

**ABNORMAL PSYCHOLOGY  
PSYCHOLOGY 3303 – Section 005  
Professor June Gruber  
Spring 2018**



*\*Syllabus subject to change. Check D2L and course website for up-to-date information\**

*“Not everything that steps out of line, and thus abnormal, must necessarily be inferior.”  
– Hans Asperger*

### **Course Information**

When: Weds 3:00-5:30pm

Where: MUEN 064

Course Website: [http://www.gruberpeplab.com/teaching/psych3303\\_spring2018](http://www.gruberpeplab.com/teaching/psych3303_spring2018)

Class Twitter: [@psych3303](https://twitter.com/psych3303)

### **Instructor Information**

Professor June Gruber, Ph.D.

Department of Psychology and Neuroscience

Director, Positive Emotion and Psychopathology Laboratory

Office Hours: Mon 2:00-3:00pm & Weds 2:00-3:00pm

Location: MUEN D321C

E-mail: [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu)

*Please include “PSYC 3303” in subject line. You will receive an answer or acknowledgement within 24 hours.*

### **Course Description and Objectives**

Welcome! This course focuses on surveying the scientific study of psychopathology and mental health disorders. The main aim of the course is to introduce you to the language and terminology of the field through consideration of contemporary issues regarding the definition of abnormality, classification and assessment, etiology or causes of mental disorders, and different modalities of treatment. The course will begin with a core set of foundational lectures focused on developing a common language for talking and thinking about psychopathology. We will next consider and apply these topics to specific clinical disorders and their treatment. The course will conclude by considering approaches to optimize mental health and promote clinical outreach efforts. By the end of the course, you will develop an appreciation for the description of various signs and symptoms defining specific disorders; the continuity and discontinuity between normal and abnormal behavior; the assessment and diagnostic process, including the criteria used to evaluate classification systems; causal models of psychopathology; the ways in which questions about psychopathology are asked and answered; and different approaches to treatment including

each of their relative strengths. As evidenced by the quote on the first page of this syllabus, throughout the course we will directly and indirectly address potential stigma surrounding mental illness and scientifically based approaches to ameliorate it.

**Professionalism Note:** Given the nature of the course, some of the topics covered may be sensitive or elicit strong personal feelings for some class members. It is our collective responsibility as students and faculty to maintain a professional, appropriate and inclusive learning environment, and to be considerate of the feelings of others in class. Given the nature of this course in particular, we place special emphasis on ensuring the privacy of personal information is respected. Although class participation is encouraged, no student should be expected or encouraged to share personal information or discuss any topic that makes them feel uncomfortable. In fact, this course is strongly oriented toward scientific evidence (rather than anecdotal or personal experience) in the service of helping you to think about current theories, findings, and treatments of specific disorders.

**Campus Resources:** If you or someone you know needs to talk to someone about experiences or symptoms potentially discussed in class, you may contact CU Boulder's Counseling and Psychological Services (CAPS). Walk-in services are available at several on-campus locations including the C4C and the Wardenburg Health Center; 24/7 support is also available with a licensed professional at 303-492-2277. This service is free and confidential. For more information: <https://www.colorado.edu/health/counseling>.

**Prerequisites:** Psych 1001 (General Psychology) or permission of instructor. The course is typically intended for psychology majors.

## **Course Structure**

### **1. In Class-Lectures: *Conceptual Foundation in Scientific Concepts***

Each class will include a lecture covering foundational material on the week's topics. Each lecture will include a conceptual roadmap outlining topics covered, empirical findings about psychopathology that draw from your readings and outside sources, check-in comprehension questions throughout the lecture, and conclude with take-away questions at the end of each lecture module to highlight key points. For those interested in extra credit opportunities, there will be accompanying brief videotaped interviews with distinguished scholars in the field of clinical psychology (see extra credit option below for details). On occasion, we will have invited guest lectures. You should take notes during class to ensure comprehension of the material.

### **2. Background Readings: *Empirical Foundation in Scientific Readings***

Before class each week, it is important that you carefully read and understand the content from the background readings. The weekly class lectures will be coordinated to complement your readings. Please read the assigned chapters and/or articles **before** class each week. This will allow for a better understanding of the lecture and also give you the opportunity to ask questions.

### **3. Discussion and Reading Questions: *Engaging in Scientific Dialogue***

Research suggests that students do better in classes when they actively engage in the course material. To facilitate active learning, we will spend time in class each week discussing course readings and materials. To promote active engagement in course material and readings in both written and oral form, you will: (1) Provide weekly reading reactions and questions for each week's readings due by **5:00pm MT Tuesday** in advance of the class meeting the next day on Wednesday; (2) Actively participate in discussion each week; (3) Abstain from using personal laptops or smartphones during class (unless you require special note taking devices; if so, please just let me know in

advance). There are many good evidence-based reasons for this (see [here](#), [here](#), [here](#), [here](#), [here](#), & [here](#)). Details for reading reaction assignments are described below.

4. **Outreach Project: *Engaging in Scientific Outreach*.** By the end of the semester you will complete and present a scientific outreach project on a topic of your choice. The goal is to promote active dissemination of the course materials to the broader community outside of the classroom, and help bridge the gap between the classroom and the broader community (see inspiration from [The People's Science](#)). The outreach project will include completing a written summary of the outreach project and a brief "flash talk" presentation to your classmates. Extra credit opportunities to promote scientific outreach through posting recent scientific findings via social media are also available (see details below for extra credit Twitter assignments). If you choose, you will have the opportunity to provide written permission to publish your (de-identified) course work for this course as part of my participation in the Faculty Teaching Excellence Program (FTEP) [Making Teaching and Learning Visible Project](#) to enhance student learning and explore new pedagogical opportunities for CU Boulder students. As part of my participation, I will be comparing students' learning achievements on different types of assignments that will be compiled in a course portfolio summarizing student achievements and feedback. If you give permission, your course work may be included in this published research, in full or partial form. However, your performance in the course is entirely independent from and not contingent on providing this permission.

## **Course Requirements**

Requirements include three things: in-class exams, reading reactions and participation, and a final outreach project. Details and breakdown are below:

### **1. Three In-Class Exams (25% each x 3 exams = 75% total)**

There will be 3 non-cumulative exams in this course. Each exam will cover approximately 1/3 of the course material covered in lectures and readings. Exams may consist of multiple-choice, short-answer, and brief essay questions. The purpose of the exams is two-fold. First, you should be able to demonstrate that you have read the material and understand the factual points and arguments. Second, you should be able to synthesize and integrate the material such that this knowledge can be applied in a broader context. Exams will take place during class on the assigned date in the syllabus and will be closed book. There will be no make-up exams.

### **2. Weekly Reading Reactions and Participation (15% total)**

To facilitate group discussion, you will be required to submit weekly reactions and questions connected to the assigned readings. Specifically, each week you will submit a **1-page max** single-spaced document containing your reactions and/or suggested discussion questions to the week's required readings. Your response should specify which reading your reaction refers to. The response will be graded "1" (full credit), "1/2" (half-credit), or "0" (no credit). The written reaction is not a summary of the readings, but should reflect a succinct, theoretically thoughtful, and logically coherent response. All reactions should be emailed to [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu) (Subject line "PSYC 3303") no later than **Tuesday 5:00pm MT** before class the next day on Wednesday.

### **3. Outreach Project (10%)**

This goal of this project is to delve into a topic in class that excites you. You have the freedom to delve into a topic of your choice, but you must make sure the topic is pertinent to the class and the study of psychopathology or its treatment. The project will include two parts:

**Part I. Outreach project:** The first part includes an outreach project where your goal is to

help educate the community outside of the classroom about psychopathology or its treatment via a video, newspaper article, brochure, or a creative outreach project idea of your own. You can cover a topic of your choosing, but it must be relevant to the course. Additional details will be provided in class.

**Part II. Class “Flash Talk” Presentation:** The second part of the project involves putting together a brief “flash talk” presentation on your chosen outreach project topic. The goal is to provide a brief and accessible overview of the motivation and scientific background of your research project. Additional details will be provided in class.

## **Extra Credit Opportunities**

Several extra credit opportunities are available for interested students. Each extra credit option (Option A or Option B) is worth 5% maximum of your **total** grade, for a total of 10% maximum applied to final course grade if you fully complete both Option A and B. These are the only extra credit opportunities available for this course so take advantage of them!

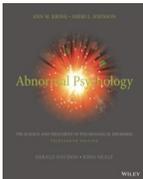
**Extra Credit Option A: *Social Media and Psychopathology.*** Social media is an increasingly utilized and effective way to rapidly disseminate scientific information to the broader community and nation at large. Interested students are invited to post “scientifically relevant” information about psychopathology, mental illness, and/or its treatment on twitter and link to the course Twitter account. Posts should take the form of **recent** (i.e. no older than 2017) scientific articles, news websites, local events, etc. and cannot already be posted (by another student or from the course website) on the course Twitter account ([@psych3303](https://twitter.com/psych3303)). If unsure, please contact Professor Gruber *before* posting to ensure it fulfills these requirements. When submitting tweets, please do the following: (1) In the tweet, post the url link with a one-sentence description (e.g., “Study finds MBCT effective for preventing depression relapse”), (2) Email [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu) with “**PSYC 3303**” in the subject line and including a screenshot of the posting and paste the text and the url from twitter posting in the body of the email. You can assume your post has been successfully received as an extra credit response unless you hear otherwise via email. For every 5 scientifically relevant responses submitted, you will receive 1% extra credit point toward your final grade, for a maximum of 5% total extra credit. All extra credit tweet assignments must be submitted before the last day of class (i.e., before 3:00pm MT on *Wednesday May 2nd*) to receive credit. No late extra credit assignments can be accepted.

**Extra Credit Option B: *Online Interviews with Psychology Experts.*** Some of the course lectures are paired with a ~15-minute “Experts in Emotion (EIE)” interview containing a videotaped conversation with Professor Gruber and an expert clinical psychologist in the field. These interviews are freely available for viewing on YouTube ([http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G\\_Y5otqKzJA](http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G_Y5otqKzJA)). Some of these may also be viewed during class to stimulate discussion. For extra credit, you have the option to submit a 1-page, single-spaced, 12-pt Times New Roman font, reaction to watching the online interview(s) that accompanies the specific class lecture, discussing and critically analyzing the major themes discussed in each video. Answers will be assigned one of the following three grades: ‘1’ (full credit), ‘1/2’ (half-credit), or ‘0’ (no credit). You can assume your response has been successfully received and graded a ‘1’ unless you hear otherwise via email. Responses are due no later than **Tuesday 5:00pm MT** before the following day’s class on Wednesday (i.e., videos watched or assigned in class Wednesday have extra credit responses due by 5:00pm MT Tuesday the following week). You will submit your responses to: [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu) with “**PSYC 3303**” in the subject line: (1) Full name, (2) Paste entire response in email body, (3) Attach document to email with responses as well (.doc or .docx format *only*); and (4) You **MUST** include the following subject line in the email:

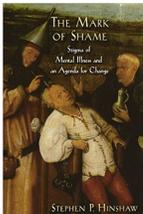
**LASTNAME\_EIE\_LastNameExpert.doc** (Example: **Smith\_EIE\_Gilbert.doc**). Failure to follow directions will result in a grade of a '0.' For every 2 full-credit responses (i.e., assigned a grade of a '1') submitted, you will receive 1% extra credit point toward your final grade, for a maximum of 5% total extra credit. A handout with additional details will be provided to interested students. All extra credit EIE assignments must be submitted before the last day of class (i.e., before 3:00pm MT on *Wednesday May 2<sup>nd</sup>*) to receive credit. No late extra credit assignments can be accepted.

## Readings and Materials

Please read assigned chapters and/or articles **before** the class meeting on the assigned date.



**Textbook:** *Abnormal Psychology*, 13th Edition. Kring, Johnson, Davidson, & Neale. ISBN: 9781119031277. Available at the CU Bookstore.  
(**Make sure to get this book (not Barlow et al.) and the 13th edition!**)



**Book:** Hinshaw, S. (2007). *The Mark of Shame: Stigma of Mental Illness and Agenda for Change*. ISBN: 9780199730926. Available online (e.g., amazon).



**Articles:** Additional readings outside of textbook will be available as PDF files that can be downloaded off of the course website.

## Grading

A rough grading scheme is below. Grades will typically be rounded up to the nearest % point. Students who actively participate and engage in the course may enhance borderline grades.

% Points	Grade
92.5-100	A
89.5-92.4	A-
87.5-89.4	B+
82.5-87.4	B
80.0-82.5	B-
77.5-79.4	C+
72.5-77.4	C
70.0-72.5	C-
67.5-69.4	D+
62.5-67.4	D
60.0-62.5	D-
57.5-59.4	F+
52.5-57.4	F
50.0-52.5	F-

# **Course Policies**

## **1. Disability Accommodations**

If you qualify for accommodations because of a disability, please submit to your Professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

## **2. Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please read each class syllabus carefully with regard to specific class policies, and speak with the faculty about any questions or concerns you may have. In this class, make-up assignments will be considered only if written notice is provided at least 1 full week prior to the scheduled course due date. See full details at <https://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

## **3. Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at:

<https://www.colorado.edu/policies/student-classroom-and-course-related-behavior>

## **4. Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution (<https://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>

## **5. Discrimination, Harassment, and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national

origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website (<https://www.colorado.edu/institutionalequity/>).

## **6. Regrades**

Regrades will only be considered in extremely exceptional circumstances. If you have any inquiries about grading, first talk to your Professor to check for miscommunications or errors. Any regrade will be subject to an entire re-grading and your score could go up *or* down (and often it goes down). Advice: Don't ask for regrades unless there is a blatant error.

A summary of course policies can be found here: <http://www.colorado.edu/psych-neuro/undergraduate-information>

# CLASS CALENDAR

Check D2L and course website for most up-to-date information

Date	Topic	Readings	Expert Interview (Extra Credit)
WEEK 1 1/17	<b>1.1 Introduction and Logistics</b>  <i>Who and what?</i>		None
	<b>1.2 History and Definitions</b>  <i>What is abnormal?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 1 (textbook): Introduction &amp; Historical Overview <a href="#">[book]</a></li> <li>CH. 1 (Hinshaw): What is mental disorder and what is stigma? <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Rosenhan (1973). On being sane in insane places. Science, 179, 250-258. <a href="#">[pdf]</a></li> <li>Wakefield (1992). Disorder as harmful dysfunction: A conceptual critique of DSM-III-R's definition of mental disorder. <a href="#">[pdf]</a></li> <li>CH. 3 (Hinshaw): Historical perspectives on mental illness and stigma <a href="#">[book]</a></li> </ul>	
WEEK 2 1/24	<b>2.1 Current Paradigms and Methods</b>  <i>How do you study psychopathology?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 2 (textbook): Current paradigms in psychopathology <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>CH. 2 (Hinshaw): Perspectives from social psychology, sociology, and evolutionary psychology. <a href="#">[book]</a></li> <li>Lilienfeld &amp; Marino (1999). Essentialism revisited: Evolutionary theory and the mental disorder. <a href="#">[pdf]</a></li> </ul>	None
	<b>2.2 Diagnosis and Assessment</b>  <i>How is psychopathology diagnosed?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 3 (textbook): Diagnosis and assessment <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>CH. 4 (Hinshaw): Modern perspectives on mental illness and stigma <a href="#">[book]</a></li> <li>Kendell &amp; Jablenski. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. <a href="#">[pdf]</a></li> <li>Widiger &amp; Clark. (2001). Toward DSM-V and the classification of psychopathology. <a href="#">[pdf]</a></li> <li>Widiger &amp; Samuel (2005). Diagnostic categories or dimensions? <a href="#">[pdf]</a></li> </ul>	
WEEK 3 1/31  <b>OUTREACH PROJECT ASSIGNED</b>	<b>3.1 Anxiety Disorders I</b>  <i>Only thing to fear is fear itself?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 6 (textbook): Anxiety disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Mennin et al. (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder. <a href="#">[pdf]</a></li> <li>Mineka &amp; Ohman (2002). Phobias and preparedness: The selective, automatic, and encapsulated nature of fear. <a href="#">[pdf]</a></li> </ul>	Doug Mennin <a href="#">[url]</a>

		<ul style="list-style-type: none"> <li>▪ Craske, M.G., &amp; Waters, A.M. (2005). Panic disorder, phobias and generalized anxiety disorders. <a href="#">[pdf]</a></li> <li>▪ Field (2006). Is conditioning a useful framework for understanding the development and treatment of phobias? <a href="#">[pdf]</a></li> </ul>	
	<b>3.2 Anxiety Disorders II</b>  <i>Pathways of vulnerability or resilience?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ CH 7 (textbook): Obsessive-compulsive-related and trauma-related disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Salkovskis (1985). Obsessive-compulsive problems: A cognitive-behavioral analysis. <a href="#">[pdf]</a></li> <li>• Ehlers &amp; Clark (2000). A cognitive model of posttraumatic stress disorder. <a href="#">[pdf]</a></li> <li>• Brewin &amp; Holmes (2003). Psychological theories of posttraumatic stress disorder. <a href="#">[pdf]</a></li> <li>• Bonanno (2004). Loss, trauma, and human resilience. <a href="#">[pdf]</a></li> </ul>	George Bonanno <a href="#">[url]</a>
WEEK 4 2/7	<b>4.1 Eating Disorders</b>  <i>Emotional eating?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ CH. 11 (textbook): Eating disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ Stice (2002). Risk and maintenance factors for eating pathology: A meta-analytic review. <a href="#">[pdf]</a></li> <li>▪ Keel &amp; Klump (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. <a href="#">[pdf]</a></li> <li>▪ Polivy &amp; Herman (2002). Causes of eating disorders. <a href="#">[pdf]</a></li> </ul>	
	<b>4.2 Somatic Disorders</b>  <i>Mind-body problem?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ CH. 8 (textbook, pp. 236-245): Somatic symptom-related disorders. <a href="#">[book]</a></li> <li>▪ CH. 6 (Hinshaw): Indicators of stigma from everyday life. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ Looper &amp; Kirmayer (2002). Behavioral medicine approaches to somatoform disorders. <a href="#">[pdf]</a></li> <li>▪ Rief et al. (1998). Cognitive aspects of hypochondriasis and the somatization syndrome. <a href="#">[pdf]</a></li> <li>▪ Warwick &amp; Salkovskis (1990). Hypochondriasis. <a href="#">[pdf]</a></li> <li>▪ Dantze (2005). Somatization: A psychoneuroimmune perspective. <a href="#">[pdf]</a></li> </ul>	
WEEK 5 2/14	<b>5.1. Exam 1</b>  <b>EXAM # 1 IN CLASS</b>		
	<b>5.2 Outreach Project Discussion</b>  <i>What is your project topic?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>WEEK 6</b> <b>2/21</b>	<b>6.1</b> <b>Stigma and Mental Illness</b>  <i>Ashamed of abnormality?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 10 (Hinshaw): Overcoming stigma II: Media and mental health professionals. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>CH. 9 (Hinshaw): Overcoming stigma III: Legislation, policy, and community efforts. <a href="#">[book]</a></li> <li>Stier &amp; Hinshaw (2007). Explicit and implicit stigma against individuals with mental illness <a href="#">[pdf]</a></li> </ul>	Hinshaw (AIM Gala) <a href="#">[url]</a>  Hedy Kober <a href="#">[url]</a>
	<b>6.2</b> <b>Substance Use Disorders</b>  <i>Craving to feel?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 10 (textbook): Substance use disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Robinson &amp; Berridge (2003). Addiction. <a href="#">[pdf]</a></li> <li>Kober &amp; Boling (2014): Emotion regulation in substance use disorders. <a href="#">[pdf]</a></li> <li>Sher et al. (2005). The development of alcohol use disorder. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 7</b> <b>2/28</b>  <b>OUTREACH PROPOSALS DUE</b>	<b>7.1</b> <b>Criminal Justice System</b>  <i>Not guilty by reason of insanity?</i>  <b>GUEST LECTURE DR. WEINSTOCK</b>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 16 (textbook): Legal and ethical issues. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Gilbert (1992). Ethical issues in the treatment of severe psychopathology in university and college counseling centers. <a href="#">[pdf]</a></li> </ul>	
	<b>7.2</b> <b>Legal and Ethical Issues</b>  <i>Not guilty by reason of insanity?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
<b>WEEK 8</b> <b>3/7</b>	<b>8.1</b> <b>Mood Disorders I: Depression</b>  <i>More than just sadness?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 5 (textbook): Mood disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Nolen-Hoeksema, S. (2001). Gender differences in depression. <a href="#">[pdf]</a></li> <li>Nolen-Hoeksema, Wisco, &amp; Lyubomirsky (2008). Rethinking rumination. <a href="#">[pdf]</a></li> <li>Hammen (2005). Stress and depression. <a href="#">[pdf]</a></li> <li>Rottenberg (2005). Mood and emotion in major depression. <a href="#">[pdf]</a></li> </ul>	Jon Rottenberg <a href="#">[url]</a>  Ian Gotlib <a href="#">[url]</a>  Jutta Joormann <a href="#">[url]</a>  Sheri Johnson <a href="#">[url]</a>
	<b>8.2</b> <b>Mood Disorders II: Mania and the Bipolar Spectrum</b>  <i>Can feeling too good be bad?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Miklowitz &amp; Johnson (2006). The psychopathology and treatment of bipolar disorder. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Gruber. (2011). Can feeling too good be bad? Positive emotion persistence (PEP) in bipolar disorder. <a href="#">[pdf]</a></li> <li>Gruber &amp; Keltner (2007). Emotional behavior and psychopathology. <a href="#">[pdf]</a></li> <li>Johnson (2005). Mania and dysregulation in goal pursuit. <a href="#">[pdf]</a></li> <li>Alloy et al (2006). Behavioral approach system sensitivity and bipolar spectrum disorders. <a href="#">[pdf]</a></li> </ul>	

<b>WEEK 9</b> <b>3/14</b>	<b>9.1</b> <b>Schizophrenia I</b>  <i>Where is my mind?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 9 (textbook): Schizophrenia. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Anderson et al. (1995). Symptoms of schizophrenia: Methods, meanings and mechanisms. <a href="#">[pdf]</a></li> <li>Kring &amp; Moran (2008). Emotional response deficits in schizophrenia: Insights from affective science. <a href="#">[pdf]</a></li> </ul>	Ann Kring <a href="#">[url]</a>  Elyn Sacks (TED talk) <a href="#">[url]</a>
	<b>9.2</b> <b>Schizophrenia II</b>  <i>The center cannot hold?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Beck &amp; Rector (2005). Cognitive approaches to schizophrenia: Theory and therapy. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Barch (2005). The cognitive neuroscience of schizophrenia. <a href="#">[pdf]</a></li> <li>Kirkpatrick et al (2001). A separate disease within the syndrome of schizophrenia. <a href="#">[pdf]</a></li> <li>Walker (1997). Schizophrenia: A neural diathesis-stress model. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 10</b> <b>3/21</b>	<b>10.1</b> <b>Exam 2</b>  <b>EXAM #2 IN CLASS</b>		Abigail Marsh (TED talk) <a href="#">[url]</a>
	<b>10.2</b> <b>Psychopathy</b>  <i>A dark side of the human mind?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Marsh (2013). What can we learn about emotion by studying psychopathy? <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Lynam &amp; Gudonis (2005). The development of psychopathy. <a href="#">[pdf]</a></li> <li>Fowles &amp; Dindo (2006). A dual-deficit model of psychopathy. <a href="#">[pdf]</a></li> <li>Marsh (2013). What can we learn about emotion by studying psychopathy? <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 11</b> <b>4/4</b>	<b>11.1</b> <b>Personality Disorders</b>  <i>Can personality be disordered?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 15 (textbook): Personality disorders. <a href="#">[book]</a></li> <li>Trull &amp; Durrett. (2005). Categorical and dimensional models of personality disorder. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Hopwood et al. (2017). The time has come for dimensional personality disorder diagnosis. <a href="#">[pdf]</a></li> <li>Trull et al (2008). Affective instability as a core feature of borderline personality disorder with ecological momentary assessment. <a href="#">[pdf]</a></li> <li>Watson et al. (1994). Structures of personality and their relevance to psychopathology. <a href="#">[pdf]</a></li> </ul>	David Watson <a href="#">[url]</a>
	<b>11.2</b> <b>Dissociative Disorders</b>  <i>Remembering and forgetting?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 8 (textbook, pp. 226-235): Dissociative disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Kihlstrom (2005). Dissociative disorders.</li> <li>Loftus (1993). The reality of repressed memories.</li> </ul>	

		<p><a href="#">[pdf]</a></p> <ul style="list-style-type: none"> <li>• Allen &amp; Iacono (2001). Assessing the validity of amnesia in dissociative identity disorders. <a href="#">[pdf]</a></li> <li>• Clancy et al. (2002). Memory distortion in people reporting abduction by aliens. . <a href="#">[pdf]</a></li> <li>• McNally et al (2005). Reality monitoring in adults reporting repressed, recovered, or continuous memories of childhood sexual abuse. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 12</b> 4/11	<b>12.1</b> <b>Sexual Disorders I</b>  <i>What's sex got to do with it?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ CH. 12 (textbook): Sexual disorders. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ Chivers et al. (2004). A sex difference in the specificity of sexual arousal. <a href="#">[pdf]</a></li> </ul>	Michael Bailey <a href="#">[url]</a>  Nicole Prause (TEDx talk) <a href="#">[url]</a>
	<b>12.2</b> <b>Sexual Disorders II</b>  <i>What's sex got to do with it?</i>	<b>Required</b> <p>Prause et al. (2017). Data do not support sex as addictive. <a href="#">[pdf]</a></p> <b>Optional</b> <p>Prause &amp; Graham (2007). Asexuality: Characterization and classification. <a href="#">[pdf]</a></p>	
<b>WEEK 13</b> 4/18	<b>13.1</b> <b>Childhood Disorders I</b>  <i>How early can emotions go awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• CH. 13 (textbook): Disorders of childhood. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Capps et al. (1992). Understanding of simple and complex emotions in non-retarded children with autism. <a href="#">[pdf]</a></li> </ul>	Temple Grandin (TED talk) <a href="#">[url]</a>
	<b>13.2</b> <b>Childhood Disorders II</b>  <i>How early can emotions go awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• CH. 9 (Hinshaw): Overcoming stigma II: Families and individuals. <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>WEEK 14</b> 4/25	<b>14.1</b> <b>EXAM #3 IN CLASS</b>		None
	<b>14.2</b> <b>Happiness and Psychopathology</b>  <i>Don't worry be happy?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• Gruber, Mauss, &amp; Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Watson &amp; Naragon-Gainey (2010). On the specificity of positive emotional dysfunction in psychopathology: Evidence from the mood and anxiety disorders and schizophrenia/schizotypy. <a href="#">[pdf]</a></li> <li>• Fredrickson (1998). What good are positive emotions? <a href="#">[pdf]</a></li> </ul>	

<b>WEEK 15</b> 5/2	<b>15.1</b> <b>OUTREACH PROJECT PRESENTATIONS</b>	<b>Required</b> <ul style="list-style-type: none"><li>▪ None</li></ul> <b>Optional</b> <ul style="list-style-type: none"><li>▪ CH. 12 (Hinshaw): Concluding issues. [book]</li></ul>	
	<b>15.2</b> <b>Feedback</b>  <i>What did you gain from this course?</i>		