

# Psychological Themes and Theories in Modern Film

01:830:220:01

Fall 2019 Tuesday/Thursday 1:10-2:30

SC-123

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

## Instructor and TAs



### Instructor:

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Office Hours: Mondays 2-3, Wednesdays 1:30-2:30



### Graduate TA (for inquiries about exams)

Mark Versella

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Office Hours: Tuesdays 9-10am

## UNDERGRADUATE ASSISTANTS:

Feel free to contact your TA for tutoring or help with your 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. If this is offensive, or if you are otherwise unable to view such movies, please discuss this with me.

- 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.

The movies can be accessed on the streaming media page (under **movies** on Sakai) except for movies with an (\*). If the movie is followed by an (\*) on the syllabus, a copy is on reserve in Alexander library.



2) . iclicker (or iclicker2 or iclicker+, or the REEF app-if you use the app, you cannot use the handheld clicker)

ISBN-10: 1464120153

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** so as to not distract everyone

## 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.

### 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.

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>

### 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. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai. Please do not leave the room during the exam unless you have completed the assessment. . *If for some reason class is cancelled on a scheduled test day, the exam will be given during the next regular class period. Students caught cheating on any exam will get an F for the entire course.*

Each midterm will consist of 50 multiple choice items (75 for the final)

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**

**If I cannot open your assignment or you submit the wrong assignment, you will receive a 0. Please make sure that your paper can be submitted to Turnitin- Google Docs will not be accepted**

#### **\*See the end of the syllabus for all due dates\***

You will be required to complete two film analyses (40 points each)-one by October 24 and one after October 24

Only submit in Word or pdf format

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 movie's scene 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.**

### **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

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

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>

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 your undergraduate TA with any specific questions concerning references.

## 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 12/3**

Hand in the analysis using the same format as the film analyses- no articles needed.

**Option 2: Create your own video of a psychological concept (5 points) Due 12/3**

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 12/3**

Find a television clip, news article or any other media source that describes/illustrates a concept in psychology. Write a 3 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

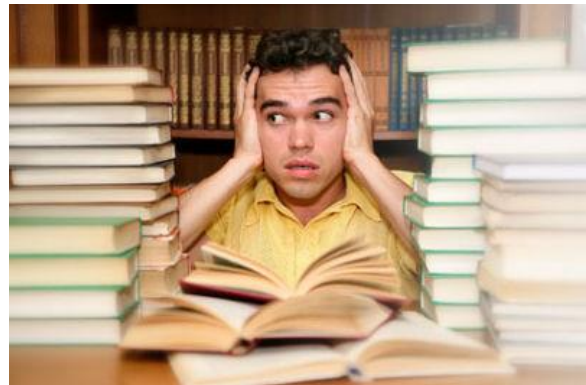
#### You can only attend 2 movies

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. To receive credit, you must sign out when you leave and tweet (at least twice) relevant information during the movie relating to class theories. Please do not repeat information posted by other students. 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 class material. If you post inappropriate material, you will not receive credit, nor will you be able to participate in the future. **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, make sure 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, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and 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! 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.

### HOW TO DO 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.

## EVALUATION

Evaluations are based on:

Quizzes	120 points (6 x 20)
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

A: 585-650 points, B+: 553-584 points, B: 520-552 points, C+ 488-519 points, C: 455-487 points, D: 390-454 points, F: 0-389 points

### LECTURE TOPICS

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

Date	Topic	Film(s)	Assignments Due (1:10 pm)
T 9/3	Class Introduction		
Th 9/5	Development	Stand by Me	
T 9/10		Good Will Hunting	
Th 9/12	Learning and Motivation	The Shawshank Redemption	
T 9/17	Emotion	Inside Out*	
Th 9/19	Memory	Memento	<b>Quiz 1 due</b>
T 9/24	Personality	The Dark Knight	
<b>Th 9/26</b>	<b>Exam 1-In Class 9</b>		<b>Due date for the first analysis if based on one of the films covered between 9/3-9/24</b>  <b>Quiz 2 due</b>
T 10/1, Th 10/3, T 10/8	Social Psychology	The Breakfast Club	
		Mean Girls	
		12 Angry Men	
Th 10/10	Alzheimers Disease	Still Alice*	
T 10/15	Autism	Temple Grandin*	<b>Quiz 3 Due</b>

Th 10/17, T 10/22	Mental Health and Therapy	One Flew Over the Cuckoo's Nest*	
<b>Th 10/24</b>	<b>Exam 2-ONLINE</b>		<b>Due date for the first analysis if based on one of the films covered between 10/1-10/22</b>  <b>Quiz 4 Due</b>
T 10/29, Th 10/31	Mood Disorders	Ordinary People, Silver Linings Playbook	
T 11/5	Anxiety Disorders	What About Bob	
Th 11/7	Substance Use	Basketball Diaries	<b>Quiz 5 Due</b>
T 11/12 Th 11/14	Personality Disorders. Psychopathy	Gone Girl* Girl Interrupted	
<b>T 11/19</b>	<b>Exam 3-In Class</b>		<b>Due date for the second analysis if based on one of the films covered between 10/29-11/14</b>  <b>Quiz 6 Due</b>
Th 11/21	Schizophrenia	The Soloist	
T 11/26 T 12/3	Trauma	Antwone Fisher*, The Perks of Being a Wallflower	<b>Extra Credit due on 12/3</b>
Th 12/5 T 12/10	Dissociation	Shutter Island, Frankie and Alice*, Split	
F 12/13			<b>Due date for the second analysis if based on one of the films covered between 11/21-12/10</b>
M 12/16 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>

\*The movies can be accessed on the streaming media page on Sakai except for those with an (\*). If the movie is followed by an (\*), they will be on reserve at Alexander library.



**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 9/26 or 10/24, depending on the movie and one highlighted in blue, on either 11/19 or 12/13, depending on the movie.**

**Stand by Me- Due 9/26**

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

**Good Will Hunting Due 9/26**

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

**The Shawshank Redemption Due 9/26**

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

**Inside Out Due 9/26**

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

**Memento Due 9/26**

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

**The Dark Knight Due 9/26**

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 10/24**

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 10/24**

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 10/24**

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

**Still Alice Due 10/24**

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

**Temple Grandin Due 10/24**

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 10/24**

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

**Ordinary People Due 11/19**

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 11/19**

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 11/19**

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

**Basketball Diaries Due 11/19**

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

**Gone Girl Due 11/19**

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

**Girl Interrupted Due 11/19**

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.

**The Soloist Due 12/13**

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 12/13**

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 12/13**

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

**Shutter Island Due 12/13**

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

**Frankie and Alice Due 12/13**

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

**Split Due 12/13**

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

## **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).