



**PSYCHOLOGICAL THEMES AND THEORIES IN MODERN FILMS**

**01:830:220**

**CLASS INFORMATION:**

**Fall 2017**

**Day and Time: MTH 9:50-11:10**

**Room: Scott Hall 123**

On line schedule of classes <http://www.acs.rutgers.edu/soc>

**INSTRUCTOR:**

**Lyra Stein, Ph.D.**

**Email:** [Lyra@psych.rutgers.edu](mailto:Lyra@psych.rutgers.edu)

**Office:** Tillet 221 <http://rumaps.rutgers.edu/location/tillet-hall>

**Office Hours:** Wednesdays 12-1, Thursdays 12:30-1:30, by appt.

**GRADUATE TEACHING ASSISTANT:**

**Kiki Fehling**

**Email:** [kfehling@gmail.com](mailto:kfehling@gmail.com)

**Office:** Tillet 527

**Office Hours:** By appointment

**UNDERGRADUATE ASSISTANTS**

**Nicholas Eduardo (A-E)** [ne99@scarletmail.rutgers.edu](mailto:ne99@scarletmail.rutgers.edu)

**Tamar Dubin (F-J)** [tamardubin@gmail.com](mailto:tamardubin@gmail.com)

**Kristin Forsstrom (K-O)** [kdf37@scarletmail.rutgers.edu](mailto:kdf37@scarletmail.rutgers.edu)

**Danielle Nisenson (N-R)** [dmn96@scarletmail.rutgers.edu](mailto:dmn96@scarletmail.rutgers.edu)

**Edelyn Vargas (S-Z)** [emv60@scarletmail.rutgers.edu](mailto:emv60@scarletmail.rutgers.edu)

**COURSE DESCRIPTION:**

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. If this is offensive, or if you are otherwise unable to view such movies, please discuss this with me.

**COURSE OBJECTIVES:**

- 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 the accuracy of the portrayal of psychological concepts in film.

- You will develop an awareness of the impact of popular film in society

### LEARNING RESOURCES:

1) There is no required textbook. You will, however, be required to watch a total of 13 movies across the semester and read assigned material. PowerPoint slides and readings will be available on Sakai.

Main Sakai portal <https://sakai.rutgers.edu/portal>

2) . iclicker (or iclicker2 or iclicker+)

**ISBN-10:** 1464120153

**ISBN-13:** 9781464120152



#### Recommended:

A textbook in general psychology

### DEPARTMENTAL LEARNING GOALS MET BY THE COURSE:

SAS departmental learning goals are compiled at <http://sasoue.rutgers.edu/assessment/sas-department-and-program-assessment>

#### 1. Content in Psychology

Students should know the terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

#### 3. Higher-Order Cognitive Skills

Students should be able to use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes. These skills are tested in different ways in different courses, from conceptual questions on standard tests to critiques of cases to presentation of research or programs or cases.

### 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 an 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 discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

### CLASS PARTICIPATION:

The clicker system will allow for interactive class participation which is difficult in large classes. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered, and 2 points for each question answered correctly. This will be out of 100 points (I will present about 190-200 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 show up on Sakai within a week of each class period. Please do not contact me with clicker concerns more than a week old.**

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

### FILM ANALYSES:

You will be required to complete **two** film analyses (40 points each)-one from the first half of the course (before the second exam) and one from the second half of the course

Only submit in Word or pdf format

If I cannot open your assignment, you will receive a zero.

Due dates can be found under the "assignments" tab.

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 (max 6 pages) pages in 12 pt font, double spaced.

The reading for the movie should be included in your analysis. The readings can be found in the lecture folder and the reference on the syllabus.

- 1) Describe the psychological principle(s) illustrated in the film from the reading and PowerPoint **10pts**
- 2) Describe the relevant scenes which illustrate the psychological principle(s) **10pts**
- 3) Elaborate on how the selected scene conforms and/or fails to conform to the psychological principle

you have identified. Your discussion will conclude with a brief, critical assessment of the strengths and weakness of the movie's portrayal of the particular concept covered based on the readings/PowerPoint **15pts**

4) In-text citations and a reference page **5pts**

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

### **EXTRA CREDIT**

**You can hand in any 2 of the following**

**Option 1: Hand in the regular film analyses for 2 (max of 2) movies available on the site that we did not cover in class (American Sniper, Black Swan, A Dangerous Method, Crash, Boys Don't Cry) (5 points for each analysis) Due 12/4**

Hand in 2 of the above movie analyses using the same format as the film analyses.

**Option 2: Create your own video of a psychological concept (5 points) Due 12/4**

Create and record your own scene which depicts a psychological concept. Include a description of the concept and how it is illustrated.

**Option 3: Crazy Ex-Girlfriend Analysis ( 8 points) Due 12/4**

The first season of Crazy Ex-Girlfriend is available on reserve. Write a 3-page, double spaced paper explaining any 5 psychological concepts illustrated in the series.

### **Extra Credit Movies**

**You can participate in 2 movies**

During the semester I will be offering extra credit Twitter movie nights (5 points per movie). These will be held on selected afternoons/evenings- location will be announced in class. This is a program set up for students in the medical school and we have been invited to participate. To receive credit, you must sign out when you leave and tweet (at least twice) relevant information during the movie relating to theories of psychology. The twitter account that you use must include your name as it appears on the roster and you must post at least twice with substantive information (original information-do not copy previous tweets) related to personality psychology. If you post inappropriate material, you will not receive credit, nor will you be able to participate in the future. **Please make sure the account is set to public.**

### **ASSESSMENTS**

There will be three midterms covering lecture material (not readings) and 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. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai.

***Students caught cheating on any exam will get an F for the entire course.***

Each midterm will consist of 50 multiple choice items and 75 for the final. The material will be from the lecture (not readings) and it is not necessary to watch the entire film unless you are writing the analysis.

There will be 7 quizzes which will consist of 10 questions each. You will have 1 hour to complete each quiz and will only have one chance to take the assessment. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

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>

### EVALUATION:

Evaluations are based on:

Quizzes	70 points (7 x 10)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
2 film analyses	80 points (2 x 40)
Clicker points	<u>100 points</u>
Total Points possible	600

A: 540-600 points, B+: 510-539 points, B: 480-509 points, C+ 450-479 points, C: 420-449 points, D: 360-419 points, F: 0-359 points

### LECTURE TOPICS AND READINGS:

Day	Topic	Film(s)	Due
9/7	Class introduction		
9/11, 9/14,	Development	Stand by Me American Beauty	
9/18, 9/21,	Personality	Dark Knight Game of Thrones	
9/25, 9/28	Conditioning, Motivation, Emotion	The Shawshank Redemption Inside Out	Quiz 1 due 9/25 by class
<b>10/2</b>	<b>Exam 1-in class</b>		<b>Due date for first 6 Films Quiz 2 by class</b>
10/5, 10/9, 10/12	Social Psychology	The Breakfast Club, Mean Girls	

		12 angry men	
10/16	Autism	Temple Grandin	
<b>10/19</b>	<b>NO CLASS</b>		Quiz 3 by class
10/23, 10/26	Memory, Alzheimer's Disease	Memento Still Alice	
10/30	Exam 2-Online		<b>First analysis due Before the second Exam Quiz 4 by class</b>
11/1, 11/6	Mental Health, Therapy	One Flew over the Cuckoo's Nest	
11/9, 11/13	Mood Disorders	Ordinary People, Silver Linings Playbook	
11/16, 11/20	Trauma, dissociation	Antwone Fisher, Fight Club	Quiz 5 due 11/16 by class
11/21	Addiction	Basketball Diaries	
<b>11/23</b>	<b>NO CLASS</b>		
<b>11/27</b>	<b>Exam 3-in class</b>		<b>Due date for next 6 Films Quiz 6 by class</b>
11/29	OCD	As Good as it Gets	
12/4, 12/7	Personality Disorders, Psychopathy	Girl Interrupted  Gone Girl	<b>All Extra Credit Due 12/4</b>
12/11	Schizophrenia	The Soloist	
12/13			<b>Due date for last 4 films</b>
<b>12/19 12- 3pm</b>	<b>Final Exam</b>		Quiz 7

### READINGS FOR FILM ANALYSES

#### Stand by Me

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

#### American Beauty

Katz, A. W. (2007). Looking at the film American Beauty through a psychoanalytic lens. *On Deaths and Endings: Psychoanalysts' Reflections on Finality, Transformations and New Beginnings*, 121.

**The Dark Knight**

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 Shawshank Redemption**

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

**Inside Out**

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

**The Breakfast Club**

Barber, B. L., Eccles, J. S., & Stone, M. R. (2001). Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity. *Journal of Adolescent Research*, 16(5), 429-455.

**Mean Girls**

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**

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

**Temple Grandin**

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

**Memento**

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

**Still Alice**

Tellechea, P., Pujol, N., Esteve-Belloch, P., Echeveste, B., Garcia-Eulate, M. R., Arbizu, J., & Riverol, M. (2017). Early-and late-onset Alzheimer disease: Are they the same entity?. *Neurología (English Edition)*.

**One Flew Over the Cuckoo's Nest**

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

**Ordinary People**

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

**Silver Linings Playbook**

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~~ diagnosed bipolar disorder. *Expectations*, 12(2), 120-129.

**Antwone Fisher**

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

**Fight Club**

Gold, S. N. (2004). Fight Club: A depiction of contemporary society as dissociogenic. *Journal of Trauma & Dissociation*, 5(2), 13-34.

**Basketball Diaries**

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

**As Good As It Gets**

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

**Girl Interrupted**

O'connell, B., & Dowling, M. (2014). Dialectical behaviour therapy (DBT) in the treatment of borderline personality disorder. *Journal of Psychiatric and Mental Health Nursing*, 21(6), 518-525.

**Gone Girl**

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

**The Soloist**

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

## CURRENT ACADEMIC INTEGRITY POLICY:

### Current Academic Integrity Policy:

<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.*

*General Academic Integrity Link:*

<http://academicintegrity.rutgers.edu/>

*Resources for instructors (and students) can be found at:*

<http://academicintegrity.rutgers.edu/resources>

*The Camden Plagiarism Tutorial (INTERACTIVE):*

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

## 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 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>

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

<sup>2</sup> <http://academicintegrity.rutgers.edu/academic-integrity-policy/> Updated with the University's current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.



Here are some links for APA Style:

<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 a TA with any specific questions about citations.

### **ATTENDANCE POLICY:**

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 from class, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note to me.

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

University religious holiday policy is at <http://scheduling.rutgers.edu/religious.shtml>

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

### **ACCOMMODATIONS:**

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>

### **STUDENT-WELLNESS SERVICES:**

#### **Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**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**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.