

# Psychological Themes and Theories in Modern Film

01:830:220:01

Spring 2020 Tuesday/Thursday 1:40-3:00

LSH-AUD



## Instructor:

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## Graduate TA (for inquiries about exams)

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## UNDERGRADUATE ASSISTANTS:

Feel free to contact your TA for tutoring or help with your film analyses. Your TA is assigned by your last name.

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## Course Description and Objectives

Advanced analysis and critical investigation of psychological themes in modern cinema including depiction of lifespan development, personality, memory, learning processes, personality disorders, trauma, autism, and clinical practice.

**NOTE: Some of the movies you will be required to view may contain instances of violence, sexual content, trauma and/or foul language as would be consistent with an R rating.**

- You will enjoy great films
- You will develop an understanding of basic psychological principles across the major fields of psychology
- You will be able to define and apply key psychological concepts, terms, and theories.
- You will develop critical thinking and analysis skills by evaluating accuracies of portrayals of psychological concepts in film.
- You will develop an awareness of the impact of popular film on society

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# Instructional Resources

1) There is no required textbook. You will watch movies and read assigned material. PowerPoint slides and reading are available on Sakai.



To access the movies, go to the library website. Under the **Find** tab, click on **Course Reserves**. In the search bar, type: **Lyra Stein**. Scroll down list for the film title and click on **View Online**. The movies with an (\*) are on reserve at the Livingston library (not available online).

2) . iclicker (or iclicker2 or iclicker+)

ISBN-10: 1464120157

ISBN-13: 9781464120152

3) A general psychology text for review of concepts

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## TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will occasionally ask you to take part in experiential exercises or discussions..I hope these experiences will allow you to apply the material we cover to your own lives.

### INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to explore great films and relate them to psychological theories. I encourage class participation and am interested in your perspectives.

**Do not leave lecture early:** Besides distracting your fellow students, when I hear people leaving or packing their bags, I become distracted. I lose my train of thought and will have to stop the lecture until the noise ceases. P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit in the back** of the lecture hall.

## CLASS PARTICIPATION

Register your iclicker on your Sakai **Workspace** page-the tab can be found on the left menu of the Sakai welcome page.

The clicker system will allow for interactive class participation. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered. In addition, you will receive 1 more point for each question answered correctly. The total will be out of 100 points (I will present about 200-220 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 10 points received above 100 points.



The 2nd and 3rd lectures will count as practice. It is important that you purchase your clicker as soon as possible after the first class session. Starting with the 4th lecture of the semester, responses will count toward your grade. There will be, on average, 5-10 questions per class.

**Make sure to any address clicker issues within a week after the class in question. It is your responsibility to make sure your clicker points are counted on Sakai within a week of each class period.**

Please register your clicker on the **Sakai workspace page** (tab iclicker), not the iclicker website.

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### **ATTENDANCE POLICY:**

You do not need to present a note unless you experience extended absences.

Legitimate reasons for absence include, but are not limited to, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty.

Nevertheless, the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam or are absent for an extended period, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence.

### **ACADEMIC INTEGRITY:**

<http://academicintegrity.rutgers.edu/academic-integrity-policy/> Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

### **DIVERSITY POLICY:**

The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its admission, programs, activities, or employment matters. The Department of Psychology at Rutgers, New Brunswick is committed to promoting tolerance and respect for differences in the classroom and across campus. Students enrolled in this course are expected and required to treat all students with respect both inside and outside of the classroom



## **ASSESSMENTS**

There will be three midterms (the best two of these will be averaged into your grade-one will be online) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). You will need a #2 pencil for the in-class exams. Please do not leave the room during the exam unless you have completed the assessment. **Students caught cheating on any exam will get an F for the entire course. Once the exam grades are posted on Sakai, you have one week to address any discrepancies with your score.**

There will be 7 quizzes which will consist of 20 questions each. You will have 1 hour to complete each quiz and will only have one chance to take the **the closing date as I will not be able to open the quiz once it has closed.** Your lowest quiz score will be dropped.

#### ACOMMODATIONS

Appropriate accommodations will be made for students with disabilities.

Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/> Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

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### Film Analyses

**It is your responsibility to ensure that the correct version of the correct assignment is uploaded. Make sure to check if the attachment is uploaded before the due date. If I cannot open your assignment or you submit the wrong assignment, you will receive a 0. Please do not submit Google Docs**

You will be required to complete two film analyses (40 points each)-one by March 12 and one after March 12

Only submit in Word or pdf formats

The film analyses will involve viewing and critically analyzing a movie that we will discuss in class. Choose at least one phenomenon from a topic we discussed in class. The paper should be 2-3 double spaced pages in 12 pt font.

The assigned reading for the movie should be included in your analysis. The readings can be found in the Sakai folder under the resources tab.

#### **Please label the following sections:**

- 1) Describe the psychological principle(s) illustrated in the film using the reading and PowerPoint. Be sure to include citations for the definitions of the concepts (even if taken from the PowerPoint). If the concept is a psychological disorder, be sure to include the symptoms. **10pts**
- 2) Describe the relevant scenes which illustrate the psychological principle(s). If this is a psychological disorder, this should be an illustration of the symptoms. **10pts**
- 3) Analyze your concept using the assigned article. You should include information from the article (with citations) which relate to your concept. Describe the relevant movie scenes from the perspective of the article **7 pts.**
- 4) Critically analyze the accuracies and inaccuracies of the movie's portrayal based on the readings/PowerPoint **10pts**
- 5) In-text citations and a reference page **3 pts**

**Be sure to include references to the assigned reading and PowerPoint. You should include in-text citations and a reference page.**

You can use any format for references, here are some links for guidance.

<http://owl.english.purdue.edu/owl/resource/560/02/>  
<http://owl.english.purdue.edu/owl/resource/560/03/>  
<http://owl.english.purdue.edu/owl/resource/560/05/>  
<http://owl.english.purdue.edu/owl/resource/560/06/>  
<http://owl.english.purdue.edu/owl/resource/560/07/>  
<http://owl.english.purdue.edu/owl/resource/560/08/>  
<http://owl.english.purdue.edu/owl/resource/560/09/>  
<http://owl.english.purdue.edu/owl/resource/560/10/>  
<http://owl.english.purdue.edu/owl/resource/560/11/>

Please contact your undergraduate TA with any specific questions concerning references.

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**READINGS FOR FILM ANALYSES AND DUE DATES (you only have to read the assigned articles for your two analyses). You should hand in one analysis highlighted in red, on either 2/13 or 3/12, depending on the movie and one analysis highlighted in blue, on either 4/14 or 5/4, depending on the movie.**

**Stand by Me- Due 2/13**

Muuss RE. (1996) Theories of adolescence. Erik Erikson's theory of identity development. New York: The McGraw-Hill Companies, Inc.

**Good Will Hunting Due 2/13**

Ainsworth, M. S. (1979). Infant–mother attachment. *American psychologist*, 34(10), 932.

**The Shawshank Redemption Due 2/13**

Baum, W. M. (2006). What is Behaviorism? Understanding behaviorism: Behavior, culture, and evolution. John Wiley & Sons.

**Inside Out Due 2/13**

Keltner, D., & Ekman, P. (2015). The Science of 'Inside Out'. *New York Times*, 3.

**Memento Due 2/13**

Seamon, J. (2015). Memory and Movies: What Films Can Teach Us about Memory. MIT Press.

**The Dark Knight Due 2/13**

Chang, H. M., Ivonin, L., Díaz, M., Català, A., Chen, W., & Rauterberg, M. (2013). From mythology to psychology: Identifying archetypal symbols in movies. *Technoetic arts*, 11(2), 99-113.

**The Breakfast Club Due 3/12**

Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of social issues*, 59(4), 865-889.

**Mean Girls Due 3/12**

Pollastri, A. R., Cardemil, E. V., & O'Donnell, E. H. (2010). Self-esteem in pure bullies and bully/victims: A longitudinal analysis. *Journal of Interpersonal Violence*, 25(8), 1489-1502.

**12 Angry Men Due 3/12**

Sunstein, C. R. (2007). Group polarization and 12 angry men. *Negotiation Journal*, 23(4), 443-447.

**Still Alice Due 3/12**

Tellechea, P., Pujol, N., Esteve-Belloch, P., Echeveste, B., Garcia-Eulate, M. R., Arbizu, J., & Riverol, M. (2017).

**Temple Grandin Due 3/12**

Grandin, T. (2006). Autism and Relationships. Thinking in pictures: And other reports from my life with autism. Vintage.

**One Flew Over the Cuckoo's Nest Due 3/12**

Rosenhan, D. L. (1974). On being sane in insane places. *Clinical Social Work Journal*, 2(4), 237-256.

**Ordinary People Due 4/14**

Miller, F. C. (1999). Using the movie Ordinary People to teach psychodynamic psychotherapy with adolescents. *Academic psychiatry*, 23(3), 174-179.\

**Silver Linings Playbook Due 4/14**

Proudfoot, J. G., Parker, G. B., Benoit, M., Manicavasagar, V., Smith, M., & Gayed, A. (2009). What happens after diagnosis? Understanding the experiences of patients with newly-diagnosed bipolar disorder. *Health Expectations*, 12(2), 120-129.

**What About Bob Due 4/14**

Abramowitz, J. S. (2006). The Psychological Treatment of Obsessive—Compulsive Disorder. *The Canadian Journal of Psychiatry*, 51(7), 407-416.

**Basketball Diaries Due 4/14**

Berridge, K. C. (2017). Is Addiction a Brain Disease?. *Neuroethics*, 1-5.

**Gone Girl Due 4/14**

Swart J. 4. Psychopaths in Film: Are Portrayals Realistic and Does It Matter?.

**The Soloist Due 5/4**

Latha, K. S. (2010). The noncompliant patient in psychiatry: the case for and against covert/surreptitious medication. *Mens sana monographs*, 8(1), 96.

**Antwone Fisher Due 5/4**

Putnam, F. W. (2006). The impact of trauma on child development. *Juvenile and Family Court Journal*, 57(1), 1-11.

**The Perks of Being a Wallflower Due 5/4**

Putnam, F. W. (2006). The impact of trauma on child development. *Juvenile and Family Court Journal*, 57(1), 1-11.

**Shutter Island Due 5/4**

Freeman, D., & Garety, P. (2014). Advances in understanding and treating persecutory delusions: a review. *Soc Psychiatry Psychiatr Epidemiol*, 49, 1179-1189.

### Split Due 5/4

Gillig, P. M. (2009). Dissociative identity disorder: A controversial diagnosis. *Psychiatry*, 6(3), 24.

### The Joker Due 5/4

Rosell, D. R., Futterman, S. E., McMaster, A., & Siever, L. J. (2014). Schizotypal personality disorder: a current review. *Current Psychiatry Reports*, 16(7), 452.

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## ADDITIONAL CREDIT

For every 10 clicker points above 100, you will be given an extra credit point

You may only complete 2 extra credit assignments listed below (not including the movies)



**Option 1: Hand in the regular film analyses for a movie of your choice (not one that we covered this semester). The movie should address one of the topics discussed in class.**

**Due 4/23**

Hand in the analysis using the same format as the film analyses.

**Option 2: Create your own video of a psychological concept (5 points) Due 4/23**

Create and record your own scene which depicts a psychological concept we discussed in class. Include a description of the concept and how it is illustrated. Make sure the video is at least 2 minutes long.

**Option 3: Psychology in Media (5 points) Due 4/23**

Find a television clip, news article or any other media source that describes/illustrates a concept in psychology. Write a 2 page, double spaced paper assessing the validity of the claims based on what we discussed in class. Describe what was accurate and inaccurate in the media segment and, using course material (or other primary source information), assess the validity.

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### Extra Credit Movies

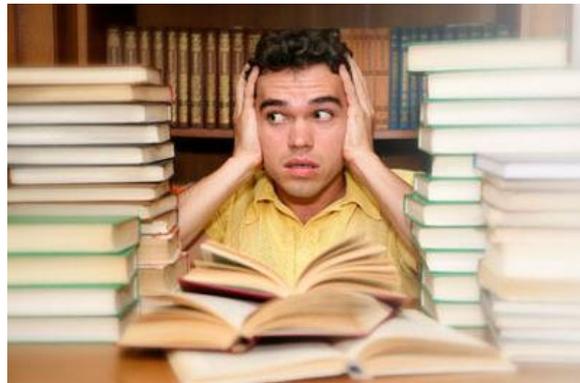
**You may only attend 1 movie**

During the semester I will be offering extra credit Twitter movies (5 points). These will be held on selected afternoons/evenings- locations will be announced in class. To receive credit, you must sign out when you leave and tweet (at least twice) relevant information during the movie relating to class theories. Your tweets must coincide with the relevant scene in the movie. The twitter account that you use must include your name as it appears on the roster and you should tweet at least twice with substantive information (original information-do not copy previous tweets) related to class material. If you post inappropriate material, you will not receive credit. **Please make sure the twitter account is set to public.**

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Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams,

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.



When you study, don't just read the lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself! Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

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### HOW TO PERFORM WELL IN THIS CLASS:

- Attend class and answer the clicker questions.
- Complete every quiz on time.
- Access the materials on Sakai
- At least a week before the exam, begin studying your notes from class. Get more information about concepts you do not understand by contacting me or working with your undergraduate TA.
- Use the study guides to explain the course concepts in your own words, draw models of the concepts;
- Contact me or your undergraduate TA to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class we will actively analyze, apply, and evaluate material.

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### EVALUATION

Evaluations are based on:

Quizzes	120 points (6 x 20) (one quiz grade will be dropped)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
Film Analyses	80 points (2 X 40)
Clicker points	<u>100 points</u>
Total Points possible	650

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## LECTURE TOPICS

\*\*(All dates are approximate and any changes will be announced in class)\*\*

Date	Topic	Film(s)	Assignments Due (1:40 pm)
T 1/21	Class Introduction		
Th 1/23	Development	Stand by Me	
T 1/28		Good Will Hunting	
Th 1/30	Learning and Motivation	The Shawshank Redemption	
T 2/4	Emotion	Inside Out*	
Th 2/6	Memory	Memento	<b>Quiz 1 due</b>
T 2/11	Personality	The Dark Knight	
<b>Th 2/13</b>	<b>Exam 1-In Class</b>		<b>Due date for the first analysis if based on one of the films covered between 1/21-2/11</b>  <b>Quiz 2 due</b>
T 2/18, Th 2/20, T 2/25	Social Psychology	The Breakfast Club  Mean Girls  12 Angry Men	
Th 2/27	Alzheimers Disease	Still Alice*	
T 3/3	Autism	Temple Grandin*	<b>Quiz 3 Due</b>
Th 3/5, T 3/10	Mental Health and Therapy	One Flew Over the Cuckoo's Nest*	
<b>Th 3/12</b>	<b>Exam 2-ONLINE</b>		<b>Due date for the first analysis if based on one of the films covered between 2/18-3/10</b>  <b>Quiz 4 Due</b>
<b>T 3/17, Th 3/19</b>	<b>NO CLASS-SPRING BREAK</b>		
T 3/24, Th 3/26	Mood Disorders	Ordinary People, Silver Linings Playbook	
T 3/31	Anxiety Disorders	What About Bob	
Th 4/2	Substance Use	Basketball Diaries	<b>Quiz 5 Due</b>

T 4/7	Personality Disorders, Psychopathy	Gone Girl*	
Th 4/9	<b>NO CLASS</b>		
T 4/14	Exam 3-In Class		<b>Due date for the second analysis if based on one of the films covered between 3/24-4/7</b>  <b>Quiz 6 Due</b>
Th 4/16	Schizophrenia	The Soloist	
T 4/21 Th 4/23	Trauma	Antwone Fisher*, The Perks of Being a Wallflower	<b>Extra Credit due on 4/23</b>
T 4/28 Th 4/30	Dissociation	Shutter Island, Split The Joker	
M 5/4			<b>Due date for the second analysis if based on one of the films covered between 4/16-4/30</b>
F 5/8 8-11am	<b>Final-cumulative emphasis on last part of course</b>  <i>common hour exams can be found under the "exam" tab at <a href="https://scheduling.rutgers.edu/scheduling/exam-scheduling">https://scheduling.rutgers.edu/scheduling/exam-scheduling</a></i>		<b>Quiz 7 Due</b>

## Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy><sup>1</sup> I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

**Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and**

<sup>1</sup> This web link was corrected on Sept. 13, 2015. S. Lawrence

both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.<sup>2</sup>

## Student-Wellness Services:

### **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### **Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### **Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Scarlet Listeners**

scarlet.listeners@gmail.com

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. If you've got something going on and would like someone to listen, you can reach out to our partner hotline, CONTACT We Care, at 908-232-2880, or the National Suicide Prevention Lifeline which is open 24/7 at 1-800-273-TALK (1-800-273-8255).