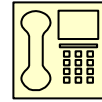


Lecture: Class room: LS 122
Class Hours: T 3:30-6:00 pm
Instructor: Dr. Martha Mann
Email: mann@uta.edu (please use WebCt)
Office location and phone: LS 303
Office hours: T TH 10-11 (virtual) and T 12:30-1:30 pm (LS303) and by appointment
Campus mailbox: 19528



817.272.3239

Course description: PSYC 3307 An exploration of psychological issues represented in film. Using an interdisciplinary approach, the medium of film will be used to discuss psychological mechanisms as well as psychotherapeutic processes. Human behaviors such as those involved in character and plot development, as well as the perspectives of filmmakers and movie-goers will be explored.

Prerequisites: Six hours of behavioral science (i.e., psychology, sociology, anthropology, and others). A pre-test (without grading) will be given during the first week of class to assess your preparation for the course.

Course structure: This is a hybrid class consisting of both “click” and “brick” course delivery. This means that some classes (7 to be exact) will be taught entirely via WebCt (that’s the “click” part) and the remaining will be taught in the classroom (the ‘brick’ part). Some films and movie scenes are simply better to watch in private or in small-group settings especially when you need to review a particular scene repeatedly. Keep this in mind if you are forming study groups or cinema groups for this course. Please see the schedule below for specific dates.

How to prepare for this course: You should prepare for this class by reading the assigned text material, reviewing the posted PowerPoint (PPT), and viewing the target films listed first near each topic. Then, choose at least one alternate film listed. You are not required to view all films listed each week but you may wish to read a synopsis of the film and take a few notes in order to compare an alternate to the target film. Many students prefer to print off the PowerPoint lecture (with 3 slides per page) before coming to my classes. This approach provides some note-taking space as well. Finally, when there are questions posted in a PPT lecture, please give these questions some thought before coming to class. *Note: If you do not have 4-5 hours outside of class to devote to the reading and viewing assignments, this is not the class for you. (Students formerly enrolled in PSYC 3307 told me tell you that!)*

Learning objectives: At the conclusion of this course, you will be able to:

- Describe the elements in character and plot developments that make for a successful (and not-so-successful) film.
- Demonstrate knowledge of some of the classic and modern films related to psychology.
- Discuss the contributions of key films to understanding: mood, emotion and motivation involved in everyday life; for processes involved in personal transformation; and for the expression and elaboration of psychopathology by individuals and groups.
- Identify how psychology and psychologists are depicted in film
- Evaluate the recent practice of prescribing films for healthy and impaired individuals with attention to generational and cultural influences of film.

Required items:

Texts: (1) Wolz, B. (2004). E-Motion Picture Magic: A Movie Lover's Guide to Healing and Transformation. Glenbridge Publishing Ltd. (ISBN: 0-94443-555-6).

(2) Wedding, S., Boyd, M.A., and Niemiec, R. M. (2005). Movies and Mental Illness: Using Films to Understand Psychopathology. 2nd ed. Hogrefe & Huber Publishers (ISBN: 0-88937-292-6)

Subscription: You must secure a subscription to Netflix or Blockbuster.

Important links: You will need to consult the following web links to perform well in this class:

- The Internet Movie Database: www.imdb.com (will help you select alternates) and
- those with screenplays for reading, studying and downloading: <http://www.simplyscripts.com/> or <http://www.scriptcrawler.net/> as well as
- the popular <http://www.cinematherapy.com/> related to the Wolz text

- and finally the American Psychological Association home page <http://www.apa.org/> where you may wish to review psychological topics; there are others as well which will be given in the PPT lectures

Student Support Services:

- **Library information** can be obtained through Helen Hough, Psychology Librarian. Please contact her by phone (817.272.7429) or by email (hough@uta.edu). You will find useful information for psychology at <http://www.uta.edu/library/research/rt-psyc.html>
- **Other** services can be obtained from the University. The University supports a variety of student success programs to help you: learning assistance, developmental education, advising and mentoring, admission and transition, and information about federally funded programs. Students seeking assistance with academic, personal or social problems should contact the Office of Student Success Programs at 817.272.6107.

Drop for non-payment of tuition: If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar's Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Academic dishonesty: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Any form of academic dishonesty will be reported. *"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that is attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."* (Regents' Rules and Regulations, Part One, chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.) All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation, reference to Public Law 93112—The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As required by law, we will provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. However, the student is responsible for informing faculty at the beginning of the semester of a disability requiring special accommodation and providing authorized documentation through designated administrative channels.

Bomb threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations or tests caused by the bomb threat. Alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Important dates:

February 4: Census Date
 March 16-20: Spring vacation
 April 3: Last day to drop courses
 May 8: Last day of classes (NB: Our last class will be May 5.)

E-Culture Policy. The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. *In this course, please communicate with the instructor by WebCt.*

Tentative Schedule (NOTE: The 'W' beside the week means that the class will be conducted through WebCT (all online that day).

Wk	Day/Date	Topic/Reading	Target Films
1	T 1/20	Course overview; syllabus review; pre-testing; WebCT; Class organization Wolz- Foreword and Introduction	Selected clips How to watch a film; how to read a screenplay In class you will often hear me refer to other authors so a list of their works will be provided. (See Recommended Readings.)
2 W	T 1/27	Perspectives and perspective-taking Wedding et al- Ch. 1 Wolz- Ch. 1-3	Pleasantville (1998) compare to <i>Memoirs of a Geisha (2005)</i> or <i>The Color Purple (1985)</i> or <i>The Bridge to Terabithia (2007)</i> or <i>Gandhi (1982)</i> or <i>A Beautiful Mind (2001)</i>
3	T 2/3	Why film? How film connects people	Six Degrees of Separation (1993) compare to <i>Pay it Forward (2000)</i> or <i>The Breakfast Club (1985)</i>
4 W	T 2/10	Friends and friendship Wolz-Ch. 4-6	When Harry met Sally (1989) compare to <i>Julia (1977)</i> or <i>Brokeback Mountain (2005)</i> or <i>Casablanca (1942)</i>
5	T 2/17	Romance and rejection Review Wolz! NB: Major project topics due!	Moonstruck (1987) compare to <i>Barefoot in the Park (1967)</i> or <i>Age of Innocence (1993)</i> or <i>The Ghost and Mrs. Muir (1947)</i> .
6 W	T 2/24	Self discovery, Transformation, the hero's and heroine's journey and mythic structure Wolz-Ch. 7-9	The Godfather (1972) compare to <i>The Freshman (1998)</i> or to <i>Strangers on a Train (1951)</i> or <i>Erin Brockovich (2000)</i> or <i>Baby Boom (1987)</i> or <i>Braveheart (1995)</i>
7	T 3/3	Families: function and dysfunction Wedding et al Ch. 1-2, 4-5	Home for the Holidays (1995) compare to <i>Running with Scissors (2006)</i> , or <i>Ordinary People (1980)</i> or <i>Boys on the Side (1995)</i> or <i>Family Business (2003)</i>
8 W	T 3/10	A Theory of Mind: Autism Wedding et al- Ch. 12	Rain Man (1988) compare to <i>American Splendor (2003)</i> or <i>To Kill a Mockingbird (1962)</i>
9	T 3/17	Spring break	No class; no office hours
10	T 3/24	Borderline intellectual functioning Wedding et al- Ch. 11-12	Forrest Gump (1994) compare to <i>Radio (2003)</i> or <i>The Other Sister (1999)</i>
11 W	T 3/31	A Theory of Mind: Antisocial personality Wedding et al- Ch. 6	Silence of the Lambs (1991) compare to <i>A Clockwork Orange (1971)</i> or <i>The Talented Mr. Ripley (1999)</i> or <i>The Bad Seed (1956)</i>
12	T 4/7	OCD Wedding et al- Ch. 2 & 15	As Good as it Gets (1997) compare to <i>The Odd Couple (1968)</i> or <i>The Aviator (2004)</i>
13 W	T 4/14	Childhood abuse and violence Wedding et al- Ch. 14 & 15	Mystic River (2003) compare to <i>Good Will Hunting (1997)</i> or <i>Equus (1977)</i> or <i>The Woodman (2004)</i>
14	T 4/21	Portrayal of Psychotherapy and Psychotherapists Wedding et al- Ch. 15	Don Juan Demarco (1995) compare to <i>Klute (1971)</i> or <i>Analyze This (1995)</i> or <i>Agnes of God (1985)</i> or <i>Sixth Sense (1999)</i>
15 W	T 4/28	Film diagnosis and prognosis Wedding et al- Ch. 9 & 15 NB: Major projects due	One Flew over the Cuckoo's Nest (1975) compare to <i>Nuts (1987)</i> or <i>Sophie's Choice (1982)</i> or <i>Mumford (1999)</i>
16	T 5/5	"It's a wrap!" Major projects revisited	Course evaluations; suggestion box; wrap party Make-up quizzes will be given in class
17	T 5/12	No class; no final	All other make-up work due

Assignments and Grading

Quizzes--	40 points
Discussion postings--	35 points
Major course project--	25 points

TOTAL **100 points or 100%**

Note: There is no comprehensive final in this course.

Final Letter grades

Final letter grades will be assigned by point range:

A = 90- 100

B = 80-89

C = 70-79

D = 60-69

F= < 60

Quizzes (40 points)

During weeks marked with a 'W', you should go to the homepage of WebCT and click on the icon for quizzes. Select the quiz for that week (beginning in week 2W), and answer all 7 questions. The questions are based on the material covered in the previous week including the lecture, handouts, and target film. The quiz will be available beginning at 3:30 pm each Tuesday and the quiz will close at 6 pm that evening. You will have one minute per question and each question will be delivered one at a time. If you fail to answer a question or decide to skip over a question, you will not have the opportunity to return to that question. You may take each quiz only once. Your quiz grade will be available at 6:30 pm Tuesday. A practice quiz will be available during week 1. Since there will be 7 questions available over 7 weeks, the total number of points available will be 49 but the maximum score you can achieve is 40. (In other words, you could miss 9 questions but still achieve a "perfect" score.) Make-up quizzes will be given during week 16 but only with documentation and only for University approved reasons.

Discussion Postings (35 points)

What is a discussion posting? It is a thoughtful response to one of the discussion questions provided by me within the PPT for the weekly lecture. Discussion postings in an on-line class correspond to in-class participation in a traditional class. It is important that students become active participants in the class through discussion postings. I will post at least one discussion question in each week marked with a 'W': Weeks 2, 4, 6, 8, 11, 13 and 15 as noted on the syllabus. You are expected to make at least one discussion posting during those weeks. So, there are 7 discussion postings required. To receive credit, the posting must have at least 200 words and all words must be spelled correctly. I recommend that you write your posting using Word, perform a spell check and grammar check, and then check the number of words. (Using Word 2007, you need only look at the toolbar at the bottom of your screen.) Once you are satisfied with the discussion you plan to post, choose a short title, then copy and paste it into the WebCT discussion space. If the posting meets spelling and word count criteria but does not qualify as "thoughtful" I will send you an email in private asking you to re-post for credit. (Note: Since correct spelling and minimum word count are objective criteria that you can verify for yourself, I will not necessarily be sending you a warning email if you fail to meet these criteria; I will simply deduct points). Each thoughtful posting that meets these basic criteria will give you up to 5 points per designated week (for a total of 35 points or 35% of your final course grade). Additional postings will not result in additional points although I encourage you to participate as you will. Since some of your postings may take the form of a question or commentary to another student's posting, please use the "threaded" reply option so that others may follow the thread of the discussion. Otherwise, use the non-threaded reply view. Of course, I expect professional behavior at all times in critiquing the postings of your colleagues. The discussion space will be open for posting at 3:30 pm Tuesday through 6 pm Thursday of each designated week. Late postings will receive no credit.

Major course project (25 points)

You have a choice of one of the following major course projects. (Honors students taking this class for Honors credit, please select a second project from this list.) On week 5, you must inform me of (1) your choice of one of these projects and (2) whether you will make an individual or team submission. (NB: No more than 3 students in a team, please. Team members must agree to share the same grade.) The project should be submitted to me via WebCt by 6 pm Tuesday of week 15 and may be used for illustration and teaching purposes during week 16. I will

add 5 “appreciation” points to your score if you electronically deliver your project to me any time during week 13 (before 5 pm Friday). If your project takes the form of a paper (a critique, comparison, position paper or screenplay) I expect ~20-25 double-spaced pages excluding references. If your project takes the form of a PowerPoint, I expect about 30-40 slides (see below) with notes and references.

- 1. The book-to-film comparison:** Provide a critique of the film maker’s success in bringing a book to life in a film. Be sure to include the psychological principles covered (or omitted) in the book and film. Choose of the following books: (1) *The World According to Garp*; (2) *The Magus*; (3) *Dune*; (4) *The Shipping News*; or (5) *Rebecca*.
- 2. Writing a screenplay:** Write part of a screenplay that addresses psychologically-laden scenes from one of the following books: (1) *The Book of Love* (Krauss); (2) *Eat, Pray, Love* (Gilbert), (3) *Revolutionary Road* (Yates) or (4) *Expecting Adam* (Beck). Include your casting notes at the outset. (Yes, some of these are set for release this year but be original!)
- 3. The “coming of age” story:** Using a PPT presentation, select one or two films from the list given below to illustrate some principles of adolescent psychology. (You may wish to consult works by Erik Erickson and Alfred Adler to discuss normative conflict and identity issues.) Next, edit your PPT so that the material would be suitable for a high school audience to teach them something about themselves and their peers. The films include: *American Beauty* (1999); *King of the Hill* (1993); *Nuova Cinema Paradiso* (1988); *Cidade de Deus* (2002); *Shadow of a Doubt* (1943); *Stand by Me* (1986); *The Last Picture Show* (1971); *Rebel Without a Cause* (1955); *Empire of the Son* (1987); *Running on Empty* (1988); *Little Women* (1933 or 1994); *The Diary of Anne Frank* (1959).
- 4. Position paper:** This is an argumentative writing project. You must take a position and argue well while citing at least 5 published scientific papers. You have a choice of one of two topics: (1) The use of cinematherapy (or bibliotherapy) should be restricted to those practitioners who have been formally trained in such therapies; or (2) Those practicing therapy should be trained in acting especially “method acting” in order to clarify their clients’ or patients’ problems and possible solutions to their problems.
- 5. Curriculum planning project:** Select any one undergraduate course in the catalog for Department of Psychology at UT Arlington and cite 3-4 films that may be used to illustrate the principles of that course. (For example, in Behavior Genetics I assign *Jurassic Park*, *GATTACA* and *Twins* to illustrate (and often debunk) cloning, genetic testing, and reproductive technologies.) Your paper should include an explanation of the key topics and concepts and whether or not they are reliably captured in film. In other words, state how the film or film clips will be used. Be sure to justify your inclusion or exclusion of particular films.
- 6. Create a lecture:** Create a PowerPoint type of lecture on one of the following themes: (1) service (or duty) and personal growth; (2) memory and amnesia; (3) death and dying; (4) war and peace; (5) motivation and achievement; (6) mysticism (spirituality) and agnosticism (ennui); (7) employers and employees; or (8) marriage and divorce. Be sure to justify your inclusion or exclusion of particular films. Cite 3-5 films and include your scene notes as well as psychology notes.