New Course Request

Indiana University
South Bend Campus

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [ ] Professional credit [ ]

1. School/Division: Liberal Arts and Sciences  2. Academic Subject Code: WOST

3. Course Number: B399 (must be cleared with University Enrollment Services)

4. Instructor: Various

5. Course Title: Human Behavior and Social Institutions

   Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010

7. Credit Hours: Fixed at 3 or Variable from _________ to _________

8. Is this course to be graded S-F (only)? Yes [X] No [ ]

9. Is variable title approval being requested? Yes [X] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication: Develops insight into human nature, the nature of social institutions, the social processes that have shaped the world of the 21st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

11. Lecture Contact Hours: Fixed at 3 or Variable from _________ to _________

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _________ to _________

13. Estimated enrollment: 30 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Every 2 yrs Will this course be required for majors? No [ ]

15. Justification for new course: Add more needed B399 courses for general education.

16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Department Chairman/Division Director: Date: Oct 4/09

Approved by: [Signature]
Dean: Date: 10/7/09

Dean of Graduate School (when required): Date:

Chancellor/Vice-President: Date:

University Enrollment Services: Date:

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Proposal for
HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS
a Common Core course of the IUSB General Education Curriculum

NAME: BORSHUK
Last
CATHARINE
First Initial
PSYCH/WOST CLAS
Department/Division

Course title: Human Behavior and Social Institutions –
Women and madness: Crazy women in psychology and popular culture

First Semester to be offered: SPRING 2010

Instructions: Attach a course description and sample syllabus. Please respond briefly to each question in the space provided. The syllabus will provide primary data regarding the suitability of the course as a version of Human Behavior and Social Institutions. Use the comment section to clarify, expand, and/or guide the reviewer through your syllabus.

Section A of this form addresses general characteristics of all Common Core courses. Section B is specific to Human Behavior and Social Institutions. Feel free to repeat any information that fits in both areas.

A. GENERAL CHARACTERISTICS OF Common Core COURSES

Briefly discuss ways in which the course meets the expectations listed below. Details of these expectations can be found at http://www.iusb.edu/~gened/GenEd_RepRec.pdf

1. How does the course include instruction in at least one of the fundamental literacies (writing, speaking, critical thinking, quantitative reasoning, computer literacy, information literacy, visual literacy)?

STUDENTS’ MAJOR PROJECT FOR THIS CLASS IS A TERM PROJECT/RESEARCH PAPER. CALLED AN INTEGRATION PROJECT, IT WILL FOCUS MOSTLY ON INFORMATION LITERACY AND ON WRITING. I HAVE MATERIALS DEVELOPED FOR UPPER-LEVEL CLASSES INTENDED TO ASSIST STUDENTS WITH WRITING AND SEARCHING FOR INFORMATION. I WILL DEVOTE AT LEAST ONE FULL CLASS SESSION TO WRITING AND SEARCHING FOR MATERIALS. STUDENTS WILL ALSO GIVE A FORMAL PRESENTATION WITH VISUAL AIDS.

2. In what ways is the course interdisciplinary?

WE WILL BE WORKING FROM A FRAMEWORK PRIMARILY LOCATED AT THE INTERSECTION OF PSYCHOLOGY AND WOMEN’S STUDIES. IN ADDITION, HISTORICAL AND POP CULTURAL MATERIALS (FILM AND FICTION) WILL BE USED AS COURSE MATERIALS.

3. What ethical issues will be addressed in the context of course material, and how will the course include instruction in what constitutes ethical and unethical responses to these issues?
WE WILL BE TREATING GENDER DISPARITIES IN THE MENTAL HEALTH SYSTEM AS AN ETHICAL ISSUE IMPORTANT FOR THE PROFESSIONS OF PSYCHOLOGY AND COUNSELING.

B. SPECIFIC CHARACTERISTICS OF Human Behavior and Social Institutions

In response to the questions below, consider the ways in which the course meets the stated objective for Human Behavior and Social Institutions:

*In order to understand themselves and their relationships to others in society, our students need to develop insight into human nature and the nature of social institutions, as well as the major events and social processes that have shaped the world of the 21st century. This course will serve to introduce students to the distinctive perspectives of the social sciences in building an understanding of our world. It will also focus on the individual in relation to and as a product of that social world. It will develop in students an appreciation of the processes of social interaction and emphasize the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior.*

1. In what ways will the course introduce students to major perspectives on the study of human behavior and social institutions?

PSYCHOLOGY ATTEMPTS TO OBJECTIVELY ISOLATE, ASSESS, AND TREAT ASPECTS OF THE HUMAN PERSONALITY. THIS CLASS IS DESIGNED TO REVEAL HOW THIS ATTEMPT CAN BE UNTENUOUS, ESPECIALLY WHEN ONE DENIES PERSONAL AND PROFESSIONAL SUBJECTIVITY, AND IgNORES MARKERS OF SOCIAL LOCATION (IN THIS CASE, GENDER.)

2. In what ways will the course develop insight into human nature?

WE WILL EXAMINE PSYCHOLOGY’S (THEREFORE, OUR OWN) PROPENSITY TOWARD GENDER AND ETHNIC BIAS AND OUR DESIRES TO “NORMALIZE” CERTAIN THOUGHT AND BEHAVIORS. BY PRESENTING THESE PROPENSITIES AND DESIRES AS PROBLEMATIC, I HOPE TO LEAD STUDENTS TO A MORE CRITICAL STANCE ON PSYCHOLOGY’S PURPORTED “INSIGHT INTO (A UNIVERSAL) HUMAN NATURE”.

3. In what ways will the course develop insight into the nature of social institutions?


4. How will the course reflect upon the value and limitations of the disciplinary approaches (analytic frameworks and techniques) employed in the course?

BY FOCUSING ON SEXIST BIASES IN THE DISCIPLINE THAT ARE PORTRAYED BY POPULAR CULTURE (FILM AND STORIES), AND ULTIMATELY REPRODUCED ON A SOCIAL
AND INTERPERSONAL LEVEL, THUS RESULTING IN COMMON MISCONCEPTIONS AND FALSE EXPECTATIONS ABOUT WOMEN’S MENTAL HEALTH AND MENTAL ABILITIES.

5. In what ways will the relationships between individual behavior and social institutions be integrated into the course?

THIS IS THE ESSENCE OF THE COURSE – TO GET TO AN UNDERSTANDING OF HOW THE SOCIAL INSTITUTION CALLED THE MENTAL HEALTH SYSTEM HAS RELIED UPON SEXIST BIAS IN DIAGNOSING AND TREATING FEMALE INDIVIDUALS. PSYCHOLOGY, IN THE WORDS OF PHYLIS CHELSER, HAS TRADITIONALLY “NOT TAUGHT THAT WOMEN OR PEOPLE ARE OPPRESSED OR THAT OPPRESSION AND DISCRIMINATION TRAUMATIZES PEOPLE”. PSYCHOLOGY CONTINUES TO LOOK FOR THE SOURCE OF PATHOLOGY WITHIN THE INDIVIDUAL RATHER THAN IN STRESSFUL OR TRAUMATIZING CIRCUMSTANCES. THIS RELATIONSHIP IS AT THE HEART OF THIS COURSE THAT I AM PROPOSING.

6. How will attention to major events and social processes be integrated into the course?

Syllabus for WOST/PSY B399
Women and madness: “Crazy women” in psychology and pop culture

Instructor: Catherine Borshuk
Office: 2155 DW
Phone: 520-4122
Email: cborshuk@iusb.edu

Course Description: This class focuses on the iconic mad woman in historical and fictional works, and examines through a psychological and gendered analysis how this portrayal has been constructed. We will look at how centuries of bias against women in Western societies have resulted in the pathologizing of women’s sexual, mental, emotional, and physical experiences and abilities. We will examine old and new gender stereotypes that have led to disparate treatment by the psychological profession. We will read first-person accounts from women who have undergone mental health treatments such as insane asylums, biological therapies, and talk therapies. We will also turn a critical eye toward the portrayal of dangerous, mad, or crazy women in works of fiction and film to explore important themes of sexuality, motherhood, agency, and relationships.

Course Objectives (my goals):

1. To lead the class in an exploration of how psychological diagnosis and treatment of women is partly related to cultural and historical understandings, biases, and beliefs about women and gender.
2. To promote critical thinking about gender issues in psychology.
3. To locate psychological theories about the normal and the pathological in a social context.
4. To facilitate group and independent learning that identifies and stimulates students’ academic interests.

Learning Objectives for students:

1. To understand psychology as a culturally embedded science and practice.
2. To become familiar with figures and events from psychology’s past.
3. To understand the practical implications of psychological theory on people’s lives, especially women’s lives.
4. To become sensitive to the impact of the social role of gender, as well as race, class, ethnicity and other social markers, on individual psychological functioning.
Course Readings:

Articles are available through Oncourse or library e-reserves. No required textbook. Please note that this is an upper-level core course, and there is a substantial amount of reading associated with coursework. I expect that you will have prepared for each class by completing the readings in advance. The readings can be downloaded onto your printer or from a computer lab on campus. Each IU South Bend student is allotted a “free printing” allotment of 650 pages, paid for by your student technology fees. If you surpass this paper limit, additional costs apply of 5 cents per single-sided page or 8 cents per double-sided page.

Class notes and ground rules:

- PLEASE turn off your cell phones during class!!! I could not be more serious about this.
- Prerequisites for this class are W100 OR P103
- Please arrive on time to class, and notify me in advance if you must leave class early. Do not leave in the middle of class unless there is an emergency
- Although Unit 1 will be slightly more information-oriented and lecture based, the remainder of the class (units 2 and 3) depend on students’ interaction with the readings, and with each other. Discussion of readings and films will form the basis of our classroom work for those sections of the course
- You will only be able to follow and participate in class discussions if you have done the reading beforehand; class discussions will suffer if you haven’t. I will expect each student to come prepared to discuss the day’s readings
- Try to check Oncourse regularly for new postings or announcements
- Missed tests will be graded “0”; make-up tests will not be allowed unless: a) you contact me by phone or email prior to the test; and b) a medical certificate is provided at the time of the scheduled make-up test
- Late integration projects will be penalized one part-grade per day (e.g., B paper one day late becomes B-).
- If you do not attend class on the day you are scheduled to present, you will receive a “0” for that component

Evaluation:

Three tests on course readings (10% each) = 30%
Comprehensive final exam 20%
Film Presentation: 15%
Integration Project (Term Assignment) = 25%
Participation in discussions, & attendance = 10%
Course Details:

Participation/discussion: For units 2 and 3, students must come to class prepared with questions and issues that derive from that day’s readings. These notes will form the basis of our discussion. If you come to class unprepared, you may reasonably expect your grade for participation and discussion to suffer.

Tests: three short essay tests to demonstrate that you have been keeping up with the reading and understand the readings and our main themes.

Final Exam: cumulative, short answer and longer essay questions.

Accommodation:
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building 149, phone #520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

Film presentation: A group report on a film that we do not view in class. Plan for a 20 minute presentation that incorporates visual or dramatic aspects. You must relate the film to what you have learned in class. I will form small groups of 3 or 4 students early in the semester. You may feel free to suggest other films not on the list.

Film list:
All about Eve
An Angel at my Table
Fatal Attraction
Frances
Gaslight
Girl, Interrupted
Hilary and Jackie
Lilith
Montenegro
‘Night, Mother
Three Faces of Eve

Prozac Nation
Sophie’s Choice
Suicide Club
Sybil
Sylvia
The Hand that Rocks the Cradle
The Hours
The Snake Pit
Wide Sargasso Sea
Women on the Edge of a Nervous Breakdown

Integration project: This is your term project, and it may be completed either individually or with a partner (your choice). You will choose your own topic, or pick from the list below. This project requires you to integrate material from many different sources and experiences, both academic and non-academic. An integration project allows you to connect material learned in
class with events, issues, movements or organizations outside of class. The final product may
take whatever format is most suitable for the topic you choose - visual, artistic, scholarly,
participatory, community-based, etc. It must include material from at least three different
methods of investigation from the following list:

- identify and track a critical news event related to your topic or issue over the course of
  at least a month, following different types of news stories in different outlets, editorials,
  letters to the editor, online discussions, blog entries, etc.
- talk to people who are impacted by your issue or topic, and report on their main
  concerns
- attend and report on public meetings, performances, or lectures related to your topic or
  issue
- participate in social change events or organizations related to your topic or issue and
  report on the group and your involvement in it
- report on literature (including plays or fiction) or art exhibitions related to your topic or
  issue
- find and report on current or historical research articles by psychologists that pertain to
  your issue or topic

Your final product may be performed, presented, published to the web, filmed, or written as a
scholarly essay. Topics could include, but are not limited to issues surrounding:

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<thead>
<tr>
<th>Adolescent sexuality</th>
<th>Marriage, divorce, single parenting</th>
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<tbody>
<tr>
<td>Celebrity and madness</td>
<td>Racism and mental health</td>
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<td>Post-partum disorders</td>
<td>Effects of Sexual violence</td>
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<tr>
<td>Women and social change</td>
<td>Mean girls</td>
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<td>Women immigrants and mental health</td>
<td>Women, work, and mental health</td>
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<td>Women’s spirituality and mental health</td>
<td>Women, war, and mental health</td>
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Note that these topics are quite broad; you will have to decide how to narrow the topic down
into a manageable and researchable unit. I will be happy to meet with you during the planning
stages of your project to help you define the parameters of the project. The aim of the
integration projects is to provide a creative component to your class work, to engage with
people and sources in the real world, and to allow a focus on topics that are not covered in
traditional Psychology textbooks. You will need to choose a topic by the end of January, so you
will have more than 2 months to investigate your topic and prepare the final product. I will be
asking for monthly progress reports in February and March.
Course Schedule and Readings:

**Unit 1:** Jan 12 – Feb. 11  
History of diagnosis/pathologizing women’s experience

Readings:

- chapter 4 “Nerves” and chapter 5 “Hysteria” from Lisa Appignanesi’s *Mad, Bad, and Sad: A History of Women and the Mind Doctors from 1800 to the Present*  

*Feb 11: Test 1*

**Unit 2:** Feb. 16- Mar. 11  
First-hand narratives of mental illness.  
Selections from Elaine Clift (ed), *Women’s Encounters with the Mental Health Establishment*, and from Geller & Harris’ (1994)*Women of the Asylum: Voices from Behind the Walls*  
*Mar. 11: Test 2*

**Unit 3:** Mar 23- April 13  
Fictional accounts: Selections from Shannonhouse’s (Ed.) “Out of Her Mind: Women’s Writing on Madness” (2000/modern library). Chapters will include Charlotte Perkins Gilman’s “Yellow Wallpaper”; Elizabeth Cochrane’s “Ten Days in a Mad-House”; Sylvia Plath’s “The Bell Jar”; Kate Millet’s “The Loony-Bin Trap”.  
*April 13: Test 3*

Student Film Presentations: April 15- April 22 (3 per class session)

Integration Projects Due: April 27

Final Exam: Thursday May 6 (will include questions related to the film presentations)