/practices and university-sanctioned events/activities, must be in accordance with ASU Academic Affairs Manual "ACD 304-04" and "ACD 304-02," respectively

Classroom Behavior: When class is in session, but a film is not being viewed, all electronic devices (laptops, tablets, cellphones, etc.) must be turned off, or set to vibrate. During film viewings, all such electronic devices and any other devices which produce sound and/or light, must be *turned off and unplugged.*

Academic Integrity: Students caught cheating on an exam, plagiarizing work, or making their work available for others to plagiarize will be dealt with strictly, according to the regulations stated in the ASU Integrity Policy. We reserve the right to move you during in-person exams without revealing why (whether we suspect you or someone near you). By taking an exam in our large class environment, you are agreeing to move quietly if asked, without questioning why. Failure to do so will result in a zero for the exam.

Students are allowed, and expected, to take notes on the lectures in this class. However the lecture material goes beyond your textbook, is unique and is copyrighted. Thus dissemination of these notes for profit, and/or purchasing copies of these notes, is illegal, considered a severe form of plagiarism, and will result in legal action and expulsion from ASU.

RESOURCES AVAILABLE:

If you have a disability for which you wish to request accommodations (such as amplified lecture reception, books on tape, a note taker, extra time on tests, etc.) that could increase your chances of succeeding in this course, please contact the Disability Resource Center in Matthews Center, (480) 965-1234, as soon as possible (well before the first exam) to arrange for appropriate documentation and accommodations.

Although ASU's Learning Support Services (www.asu.edu/lss, 480.965.6254) does not offer tutoring for psychology course content, they do offer help in proofing papers for *any* class! In addition, recommendations on "How to Best Study for this Class" are posted under Handouts on Blackboard, and Study Skills Tutoring is available from your TAs (see 2nd page of this handout).

A P P E N D I X B

Tables of Contents for Required Readings:

1. Textbook: Media Madness
2. Journal Articles
3. Mental Illness in Literature
4. Public-Domain Required Readings

Media Madness

Public Images
of Mental Illness

Otto F. Wahl

Rutgers University Press
New Brunswick, New Jersey

To the memory
of my mother, Hazel L. Wahl,
and my father, Otto F. Wahl, Sr.
I wish they were here to read this.

Third paperback printing, 2006

Copyright © 1995 by Otto F. Wahl

All rights reserved

Published by Rutgers University Press, New Brunswick, New Jersey
Manufactured in the United States of America

Library of Congress Cataloging-in-Publication Data

Wahl, Otto F.

Media madness : public images of mental illness / Otto F. Wahl.

p. cm.

Includes bibliographical references and index.

ISBN 0-8135-2212-9 (acid-free paper)

1. Mental illness in mass media—United States. I. Title.

PS6.M452U68 1995

362.2—dc20

95-6402

CIP

British Cataloging-in-Publication information available

C3a
C3b

Contents

Preface to original printing in 1995 Overview of media misrepresentations	ix
Preface to second reprinting in 2003 Overview and updates	xiii
Chapter 1: Madness, Madness Everywhere Major categories of media misrepresentations	1
Chapter 2: Words and Laughter Research on stereotypes of mental illness, as evidenced by slang terms, derogatory images, and insensitive jokes.	14
Chapter 3: A Breed Apart Research evidencing prejudice based on beliefs that those who suffer from mental illness are separate and different than the self.	36
Chapter 4: Murder and Mayhem Research evidencing the specific strength and damage of the "violence and aggression" stereotype.	56
Chapter 5: So What? Why should we care? Research evidencing discrimination and stigma perpetuated by media misrepresentations.	87
Chapter 6: So Why? Why is stigma so consequential? Research evidencing myriad effects of stigma suffered by those with mental illness and their families.	110
Chapter 7: Future Images Research on revealing and calling out media misrepresentations and evidence of progress.	132
Chapter 8: Exit Lines Future research and speculations surrounding misrepresentations of mental illness in the media.	189

C36
CH

**Table of Contents
Assigned Journal Articles**

Dickens, G., & Picchioni, M., 2012. A systematic review of the terms used to refer to people who use mental health services. *International Journal of Social Psychiatry*, 58, 115-122.

Martin, J. K., Pescosolido, B. A., & Tuch, S. A., 2000. Of fear and loathing: The role of disturbing behavior, labels, and causal attributions in shaping public attitudes toward people with mental illness. *Journal of Health and Social Behavior*, 41, 208 - 223.

Pescosolido, B. A., Medina, T. R., Martin, J. K., and Long, S., 2013. The backbone of stigma: Identifying the global core of public prejudice associated with mental illness. *American Journal of Public Health*, 103, 853-860.

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Wahl, O. F., et al., 2002. Newspaper coverage of mental illness. Is it changing? *Psychiatric Rehabilitation Skills*, 6, 9-31.

Paluck, E. L., 2009. Reducing intergroup prejudice and conflict using the media. *Journal of Personality and Social Psychology*, 96, 574-587.

Mental Health in Literature

Literary Lunacy and Lucidity

Glenn E. Rohrer

East Carolina University

LYCEUM
BOOKS, INC.

5758 South Blackstone Avenue
Chicago, Illinois 60637

IVE AND

DIVERSE

OBLEMS,

ION, third

© Lyceum Books, Inc., 2005

Published by

LYCEUM BOOKS, INC.
5758 S. Blackstone Ave
Chicago, Illinois 60637
773+643-1903 (Fax)
773+643-1902 (Phone)
lyceum@lyceumbooks.com
<http://www.lyceumbooks.com>

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2004014632

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3. The Printer's Error (Aaron Fogel)
4. Noon Walk on Asylum Lawn (Anne Sexton)
5. Things (Fleur Adcock)
6. Not Waiving, But Drowning (Stevie Smith)
7. Depression, Too, is a Kind of Fire (Taylor Mali)
8. Suicide Song (Tony Hoagland)
9. To My Professor Who Denounced Freud (Author Unknown)
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11. Euthanasia (Author Unknown)
12. Birthright (Geraldine Kudaka)
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16. The Lottery (Shirley Jackson)
17. A Rose for Emily (William Faulkner)

APPENDIX C

Sample Exam

*Note: This class is capped at 191 students. Thus exams answers are collected on scantrons and grading is electronic. Thus, all exam questions are multiple choice.

Test questions are designed to measure:

To a lesser extent: Student's basic knowledge of basic abnormal psychology (to the extent at which is necessary to identify misrepresentations),

To a greater extent: Students' knowledge of the related social psychological theories, concepts and phenomena, students' ability to apply this information to new material, and their knowledge of the social-psychological research regarding stereotyping, prejudice, stigma and discrimination based on mental illness, and

Students are additionally tested on the methodology on Exam 1 (section of class when this is covered in lecture) and on the cumulative, Final Exam.

C3a
C3b
C4
C3b

Name: _____

PGS 394 EXAM 3A KEY

Multiple choice: Select the BEST answer to each of the following questions.

1. Kalbfleisch (1979) found that stories about psycho-killers:
 - a. reflect Greek mythology.
 - b. reflect Elizabethan tragedies.
 - c. produce the most attention (as measured through eye tracking).
 - d* sell the most newspapers.

2. The symptoms in the short story titled "Ward No. 6" most closely resemble:
 - a. paranoid schizophrenia
 - b. undifferentiated schizophrenia comorbid with major depressive disorder
 - c.* schizoaffective disorder
 - d. paranoid schizophrenia comorbid with major depressive disorder

3. What is the psychological significance of the title of the story, "Ward No. 6"?
 - a.* It is implied to be the ward for residents with the most serious dysfunctions.
 - b. It is the only ward in which residents are customarily restrained.
 - c. It is rumored to be the ward from which there is "no return."
 - d. It is the "mystery ward" from which screams, cries and groans are occasionally heard.

4. Which of your psychologically-oriented authors is best known for introducing the stream-of-consciousness writing style?
 - a. Vladimir Nabokov
 - b. This author is unknown
 - c.* Anton Chekhov
 - d. Marya Hornbacher

5. "Malleus Maleficarum," a book published during the Inquisition as a guide for witch hunters:
 - a.* identified loss of reason as a sign of demonic possession.
 - b. included extreme mood swings as a sign of selling one's soul to Satan.
 - c. included trembling and sweating as evidence of possession by evil spirits.
 - d. classified delirium as an outcome of voluntarily turning one's mental state over to Satan.

6. The three personalities portrayed in the film "The Three Faces of Eve" most interestingly resemble:
 - a. three of the main characters in "Of Mice and Men"
 - b.* Freud's components of personality
 - c. Jung's "mythological triad"
 - d. Freud's three levels of awareness

7. Delusional disorder is characterized by what kind of delusions?
- delusions of reference
 - * non-bizarre
 - bizarre
 - ego-inflating
8. The symptoms portrayed in the film "Lars and the Real Girl" most closely resemble which disorder and which (sub)type?
- delusional disorder, mixed
 - schizophrenia, paranoid
 - schizophrenia, disorganized
 - * delusional disorder, unspecified
9. What is atypical of the representation of the disorder portrayed in "The Three Faces of Eve?"
- * the discovery of a single traumatic event in childhood history
 - the mixture of symptoms from all three subtypes
 - the relatively coherent speech
 - the specific nature of the paranoia
10. Colaizzi (1989) points out in her book titled "Homicidal Insanity" that _____ have also played a role in the perpetuation of mental illness misrepresentation in the media.
- * mental health professionals
 - artists
 - scriptwriters
 - novelists
11. What is the technique some people employ to deal with trauma that has been associated with dissociative identity disorder?
- * Depersonalization
 - Cutting behavior
 - Meditation
 - Illusory phantasm
12. All of the following are examples of psychotic disorders, EXCEPT:
- paranoid schizophrenia
 - * dissociative personality disorder
 - delusional disorder
 - catatonic schizophrenia

13. Why did the main character's husband, in the short story titled "The Yellow Wallpaper," fail to acknowledge his wife's mental health problems?
- The housekeeper concealed his wife's symptoms
 - * He was afraid of the stigma associated with mental illness
 - His wife convinced him of the validity of her hallucinations (folie au deux)
 - He was absent too much (emotionally & physically) to ever observe her episodes
14. The symptoms described in the poem titled "To My Professor Who Denounced Freud" most closely relate to which of the following disorders?
- Delusional disorder
 - Dissociative amnesia
 - * Dissociative identity disorder
 - Dissociative fugue
15. Tringo (1970) specified that even _____ fared better than those who suffer from mental illness in people's reactions to twenty-one disability groups.
- those with cancer
 - those with severe facial disfigurements
 - * ex-convicts
 - animal abusers
16. Notable *Accurate* representations in the short story titled "Signs and Symbols" include:
- the "maintenance" conditions at the institution
 - the guilt of the family regarding institutionalization
 - the idea that it may be too late
 - * all of the above
17. Farina, Felner & Boureau (1963) showed evidence for _____ discrimination against those who suffer from mental illness:
- housing
 - * job
 - insurance
 - all of the above
18. Which type of delusional disorder is characterized by falsely believing one is loved by another?
- eros lumatic
 - grandiose
 - * erotomantic
 - agape lumatic

19. In the film titled "Benny & Joon," What brought about June's most severe featured episode?
- stress from obtaining a new caretaker
 - stress from the presence of raisins
 - * stress from running away
 - It was brought on at random (there was no known precursor).
20. Which of the following was NOT discussed in lecture as being true of bulimia nervosa?
- It's usually characterized by a relatively stable body weight
 - It may or may not involve purging behavior
 - * Overeating is an illusory perception on the part of the individual
 - It can lead to a number of physical health problems
21. Which of the following was a bit of a stretch in the film "Lars and the Real Girl?"
- * the extent to which the towns people "went along with" Lars' delusions
 - The fact that Lars wore a dress in public
 - the severity of Lars' delusions
 - the sensationalism of Lars' violence and aggression
22. Link, Cullen & Struening (1989) found that most of those who suffered from mental illness, out of fear of stigma,:
- * withdrew to some extent from society
 - lied on their insurance forms
 - delayed seeking treatment
 - all of the above
23. Which of the following psychologically-oriented authors wrote "Ward No. 6?"
- Vladimir Nabokov
 - This author is unknown
 - Charlotte Perkins Gilman
 - * Anton Chekhov
24. Link, Cullen, Mirotznik & Stuenning (1991) found that when people are bombarded with negative images of themselves in the media, they:
- are almost twice as likely to engage in self-harming behaviors
 - tend to withdraw from society
 - * begin to internalize (believe) them
 - all of the above

25. What misrepresentation of delusional disorder is demonstrated in the film titled "Lars and the Real Girl?"
- * the delusion was a bit bizarre
 - the hallucinations and delusions were not affecting ability to hold a job
 - episodes were occurring everyday
 - the hallucinations and delusions were affecting his overall functioning
26. Which of Goffman's types of stigmas is most often suffered by those who are mentally ill?
- * Character
 - Tribal
 - Physical
 - Courtesy
27. Which of Goffman's degrees of stigma are most often suffered by those who are mentally ill?
- Level 4
 - Level 1
 - Level 3
 - * Level 2
28. What misrepresentation is included in the poem "To my professor who denounced Freud"
- * the implication that dissociative identity disorder involves hearing voices
 - the implication that an eating disorder is voluntary
 - the implication that delusional disorder involves hallucinations
 - the implication that hallucinations can be controlled
29. Misrepresentations in the film titled "Benny & Joon" include:
- the fact that she was talented in spite of her disorder
 - * the implication that she would be approved to live without 24-hour supervision
 - how her episodes were only brought on by stress
 - how her episodes were all random without any identified precursors
30. What was the social-psychological significance of the narrator in "Euthanasia" painting Precious Moment's children on the walls?
- It helped her to deny the dysfunction evidenced in the behavior of her own children.
 - * She was rebelling against the sterile, clinical, medical environment.
 - It reflected the pain she suffered from being barren and her deep desire for children.
 - It served to cleanse her of guilt for the harm she caused her own children.

31. Thom has been diagnosed with schizophrenia and believes that the answers to a TV quiz show are personally informing him of important information he must decode. This is an example of which of the following symptoms?
- hallucinations
 - grandiose references
 - delusions of reference
 - * ideas of reference
32. Which of the following psychologically-oriented authors is best known for writing about his/her own experience with mental illness with the explicit goal of enlightening others?
- Antov Chekhov
 - Charlotte Perkins Gilman
 - William Shakespeare
 - * Marya Hornbacher
33. Nunnally (1957) found that the ideas of mental illness reported by members of the public fell between those of:
- the lay public and the media
 - * psychiatric experts and the media
 - the lay public and psychiatric experts
 - the media and those who suffer from mental illness
34. What is the social psychological significance of Lars creating an imaginary woman who is barren in the film "Lars and the Real Girl"?
- It meant he needed to deal with his irrational fear of children.
 - * He felt responsible for his mother's death during childbirth.
 - It meant he needed to deal with his irrational fear of the female sex organs.
 - He simultaneously creates a convenient excuse for ultimately rejecting her.
35. The symptoms in the short story titled "Euthanasia" most closely resemble:
- paranoid schizophrenia
 - * delusional disorder, unspecified type
 - catatonic schizophrenia
 - delusional disorder, grandiose type
36. Torrey 1988 found that federal funding for research on muscular dystrophy is estimated to be about ____ per patient, as compared to research on mental illness which is estimated at ____ per patient.
- \$12,800, \$100
 - * \$1,000, \$14
 - \$15,000, \$5
 - \$140, \$3

37. Which major category of misrepresentations is demonstrated in the short story, "Signs & Symbols?"
- Maintenance conditions
 - Treating mental illness as a comedy
 - Switching roles
 - * Insensitivity of hospital personnel
38. Wahl & Lefkowitz (1989) found that participants who saw a movie based on a murderer who had a mental illness (compared to those who saw a murder movie unrelated to mental health):
- * were less likely to approve of community mental health centers
 - were more likely to avoid a person they believed to have a mental illness
 - were less likely to donate to research on mental health treatments
 - all of the above
39. Which misrepresentation of schizophrenia is included in the film, "Benny & Joon?"
- Joon's higher-than-average IQ
 - * it generally takes longer than one overnight to recover from a major episode
 - schizophrenia does not involve multiple personalities
 - the severity of Joon's symptoms
40. In the short story titled "The Yellow Wallpaper," one of the main character's most psychologically-symbolic hallucinations involved:
- wallpaper coming off in sheets, strangling her
 - the wallpaper spreading to every room of the house
 - * a woman trying to get out of the wallpaper
 - the wallpaper screaming at and criticizing her
41. At the end of the short story titled "Lithuanian," the author gives what subtle clue that the narrator is not as "okay" as she believes?
- actually moving the table back to its original position
 - closing all of the windows in her home
 - * the substance with which she claims to wash the walls
 - her drumming fingertips
42. Which major category of misrepresentations is included in the poem "Birthright?"
- slang that implies or exaggerates cognitive challenges
 - ignorant classification
 - * slang that exaggerates unpredictability
 - defining someone solely with their mental illness

43. The symptoms of June in the film titled "Benny & Joon" most closely resemble:
- a.* undifferentiated schizophrenia
 - b. disorganized schizophrenia
 - c. catatonic schizophrenia
 - d. paranoid schizophrenia
44. In the excerpt read from "Wasted," the author discusses her own experience with:
- a. anorexia nervosa.
 - b.* anorexia & bulimia nervosa, purging type.
 - c. anorexia & bulimia nervosa, non-purging type
 - d. bulimia nervosa.
45. An *accurate* disorder representation in the film titled "Lars and the Real Girl" includes:
- a. his sudden bouts of unexplained laughter
 - b. his periodic episodes and interspersed delirium
 - c.* his total investment in the delusion
 - d. all of the above
46. As discussed in lecture, language in the poem "Birthright" has been called a "schizophrenic," but this is a misrepresentation in that:
- a. schizophrenia is being confused with dissociative memory disorder
 - b. it lacks evidence for any memory dissociation
 - c. metaphors are being mistaken for hallucinations
 - d.* the language is far too organized
47. Gilman (1982) suggests that _____ have also contributed their share in the perpetuation of mental illness misrepresentation in the media.
- a. mental health professionals
 - b.* artists
 - c. scriptwriters
 - d. novelists
48. As discussed in lecture, which of your psychologically-oriented authors is best known for his/her complex plots and love of word play?
- a.* Vladimir Nabokov
 - b. Charlotte Perkins Gilman
 - c. Anton Chekhov
 - d. Marya Hornbacher

49. Neff & Husani (1985) found that less than half of participants indicated they would be willing to _____ an individual identified as having a mental disorder.
- a. live next door to
 - b. marry
 - c. date
 - d.* work with
50. An *accurate* representation in the film titled "Benny & Joon" includes:
- a. evidence of her average or higher-than-average IQ
 - b. her periodic episodes and interspersed clarity
 - c. the fact that she was talented in spite of her disorder
 - d.* all of the above

Extra credit :)

51. Which of the following psychologically-oriented authors is also known for writing a novel about pedophilia titled "Lolita?"
- a. Marya Hornbacher
 - b.* Vladimir Nabokov
 - c. Anton Chekhov
 - d. Charlotte Perkins Gilman
52. As discussed in your text, those with mental illness report which of the following as the most difficult part of dealing with mental illness?
- a.* dealing with the stigma
 - b. dealing with relapses and the revolving door
 - c. dealing with unpleasant interactions from medications
 - d. watching their families and other loved ones suffer as a consequence

Congratulations on completing your exam!

APPENDIX D

Flyer (attached to Course Description)

**Unique
New Class!**

Media Madness

Psychological Disorders as Represented in Film & Literature



PSY 394

Dr. Lynda Mae

Enroll today while seats last!

Honors Contracts Available!

Fall 2013

Tuesdays, 4:30 – 7:15

In this unique, special topics class, we will investigate how mental illness is represented in film and literature. We will watch films such as Kesey's "One Flew Over the Cuckoo's Nest," and read literature such as short stories (e.g., Chekov's "Ward No. 6"), play excerpts (e.g., Shakespeare's "Hamlet") and poetry (e.g., Sexton's "Noon Walk on the Asylum Lawn").

We will explore social psychological theories and research regarding how media misrepresentations promote stereotypes of, stigma for, and prejudice against, those who suffer from mental illness, and how such media misrepresentations have been, and may further be, exposed and reduced.

APPENDIX E

Note to Committee Regarding Course Number

July 23, 2013

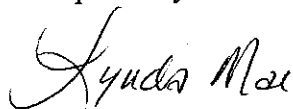
Dear General Studies Committee:

Please note that this course is currently being taught as a special topics course, and we plan to reapply for GS approval after we have secured our original course number. We are currently offering this course as (and have requested) a 300-level course number, but please note that this is *not* because students are required to have a knowledge base and background in psychology. In fact, this is one of our very few courses in which psychology pre-requisites are not listed. Indeed, the course has been designed, at the request of our Provost, to draw from many majors, both within and outside of psychology.

Instead, we have requested a 300-level unique course number, because we believe it most appropriately reflects the amount and depth of work required on the part of students. Additionally, this course requires that students view a small amount of disturbing material. (Students are pre-warned about this, and informed about the nature and necessity of the disturbing material, in the course catalog and over e-mail many times before the class actually begins.) Thus, we believe that offering this course at the 300-level is the most appropriate representation of the amount and depth of work involved, and also helps to ensure a more mature student base.

If you have any further questions or I can provide any further information to help you with your decision-making process, please feel free to contact me over e-mail (lynda.mae@asu.edu) or by telephone at 5-2265 or (775) 745-7440. Thank you for your consideration.

Respectfully submitted,



Lynda Mae