# GENERAL STUDIES COURSE PROPOSAL COVER FORM

## Course Information:

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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Subject</th>
<th>Number</th>
<th>Psychology</th>
<th>Title</th>
<th>Department</th>
<th>College of Liberal Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY</td>
<td>394</td>
<td></td>
<td>Media Madness: Psychological disorders as represented in film and literature</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Is this a cross-listed course? (Choose one)
- Yes
- No

If yes, please identify course(s)

Is this a shared course? (Choose one)
- Yes
- No

If so, list all academic units offering this course

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):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
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.
### 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>□</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ANTHROPOLOGY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ECONOMICS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HISTORY</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- 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.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: This course is designed to advance basic understanding about human interaction.</td>
<td>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.</td>
<td>C1: See Appendix A, course syllabus, &quot;Course Description&quot; and &quot;Learning Objectives,&quot; sections, page 1. I have included hand notations of &quot;C1&quot; by this material.</td>
</tr>
<tr>
<td>C2: Course content emphasizes the study of social behavior such as that found in Anthropology, Economics, Cultural Geography, and History.</td>
<td>C2: Course content emphasizes the study of social behavior found in Psychology.</td>
<td>C2: See Appendix A, course syllabus, &quot;Course Description&quot; and &quot;Learning Objectives,&quot; sections, page 1, and Reading Requirements&quot; pages 2-3. I have included hand notations of &quot;C2&quot; by this material.</td>
</tr>
<tr>
<td>C3: Course emphasizes a) the distinct knowledge base of the social and behavioral sciences and b) methods of inquiry.</td>
<td>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.</td>
<td>C3a: See Appendix A, course syllabus, &quot;Course Description&quot; and &quot;Learning Objectives,&quot; sections, page 1, &quot;Reading Requirements&quot; section, page 2-3, and &quot;Course Outline&quot; section, pages 4-7. Also see Appendix B, &quot;Text Table of Contents,&quot; page 3). I have included hand notations of C3a by this material.</td>
</tr>
<tr>
<td>C4: Course illustrates the use of social and behavioral science perspectives and data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3b: See Appendix A, course syllabus, &quot;Learning Objectives&quot; section, page 1, and Course Outline section, page 4-7. Also see Appendix B, Text Table of Contents, page 3, and &quot;Journal Articles Table of Content, page 1. I have included notations of &quot;C3b&quot; by this material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4: See Appendix A, course syllabus, &quot;Course Description&quot; and &quot;Learning Objectives,&quot; sections, page 1, &quot;Reading Requirements&quot; section, page 2-3, and &quot;Course Outline&quot; section, pages 4-7. Also see Appendix B, Text: Media Madness Table of Contents, page 3, and Appendix C, example exam, cover page. I have included hand notations of &quot;C4&quot; by this material.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

We will explore social psychologica] theories and research regarding how media misrepresentations promote stereotypes of, stigma for, and predecision 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.

*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.


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).

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.


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)
Identifying media misrepresentations in film and literature
Identifying media misrepresentations in the news
Discussion of literature reading (as example):
- The System of Dr. Tarr and Prof. Fether (Edgar Allan Poe) MHL
Brief introduction to cognitive disorders

Week 2: Lecture and discussion of text reading (Chapter 1):
- Media misrepresentations of mental illness: Major categories
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
Film: One Flew Over the Cuckoo's Nest
Brief introduction to anxiety disorders

Week 3: Lecture and discussion of text reading (Chapter 2):
- Stereotypes of mental illness: Derogatory language implications
Discussion of anxiety disorder literature readings:
- The End of the Party (Graham Greene) MHL
- Noon Walk on the Asylum Lawn (Anne Sexton) BB
Film: As Good as it Gets

Week 4: Exam 1
Worksheets #1 due
Student presentations of media misrepresentations in the news
Brief introduction to mood disorders
Week 5: Lecture and discussion of text reading (Chapter 4):
Stereotypes of mental illness: The violence/aggression stereotype

Discussion of mood disorder literature readings:
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

Week 6: Lecture: Current research on stereotypes surrounding mental illness
Dickens & Picchioni, 2012
Martin, Pescosolido & Tuch, 2000

Discussion of childhood-diagnosed disorder literature readings
Zipper (Caroline Janover) MHL
The Ransom of Red Chief (O. Henry) MHL

Film: Niagara, Niagara

Brief introduction to intellectual disability and levels

Week 7 Lecture and discussion of text reading (Chapter 3):
Prejudice surrounding mental illness

Discussion of intellectual disability literature reading:
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

Brief introduction to eating and dissociative identity disorders
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

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

Week 11  Lecture: Current research on sigma 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 (Antov Chekhov) MHL
Birthright (Geraldine Kudaka BB

Film: Benny & Joon

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' deaux)
Week 13  Lecture and discussion of text reading (Chapter 7): Reducing prejudice and media misrepresentations
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
Film: Bug
Brief introduction to crowd contagion (folie a' plusieurs) and substance-related disorders

Week 14  Lecture: Current research on reducing misrepresentations in the media:
Whal, 2002
Paluck, 2009
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
Film: Requiem for a Dream
Brief intro to institutionalization, deinstitutionalization, and paraphilias

Week 15  Lecture and discussion of text reading (Chapter 8):
Further research and speculations
Discussion of literature readings
A Rose for Emily (William Faulkner) BB
A Perfect Day for Bananafish (J. D. Salinger) BB
Ringing the Bells (Anne Sexton) BB
Deinstitutionalization film: Elling

Week 16  Worksheets #10, 11, & 12 due
Student presentations of media misrepresentations in the news
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/iss, 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).
APPENDIX 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.
P98.M452U68 1995
362.2—dc20
95-6402
CIP

British Cataloging-in-Publication information available
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
Table of Contents
Assigned Journal Articles


Mental Health in Literature
Literary Lunacy and Lucidity

Glenn E. Rohrer
East Carolina University

LYCEUM BOOKS, INC.
5758 South Blackstone Avenue
Chicago, Illinois 60637
Contents

Preface xi
Acknowledgments xiii

1. The Problem of Assessment and Diagnosis 1
   Edgar Allan Poe, “The System of Dr. Tarr and Prof. Feather” 2
   E. T. A. Hoffmann, “The Story of Serapion” 15
   (from The Serapion Bretheren)
   Discussion Questions 23

2. Cognitive Disorders 25
   Delirium 25
   Charles Dickens, “The Stroller’s Tale” 26
   (from The Pickwick Papers)
   Dementia 30
   Theodore Dreiser, “The Lost Phoebe” 31
   Amnestic Disorders 41
   Charles Jackson, The Lost Weekend 42
   Discussion Questions 49

3. Substance-Related Disorders 51
   Alcohol Dependence 51
   Jack London, John Barleycorn 52
   Edwin Arlington Robinson, “Miniver Cheevy” 67
   Samuel Butler, The Way of All Flesh 68
   Drug Dependence 73
   Thomas de Quincey, Confessions of an English Opium Eater 73
   Discussion Questions 82

4. Schizophrenia and Other Psychotic Disorders 85
   Paranoid Schizophrenia 85
   Edgar Allan Poe, “The Tell-Tale Heart” 86
   Disorganized Schizophrenia 89
   William Shakespeare, Hamlet 90
   Undifferentiated Schizophrenia 93
   Charlotte Perkins Gilman, “The Yellow Wallpaper” 94
   Schizoaffective Disorder 107
   Anton Chekhov, “Ward No. 6” 108
   vii
Contents

Delusional Disorder
Guy de Maupassant, “A Madman” 113
Discussion Questions 119

5. Mood Disorders 121

Major Depressive Disorder 121
Sylvia Plath, The Bell Jar 121
Edwin Arlington Robinson, “Richard Corey” 123
Kate Chopin, The Awakening 124

Dysthymic Disorder 127
Charles Dickens, “The Bloomsbury Christening” 127

Bipolar Disorder 139
Kay Redfield Jamison, An Unquiet Mind 140

Cyclothymia 145
Nikolai Leskov, “The Amazon” 145
Discussion Questions 153

6. Anxiety Disorders 155

Panic Disorder 155
Vladimir Nabokov, Pain 156

Phobia 158
Graham Greene, “The End of the Party” 159

Obsessive-Compulsive Disorder 165
William Shakespeare, Macbeth 165

Posttraumatic Stress Disorder 167
Jonathan Shay, Achilles in Vietnam 168

Generalized Anxiety Disorder 170
Guy de Maupassant, “He” 170
Discussion Questions 175

7. Personality Disorders 177

Schizoid Personality Disorder 177
Nathaniel Hawthorne, “Wakefield” 178

Schizotypal Personality Disorder 184
H. P. Lovecraft, “The Thing on the Doorstep” 185

Antisocial Personality Disorder 189
Oliver Goldsmith, “An Elegy on the Death of a Mad Dog” 189
O. Henry, “The Marionettes” 191

Borderline Personality Disorder 200
Susanna Kaysen, Girl, Interrupted 201
Histrionic Personality Disorder  206
Anton Chekhov, "An Enigmatic Nature"  206
Narcissistic Personality Disorder  208
Charles Dickens, Martin Chuzzlewit  208
Obsessive-Compulsive Personality Disorder  210
Nicolai Vasilyevitch Gogol, "The Overcoat"  211
Discussion Questions  221

8. Disorders of Infancy, Childhood, or Adolescence  223
Mental Retardation  223
Jack London, "Told in the Drooling Ward"  223
Attention-Deficit/Hyperactivity Disorder  230
Caroline Janover, Zipper  231
Oppositional Defiant Disorder  238
O. Henry, "The Ransom of Red Chief"  238
Conduct Disorder  246
Claude Brown, Manchild in the Promised Land  246
Eating Disorders  252
Marya Hornbacher, Wasted  253
Discussion Questions  267
Table of Contents for
Blackboard-posted, public domain readings

1. The Secret Life of Walter Mitty (James Thurber)
2. Forgetfulness (Billy Collins)
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)
10. Signs and Symbols (Vladimir Nabokov)
11. Euthanasia (Author Unknown)
12. Birthright (Geraldine Kudaka)
13. The Catatonic Speaks (Pamela Spiro Wagner)
14. Fear (Charles Simic)
15. The Monsters are Due on Maple Street (Rod Sterling)
16. The Lottery (Shirley Jackson)
17. A Rose for Emily (William Falkner)
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.
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 no. residents with the most severe dysfunctions.
   b. It is the only ward in which residents are temporarily restricted.
   c. It is rumored to be the ward from which there is "no return."
   d. It is the "mystery ward" from which screams 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?
   a. delusions of reference
   b.* non-bizarre
   c. bizarre
   d. ego-inflating

8. The symptoms portrayed in the film "Lars and the Real Girl" most closely resemble which disorder and which (sub)type?
   a. delusional disorder, mixed
   b. schizophrenia, paranoid
   c. schizophrenia, disorganized
   d.* delusional disorder, unspecified

9. What is atypical of the representation of the disorder portrayed in "The Three Faces of Eve?"
   a.* the discovery of a single traumatic event in child hood history
   b. the mixture of symptoms from all three clusters
   c. the relatively coherent speech
   d. the specific nature of the paranoia

10. Colaizzi (1989) points out in her book that "Homicidal Insanity" attitudes have also played a role in the perpetuation of mental illness and its depiction in the media.
    a.* mental health professionals
    b. artists
    c. scriptwriters
    d. novelists

11. What is the technique sometimes associated with trauma that has been associated with dissociative identity disorder?
    a.* Depersonalization
    b. Cutting behavior
    c. Meditation
    d. Illusory phantasm

12. All of the following are examples of psychotic disorders, EXCEPT:
    a. paranoid schizophrenia
    b.* dissociative personality disorder
    c. delusional disorder
    d. 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?
   a. The housekeeper concealed his wife's symptoms
   b.* He was afraid of the stigma associated with mental illness
   c. His wife convinced him of the validity of her hallucinations (folie au deaux)
   d. 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?
   a. Delusional disorder
   b. Dissociative amnesia
   c.* Dissociative identity disorder
   d. 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.
   a. those with cancer
   b. those with severe facial disfigurements
   c.* ex-convicts
   d. animal abusers

16. Notable __________ representations in the short story titled "Signs and Symbols" include:
   a. the "maintenance" conditions at the institution
   b. the guilt of the four men after institutionalization
   c.* the idea that it was the patients who did the institutionalizing
   d.* all of the above

17. Farina, Felner & Boureau (1975) stated that _______ discrimination against those who suffer from mental illness:
   a. housing
   b.* job
   c. insurance
   d. all of the above

18. Which type of delusional disorder is characterized by falsely believing one is loved by another?
   a. erotomania
   b. grandiose
   c.* erotomaniac
   d. agapic lunatic
19. In the film titled "Benny & Joon," What brought about June's most severe featured episode?  
   a. stress from obtaining a new caretaker  
   b. stress from the presence of raisins  
   c.* stress from running away  
   d. 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?  
   a. It's usually characterized by a relatively stable body weight  
   b. It may or may not involve purging behavior  
   c.* Overeating is an illusory perception on the part of the individual  
   d. 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?"  
   a.* the extent to which the townspeople "went along with" Lars' delusions  
   b. The fact that Lars wore a dress in public  
   c. the severity of Lars' delusions  
   d. the sensationalism of Lars' violence and depression

22. Link, Cullen & Struening (1989) found that most of those who suffered from mental illness, out of fear of stigma;  
   a.* withdrew to some extent from society  
   b. lied on their insurance forms  
   c. delayed seeking treatment  
   d. all of the above

23. Which of the following psychoanalytic directors authored "Ward No. 6?"  
   a. Vladimir Nabokov  
   b. This author is unknown  
   c. Charlotte Perkins Gilman  
   d.* Anton Chekhov

24. Link, Cullen, Mirotznik & Stuening (1991) found that when people are bombarded with negative images of themselves in the media, they:  
   a. are almost twice as likely to engage in self-harming behaviors  
   b. tend to withdraw from society  
   c.* begin to internalize (believe) them  
   d. all of the above
25. What misrepresentation of delusional disorder is demonstrated in the film titled "Lars and the Real Girl?")
   a.* the delusion was a bit bizarre
   b. the hallucinations and delusions were not affecting ability to hold a job
   c. episodes were occurring everyday
   d. 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?
   a.* Character
   b. Tribal
   c. Physical
   d. Courtesy

27. Which of Goffman’s degrees of stigma are most often suffered by those who are mentally ill?
   a. Level 4
   b. Level 1
   c. Level 3
   d.* Level 2

28. What misrepresentation is included in the poem “To my profession I renounced Freud”?
   a.* the implication that dissociative identity disorder involves hearing voices
   b. the implication that suffering disorders is voluntary
   c. the implication that dissociative disorders involve hallucinations
   d. the implication that hallucinations can be terminated

29. Misrepresentations in the film titled "Heaven is Waiting" include
   a. the fact that she was diagnosed with a mental disorder
   b.* the implication that she would be inappropriate to move without 24-hour supervision
   c. how her episodes were only brought on by stress
   d. 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?
   a. It helped her to deny the dysfunction evidenced in the behavior of her own children.
   b.* She was rebelling against the sterile, clinical, medical environment.
   c. It reflected the pain she suffered from being barren and her deep desire for children.
   d. 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?

a. hallucinations
b. grandiose references
c. delusions of reference
d.* 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?

a. Antov Chekhov
b. Charlotte Perkins Gilman
c. William Shakespeare
d.* Marya Hornbacher

33. Nunnally (1957) found that the ideas of mental illness reported by members of the public fell between those of:

a. the lay public and the media
b.* psychiatric experts and the media
c. the lay public and psychiatric experts
d. 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”?

a. It meant he needed a female companion to be a caregiver.
b.* He felt responsible for the death of his wife during childbirth.
c. It meant he needed to sublimate his fear of his female sex organs.
d. He simultaneously created a companion who ultimately rejecting her.

35. The symptoms in the short story titled “Lumbria” most closely resemble:

a. paranoid schizophrenia
b.* delusional disorder, unspecified type
c. catatonic schizophrenia
d. 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.

a. $12,800, $100
b.* $1,000, $14
c. $15,000, $5
d. $140, $3
37. Which major category of misrepresentations is demonstrated in the short story, "Signs & Symbols?"
   a. Maintenance conditions
   b. Treating mental illness as a comedy
   c. Switching roles
   d.* Insensitivity of hospital personnel

38. Wahl & Lefkowits (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):
   a.* were less likely to approve of community mental health centers
   b. were more likely to avoid a person they believed to have a mental illness
   c. were less likely to donate to research on mental health treatments
   d. all of the above

39. Which misrepresentation of schizophrenia is included in the film, "Benny & Joon?"
   a. Joon’s higher-than-average IQ
   b.* it generally takes longer than one overnight to recover from a major episode
   c. schizophrenia does not involve multiple personalities
   d. 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:
   a. wallpaper coming off in sheets, stretching in
   b. the wallpaper spreading to every room of the house
   c.* a woman in the center of the wallpaper
   d. the wallpaper becoming more criticizing her

41. At the end of the short story titled "The Yellow Wallpaper" the author gives what subtle clue that the narrator is not as "okay" as she believes?
   a. actually moving the table back to it's original position
   b. closing all of the windows in the house
   c.* the substance with which she claims to wash the walls
   d. her drumming fingertips

42. Which major category of misrepresentations is included in the poem “Birthright?”
   a. slang that implies or exaggerates cognitive challenges
   b. ignorant classification
   c.* slang that exaggerates unpredicability
   d. 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 "Cutter and the Real Girl" includes:

a. his sudden bouts of unexplained laughter  
b. his periodic episodes and interspersed daily  
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 but one confused with other life memory disorder  
b. it lacks evidence for a memory disorder  
c. metaphors are being misused for hallucinations  
d.* the language is not the disordered

47. Gilman (1982) suggests that certain social groups, specifically artists, are 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 their illness?
   a.* dealing with the stigma
   b. dealing with relatives and the member of the door
   c. dealing with unpleasant side effects of medications
   d. watching their families react to their problems as a consequence

Congratulations on completing your exam!
APPENDIX D

Flyer (attached to Course Description)
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