

Psychological Fiction and Nonfiction

Designed by John Cornet, Phoenix HS (Ore)
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Literature provides a wealth of possibilities in its ability to introduce the reader to realistic characters. In this course, students will be exposed to fiction and nonfiction books and films, through which they will critically examine the psychological material relevant to that source. The nonfiction sources also allow for a multi-disciplinary approach toward understanding the ethnographic context of the characters' situation and resultant behavior.

In contrast to the general psychology course, which presents a broad overview of the subject, this Psychological Fiction and Nonfiction course is designed to delve deeply into specific psychological conditions.

Subject Learning Outcomes

- ⇒ Develop an appreciation for and enjoyment of learning, especially how learning should cause us to question what we think we know and have a willingness to entertain new perspectives on issues.
- ⇒ Students will recognize that human behavior is motivated, has multiple causes, and may be adaptive or maladaptive.
- ⇒ Students will redefine their notions of "normalcy"
- ⇒ Students will recognize the necessity for ethical behavior in all aspects of science and practice of psychology.
- ⇒ Students will demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- ⇒ Students will recognize the affect of incorporating psychological foundations and reasoning upon literature and films, and appreciate how it enhances those mediums.
- ⇒ Students will learn to differentiate between neurosis and psychosis, and will strive to express the circumstances and appearance of when one transitions into the other.

Skills-Based Learning Outcomes

- ⇒ Organize, maintain and learn how to study from a subject-specific notebook
- ⇒ Be able to demonstrate how to take notes (including utilizing two-column format)
- ⇒ Be able to engage in meaningful, substantive discussion with others.
- ⇒ Be able to demonstrate effective and active reading habits (summarization, questioning, agreeing/disagreeing with the text, etc.)
- ⇒ Be able to synthesize different facts to make broader conclusions.
- ⇒ Students will be able to identify learning strategies which work for themselves.
- ⇒ Be able to argue and defend a position in written and verbal formats
- ⇒ Be able to express themselves through fluent writing and with appropriate grammar and sentence structure.
- ⇒ Students will learn how to prepare, structure and write a philosophy-orientated essay.

Behavioral Expectations and Grading Policy

- ⇒ Attendance, participation and being prepared are daily expectations
- ⇒ A classroom culture of respect and tolerance is critical to create a comfortable environment for all to learn.
- ⇒ Digital and electronic devices will not be in use during class time without teacher permission.
- ⇒ Do not hesitate to ask questions at any time and for any relevant reason.

Please see supplemental handout on this topic for specifics on classroom rules and grading policy.

In the case of multiple instructors teaching the same subjects, while instructors proceed through lessons at their own pace - out of respect for the integrity of one another's classrooms, teaching styles and expertise - they will strive to never be more than ten days apart in curriculum and from time to time will use common written/essay/examination assessments which will be evaluated jointly. As administration supports, instructors hope to meet regularly to discuss their common courses.

Psychological Fiction and Nonfiction

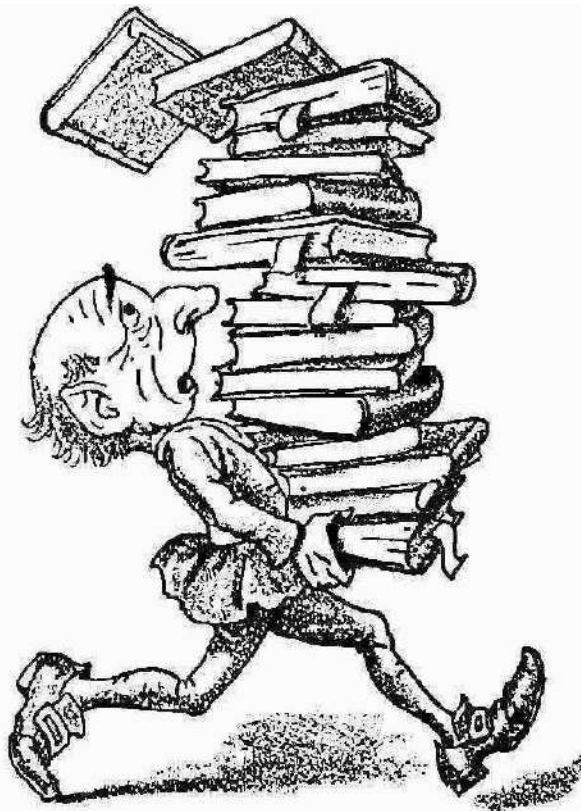
Overarching Social Studies Thematic Approach

Overarching Social Studies Thematic Approach	The social sciences discipline may be interpreted as a tug-of-war between the perspectives of moral relativism and moral absolutism.
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Comprehensive Approach Toward The Course

Comprehensive Psychological Fiction and Nonfiction Thematic Approach	Identify and explain the degree of a characters psychological disturbance, accounting for the manifestation of the disturbance through to their coping strategies while assessing its variance in a situational context.
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Enduring Multi-Unit Themes (framed as essay topics)



*Please see the following
Power Standards for
precise essay themes
and related topics*

"Overarching Social Studies Thematic Approach"
This is an overarching approach for all courses in the Social Studies department

"Comprehensive Approach Toward The Course"
This presents the broad approach and lens through which material in this course will be examined.

"Enduring Multi-Unit Themes"
These are questions, themes or big ideas, framed as essay topics, which stretch across multiple, sometimes overlapping, units. It provides an opportunity for students to connect historical and contemporary dots over time.

"Individual Instructional Units"
These are the targeted learning outcomes (Power Standards) per unit of instruction. They are amended by key learning targets, essential vocabulary, and essential figures. This latter category offers examples of figures who represent different poles on any given spectrum of perspectives for students to identify with.

In Other Words . . .

The "Individual Instructional Units" allow a student to walk into a bookstore, glance at a book and have a sense of what that book may be about before they even open it. "Enduring Multi-Unit Themes" allow a student to finish the book, return to browse 50 titles remaining in the bookstore and recognize these books all talk to each other; that is, that these books offer different focus, perspective or emphasis on related topics.

Psychological Literature

FICTION AND NONFICTION SOURCE MATERIAL			POWER STANDARD		KEY LEARNING TARGETS AND ESSENCIAL VOCABULARY (the following are some, but not all, of the key vocab.)		ESSENCIAL PSYCH. FIGURES
RE QUI R E D							
Quarter –	Introduction to Psychology	Identify what Psychology is, and explain why it is relevent to literature (both in terms of as the writer and as the reader)			Neurotic v. psychotic Nature v. nurture Theory of fight/flight/fleeze	Positive/negative affect	
Quarter 1	(Required book) 'The Prince of Tides' <i>READ IN ITS ENTIRETY</i>	1. Identify and explain how the theme of control and trauma psychology is manifested across multiple characters. 2. Identify and explain how Id-Ego-Superego theory applies to the Wingo siblings 3. Identify, pattern, analyze and explain the behavior of any character while emphasizing the nurture perspective.			Abuse dichotomy Sources of fear and anger coping mechanisms abuse recovery Oedipus Complex Defense Mechanisms	Neurotic needs Parenting influences Grooming patterns	Sigmund Freud A.Maslow Viktor Frankl
Quarter 2	(Required book) 'Reviving Ophelia' <i>READ ONE-THIRD</i>	After considering the authors premise of the loss of a girls' "self" in the context of the case studies and psychological theory, identify and explain patterns which support or distract from the authors case.			Adolescent psychology Rebellion and conformity Peer-pressure	Parent-daughter issues Therapy approaches	Mary Pipher
Quarter 2	(Required short stories) <i>READ ALL</i> (<i>More will be added to the list</i>)	- "All Summer In A Day" by Ray Bradbury, 1954 - "Harrison Bergerson" in Kurt Vonnegut, 1961 - "To Build A Fire" by Jack London, 1908 - "The ones Who Walk Away From Omelas" by Ursula LeGuin, 1973 - "The Tell Tale Heart" by Edgar Allen Poe, 1843 - "What Was Mine" by Anne Beattie, 1991					
Quarter 1	(Required film) 'The Aviator' <i>WATCH IN ITS ENTIRETY</i>	Identify the pattern and explain the progression of OCD symptoms in Howard Hughes, assessing the degree to which this condition transitions from neurosis to psychosis.			Obsessive Compulsive Disorder Howard Hughes dilemma Paranoia Delusional conditions Manic-conditions		
Quarter 2	(Required film) 'Downfall' <i>WATCH IN ITS ENTIRETY</i>	1. 'Downfall' presents Hitler through the lens of anti-war realism. How does one reconcile this humanistic portrayal of him with the personification of evil we know his actions/commands/words initiated? Strive to restrict your response to the behavioral and psychological aspects of the character. 2. The film portrays a group of people confronted by their own mortality, yet many of whom seem to be overlooking their defeat. Based on your ethnographic observations, use the film as a vehicle by which to profile the different responses of human behavior. 3. Identify groupthink psychology as manifested in the characters, and explain their inability to break out of this mindset.			Grouphthink Trauma psychology Anger and control issues Loyalty and betrayal Stanford prison experiment De-individualism Social psychology Paternalism Social Darwanism Cognitive dissonance		Irving Janis

CHOICE BOOKS (STUDENTS WILL CHOOSE ONE TO READ IN ITS ENTIRETY, AND A SECOND TO READ A PORTION OF)

Quarter 2	(Choice book option) 'First Person Plural'	1. Identify and explain the roles/purposes of each alter and their dominance (if any) while exploring the struggles inherent in different therapy approaches. 2. Identify and explain the extent to which denial is a hindrance in the therapy approach of addressing co-consciousness. <i>*Students will understand there current debates in the psychological community as to the validity of a DID diagnosis</i>	Dissociative Identity Disorder Treatment / therapy approaches Co-consciousness Dissociative fugue	alters, fragments	
Quarter 2	(Choice book option) 'Harvard and the Unabomber'	In what ways might the experiences of, and particularly the experiments inflicted upon, Kaczynski have affected the form, substance and tone of his eventual delusions?	Schizophrenia Classical conditioning Behavior modification		
Quarter 2	(Choice book option) 'The Man who Mistook His Wife for a Hat'	When the distinction between neurotic and psychotic is blurred, which avenues remain for determining the true severity of a condition?	Korsakoff's syndrome Aphasiac Agnosiacs	Autistic spectrum Proprioseption	
Quarter 2	(Choice book option) 'The Mind and the Brain'	To what extent is it possible to rewire the brain, and what are the implications for therapy approaches to specific conditions like stroke or dyslexia?	Neuroplasticity Brain matter		
Quarter 2	(Choice book option) 'Odd Girl Out - The Hidden Culture of Aggression in Girls'	Identify, explore and explain one of the following themes through a psychological lens: the subtle ways in which girls express anger; definitions of popularity and the inner-workings of cliques; bullying across racial and socioeconomic lines, or; hidden jealousies, competition and emotional abuse among close friends.	Aggression Social exclusion Bullying Harassment		
Quarter 2	(Choice book option) 'Prozac Nation - Young and Depressed in America'	This book may be seen as a commentary regarding the role of drugs and youth. Identify and explain how it is so while addressing the author's views, offering support within the confines of the text.	Depression Anti-depressants Addiction		
Quarter 2	(Choice book option) 'Silence of the Lambs'	1. Identify and explain how issues of power and control manifest themselves in serial offenders. ↳ Consider both those who are incarcerated and those who are actively pursuing victims, and the manner in which they strive to exert their influences from their situation, even if by proxy. 2. Explore the diverse aspects of comprehensive criminal profiling, using material from the text as examples. 3. Analyze Buffalo Bill, assessing how he transformed into a serial offender.	Cannibalistic serial killer Sociopath Manipulation Forensic criminologist Criminal profiling techniques Hostage psychology		
Quarter 2	(Choice book option) 'Ten Things Every Child With Autism Wishes You Knew'	Explore the implications raised in terms of autistic coping strategies, keeping an eye toward the differing degrees of the condition, and how this population strives to make sense of the world.	Autistic spectrum Therapy techniques Conditioning Therapy		
Quarter 2	(Choice book option) 'The Unabomber and the Zodiac'	Identify and explain how criminal and behavioral profiles are conducted, and assess to what extent the evidence presented within the text support the authors assertion that the Unabomber and the Zodiac are the same figure.	Criminl profiling message codebreaking and decyphering The Zodiac, the Unabomber		
Quarter 2	(Choice book option) 'The Virgin Suicides'	Identify what is know about the girls livelihoods and explain the perspective of the boys with regard to their (the girls) decisions.	Suicide Differing perspectives		
Quarter 2	(Choice book option) 'Why Kids Kill - Inside the Minds of School Shooters'	Identify and explain the psychological and sociological foundations for teens who lash out violently in educational settings.	Serial offender typology Adolescent aggression		

Quarter 2	(Choice book option) 'Without Conscience - The Disturbing World of Psychopaths Among Us'	1. Identify and explain the psychological and sociological foundations for teens who lash out violently in educational settings. 2. Identify the characteristics of sociopaths/psychopaths, and explain the perspective they have on their surroundings	Psychopaths Sociopaths	
Quarter 2	(Choice book option) 'Touched with Fire - Depressive Illness and the Artistic Temperament'	Identify degrees of bipolarity, and explain the authors assertion of a connection between it and creativity.	Manic Depressive Illness Mood disorders Bipolar	
Quarter 2	(Choice book option) 'Stranger in the Mirror - Dissociation, The Hidden Epidemic'	Identify and explain dissociation, with a emphasis upon treating, coping with and recovering from the condition.	Dissociation Attention Deficit Disorder Dissociative Identity Disorder Dissociative Fugue	
Quarter 2	(Choice book option) 'Refusing Care - Forced Treatment and the Rights of the Mentally Ill'	Identify and explain the circumstances of whether (and if so, then when) or not patients should be forced to be treated against their will; be sure to consider civil commitment (forced hospitalization for noncriminals), medication, seclusion and restraints in your answer.	Ethical issues Legal issues	
Quarter 2	(Choice book option) 'Rampage - The Social Roots of School Shootings'	Identify and explain the psychological and sociological foundations for teens who lash out violently in educational settings.	Sources of aggression Absence of empathy Criminal profiling	
Quarter 2	(Choice book option) 'The Quiet Room - A Journey Out of the Torment of Madness'	Identify the extent of the authors schizophrenia, and explain her journey teetering on the ledge between neurosis and psychosis.	Schizophrenia Dissociation	
Quarter 2	(Choice book option) 'Minds on Trial - Great Cases in Law and Psychology'	Identify and explain the challenges posed by mental health issues upon the legal profession, and assess the extent to which legal establishment has been successful (or not) in addressing them within the criminal justice system.	Insanity defense Brainwashing Criminal profiling Capital Punishment Postpartum Cannibalism	Child Custody Juvenile Delinquency False Confessions Stockholm Syndrome Psychiatric disorders
Quarter 2	(Choice book option) 'A Mind for Murder - The Education of the Unabomber and the Origins of Modern Terrorism'	In what ways might the experiences of, and particularly the experiments inflicted upon, Kaczynski have affected the form, substance and tone of his eventual delusions?	Schizophrenia Classical conditioning Torture Experimentation Sensory deprivation	
Quarter 2	(Choice book option) 'The Last Time I Wore A Dress'	1. Identify and explain the events which lead to a characters suicide. 2. Identify the coping strategies and explain the post-traumatic stress disorder response in characters.	Gender identity topics Psychiatric abuse Suicide and depression	
Quarter 2	(Choice book option) 'Jekyll on Trial - Multiple Personality Disorder and Criminal Law'	Identify and explain the challenges posed by mental health issues upon the legal profession, and assess the extent to which legal establishment has been successful (or not) in addressing them within the criminal justice system.	Dissociative Identity Disorder Dissociation	

Quarter 2	(Choice book option) 'Girl, Interrupted'	Identify and explain the psychiatric response to Borderline Personality Disorder, and expand on the moral/ethical implications of the characters treatment.	Mental illness through feminist lens Borderling Personality Disorder Sociopath Pathological lying Self-injury Disordered eating Schizotypal personality disorder	
Quarter 2	(Choice book option) 'Get Me Out Of Here - My Recovery From Borderline Personality Disorder'	Identify and explain the manifestation of borderline personality disorder and its impact on both individuals and family/community.	Borderling Personality Disorder Manipulative behaviors Disordered consumption Substance abuse	
Quarter 2	(Choice book option) 'Permanent Present Tense'	Identify the circumstances which affected the main character, and explain what these events reveal about the nature of memory, experiences and personality.	Lobotomy Psychosurgical Amnesia - memory loss	
Quarter 2	(Choice book option) 'The Dissociative Identity Disorder Sourcebook'	Identify and explain the varying degrees of dissociation, and differentiate it on a spectrum between normalcy, neurotic and psychotic.	Dissociation DSM IV-TR	
Quarter 2	(Possible film clips) 'The Dark Knight' <i>(only parts are shown)</i>	<ol style="list-style-type: none"> 1. Identify and explain trauma psychology and grooming patterns as manifested through Harvey Dent's experiences 2. "Far from being a deranged psychopath, the Joker's behavior was grounded in logic and would suggest his being attuned to a heightened sense of reality, one unperceivable to everyone else yet which does not represent psychosis." Argue in support or against this position. 3. Diagnose the Joker's behavior and argue which mental disorder(s) he has (note: simply saying he is psychotic is not enough; there's alot more going on with him; you must reference the DSM, and it would be wise to consider where in a spectrum of behaviors he might fall rather than grounding your analysis upon a single point or condition.) 	Malignant narcissism Narcissistic personlity disorder Histrionic personality disorder Schizoid personality disorder Sadistic personality disorder Antisocial personality disorder Oppositional defiant disorder Psychopathic behavior	
Quarter 2	(Possible film clips) 'Last King of Scotland' <i>(only parts are shown)</i>	<ol style="list-style-type: none"> 1. Describe and analyze the personality of Ugandan dictator Idi Amin, relying upon the DSM, the character's portrayal in the film, and history. 2. Argue in support of the following proposition: While making decisions guided by either emotional- or intellectual-thinking, Nicholas Garrigan's (the doctor) naivety is challenged by his own complicity with the Amin regime. 	Split personality Paranoia Xenophobia Psychology of fear Emotional affect (on characters and the audience)	