

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015
Discipline: Psychology
Course Title: PSYC 3410: Abnormal Psychology
Division: Upper
Faculty Name: Joseph Lowman
Credits 3 Contact Hours 3

Pre-requisites: None

COURSE DESCRIPTION

Throughout the world, and for as long as we have historical records, the same general types of human behavior and experience have been considered unusual or, as in today's dominant Western view, indicative of a medical condition thought to be abnormal. In this course we will consider from a scientific perspective what is known about the varied forms of human experience and behavior traditionally thought to reflect psychological problems or mental illness. The emphasis will be on specific descriptions of the disorders, diagnostic criteria, research into their origins, cultural variations in how such behaviors are viewed and treated, and the personal experiences of people showing the symptoms and signs associated with them. Some coverage will be given to therapeutic attempts to change troublesome symptoms or behaviors or to help people become more comfortable. Given our international backdrop we will also be looking at broader controversial topics and public policy issues in the mental health field that students, as world citizens, need to be familiar with. We'll focus especially on mismatches between the dominant Western model and more local views of how people interpret and deal with climatic disasters, personal tragedies, and garden variety unhappiness.

COURSE OBJECTIVES

Specific course objectives are for student to acquire a detailed knowledge of the following: the Diagnostic and Statistical Manual (DSM-V), the major categories of mental disorders with their diagnostic signs and symptoms, the prevailing biological, environmental, and developmental theories as to the origins of each major category of disorder, the supporting research (or the lack there of), and the current evidence for effective treatments or interventions. Given the international context of this course, additional objectives are: Students should appreciate the role environmental influences operating through biological predispositions make in the appearance of specific symptoms in a given culture. Students should also acquire knowledge of the way the Western medical model plays a major role in Asia and Africa but is also moderated by local cultural traditions. For example, case studies will be considered showing how Chinese assumptions about disease and treatment can coexist with China's traditional medical theories and practices (TCM) and how Japanese reluctance to think of mild depression as a serious problem was modified after Western pharmaceutical companies systematically promoted sales of anti-depression drugs. Finally, students should show some introductory ability to formulate the short and long term causes of symptoms and dysfunction as described in illustrative case studies.

PARTICIPATION EXPECTATIONS

Class attendance is expected in all *Semester at Sea* courses and attendance in this course will be recorded. All class sessions will involve presentation of information, case examples, and research studies not covered in the readings. Unless you are physically ill you are expected to attend each and every class session and to see the instructor if you have an excused absence.

Class meetings will be organized to use material covered in the assigned readings. Thus, in addition to coming to class students are expected to have done the assigned reading beforehand so they can participate fully in classroom discussion. Discussion will be in the form of general discussion, pairing with nearby students, or small group discussion followed by reporting back to the class as a whole. Participation in class discussions is expected of all students. Given how interested most students are in the subjects covered in this course every effort will be made to give everyone a chance to share their ideas, especially critical thoughts on how the content does or does not fit what they observe in specific ports.

OFFICE HOURS

No formal office hours will be scheduled. Instead, because of the intimate atmosphere on the ship a variety of options will be available for students to meet individually or in small groups with each other and with the instructor, especially before exams and while students are writing papers based on the Field Lab.

REQUIRED TEXTBOOKS

AUTHOR: Beidel, D.C., Bulik, C. M., and Stanley, M. A

TITLE: *Abnormal Psychology*

PUBLISHER: Pearson

ISBN #:978-0-205-96654-7

DATE/EDITION: 2014, 3rd Edition

AUTHOR: Watters, E.

TITLE: *Crazy Like Us: The Globalization of the American Psyche.*

PUBLISHER: Free Press

ISBN: 978-1416587095 (trade paperback)

DATE/EDITION: 2011

The following additional readings will be available on the ship's electronic library reserves.

Hernandez, A. L. et al (2006). Sexual behavior among men who have sex with women, men, and *Hijras* in Mumbai, India -- Multiple sexual risks. *AIDS Behavior*, 10, 5-16.

Homosexuality in India. (2012) Internet article.

LBGT Rights in India. (2013) Internet article.

NCCAM. (2013). Traditional Chinese Medicine: An Introduction.

Rathbone, J, Zhang L, Zhang M, Xia J, Liu X, Yang Y. (2013). Chinese herbal medicine for schizophrenia. *Cochrane Reviews*.

Smith, CA, Hay PPJ, MacPherson H. (2010). Acupuncture for depression *Cochrane Reviews*.

Zuk, M. (2014). *Paleofantasy: What evolution really tells us about sex, diet, and how we live*. New York: Norton, Chapter 2, 44-66.

TOPICAL OUTLINE OF COURSE

Note: All Chapters are from the Beidel, Bulik, and Stanley Text or from the four long case studies and concluding chapter presented in the Watters volume. Other individual assigned readings are available on the Ship's Electronic Reserves.

Depart Ensenada- January 7:

A1- January 9: Introductory Comments: overview of conceptual terms and issues, cross-cultural similarities and differences, and history of psychopathology
Chapter 1

A2-January 11: Cultural Differences and the Western Disease Model
Practice Writing Assignment on “*The Rise of Anexoria In Hong Kong*”
Watters, Chapter 1

A3- January 13: Research Methods in Abnormal Psychology; Cross Cultural Perspective
Chapter 2

Hilo: January 14

A4-January 16: Assessment and Diagnosis: The American DSM and International ICD Taxonomies
Chapter 3

A5-January 19: Anxiety Disorders
“The Wave that Brought PTSE to Sri Lanka”
Watters, Chapter 2

Study Day: January 21

A6- January 22: Somatic Symptoms, Dissociative, and Factitious Disorders
Chapter 5

A7-January 24: EXAM #1 (Beidel, Bulik, & Stanley Chapters 1-5; Watters Chapters 1&2)

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

**A8- February 1: Traditional Chinese Medicine (TCM) and
Mental Health**

**Introduction to TCM
Cochrane Reviews:
Schizophrenia and TCM
Depression and TCM**

Shanghai: February 3-4

In-Transit: February 5-6

Hong Kong: 7-8

**A9- February 9: TCM and Mental Health continued and
Port Observations**

Ho Chi Minh: February 11-16

A10- February 17: Bipolar and Depressive Disorders

Chapter 6

Singapore: February 19-20

Study Day: February 21

**A11-February 22: “The Meta-Marketing of Depression in
Japan”**

Watters, Chapter 4

Rangoon: February 24-March 1

**A12-March 2: Feeding and Eating Disorders
(Follow-up Discussion of Watters Chapter 1
and Port Observations)**

Chapter 7

A13- March 4: Gender Dysphoria, Sexual Disorders

Chapter 8

Cochin: March 6-11

Study Day: March 12

A14-March 13: Port Observations about Culture and Sexuality in India

**Homosexuality in India
LBGT Rights in India
Sexual Behavior Among Men
Who Have Sex with Women,
Men, and *Hijras* in Mumbai**

A15-March 15: Substance Disorders

Chapter 9

Study Day: March 17

Port Louis: March 18

A16- March 19: Schizophrenia

Chapter 10

A17-March 21: “The Shifting Mask of Schizophrenia in Zanzibar”

Watters, Chapter 3

**A18- March 23: EXAM #2 (Beidel, Bulik, & Stanley, Chapters 6-10
Watters, Chapter 3-4)**

Cape Town: March 25-30

Study Day: March 31

A19-April 1: Personality Disorders

Chapter 14

A20-April 3: Personality Disorders Continued

A21- April 5: Aging and Neurocognitive Disorders

Chapter 13

Tema (Accra): April 7-9

Takoradi: April 10-11

A22-April 12: Health Psychology

**Chapter 14
Zuk, Chapter 2**

April 14: Study Day

A23: April 15: Legal and Ethical Issues

Chapter 15

Dakar: April 17-21

A24: April 22 Cultural Issues in Abnormality Revisited

**Watters, Conclusion:
The Global Economic
Crisis and the Future of
Mental Illness**

April 24: Global Lens Exams and Study Day

April 25 A Day Finals Final Comparative Paper Due; Final Exam

April 29: Arrive in Southampton

FIELD LAB

The Field Lab is a major required component of this course that constitutes 20% of the total class grade. Two elements make up the Field lab. (1) Excursion to a mental health setting at a Township while in Ho Chi Minh City or Capetown. We will make this day-long excursion as a class group on the first or last day the ship is in port. The specific day will be announced before students select specific courses so you will know the date of this mandatory class event. Please do not book individual travel plans or a *Semester at Sea* sponsored trip on the day of your field lab. (2) A paper that integrates your lab experience with topics we are reading about and discussing in class. More details about this paper will be given as the date of the Field Lab nears and the papers will be due on April 6, the day before we arrive in Ghana. The paper grade will count 20% toward your final course grade. **Should you fail to accompany the class on the required trip you will be given a zero grade for the requirement that will be weighted 20% toward your final course grade.** A second paper on your experiences in port is also required but this one can be on any topic and country you wish. This second paper will be due the day of the final exam and will count 10% toward your final course grade.

METHODS OF EVALUATION / GRADING RUBRIC

Three exams (two during the voyage and one on the final examination day) will constitute the methods of evaluation. Each exam will be essay in format (five or six questions) and will allow students to show they have mastered the details of the readings and topics as discussed in class and have also integrated them with the broader issues we have studied. Thus, the best essays will show full mastery of details and also independent thinking using students' experiences in ports. Each exam will count 23% toward the final grade. If the final exam grade is the highest of the three it will be counted 27%, the lowest grade will count 20%, and the other exam will count 23%. Thus: three exams will total 70% , one paper on the class Field Lab will count 20%, and an additional paper on any port experience or topic a student chooses counting 10%. The second port paper will be due the day of the final exam. All papers should be submitted electronically as Word files, *.doc* or *.docx*

ELECTRONIC COURSE MATERIALS

Copies of research and informational articles have been placed on the ship's Electronic Course Materials site.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "*On my honor as a student, I pledge that I have neither given nor received aid on this assignment.*" The pledge must be signed, or, in the case of an electronic file, signed "[signed]."