WELCOME!

You’ve probably already watched this. If not, click the image above and meet your instructor.

Welcome aboard :)

FORMAL LEARNING OBJECTIVES

I’ve been told that I need some. Apparently, “to set sail toward the borderlands of sanity” doesn’t cut it. So here goes—by the end of this absurd expedition, I bet that you’ll be able to…

• wield nosological, psychopathological, and psychiatric jargon with confidence;
• identify (name) the major classes of mental disorders;
• list the specific criteria that mental health professionals use to diagnose a few common psychological conditions;
• distinguish some of the trickier varieties of mental illness from one another;
• debunk psychopathology myths when you meet them in the real world;
• communicate more effectively with the public—friends, family members, people you’d like to impress at parties—about mental illness;
• and—here’s the big one—provide an intelligible academic (pretentious) answer the question, what is mental illness, really?

But those are just window dressings. What I actually want from you is simple.

I want you to join me. Because these ideas can be disorienting. Because it’s dangerous to go alone.
WHAT YOU’LL NEED

You’ll need just **two things** to survive our semester-long journey into madness:

1. **Reliable Access to UF’s Canvas System**
   
   Our everything portal.

   If you aren’t already comfortable with the Canvas platform ([http://elearning.ufl.edu](http://elearning.ufl.edu); click the blue *e-Learning* button), I’d recommend carving out some time to poke around and torture-test the system early on (before the semester picks up steam). Quickstart Guide for the uninitiated: (1) watch [this video](http://elearning.ufl.edu), then (2) browse the rest of the [Canvas Help module](http://elearning.ufl.edu) within the course site.

2. **One of These Brilliant Books:**

   ![Book Images](image-url)

   You’re looking at twelve of my favorite trade books—most published within the last ten years or so—on psychopathology-related topics. Penned by some of the brightest minds our field has to offer, each of these books has profoundly changed the way I think about the mind. Some present cutting-edge, controversial ideas in the world of psychological science. Others are critically-acclaimed personal memoirs, designed to pull readers into the *bona fide* phenomenological experience of someone living with a “mental disorder.” They’re all bestselling, gripping, and full of elegant prose.

   Choose wisely. I ask that you **pick one (just one) of these books to read as we move through the semester.**

   On the next page you’ll find a full APA-style citation for each book, a paperback ISBN, and a link to each book’s Amazon.com page (where you can find a synopsis and reviews; most have fairly comparable page counts and used prices in the ten-to-fifteen dollar range).
Don’t let bigger page counts scare you—I’ll never test your memory on your book’s content. Instead, I’ll ask you to write up a little Amazon-esque book review (one that I hope you’ll seriously consider actually posting on a site like Amazon). In other words, I’m betting that you won’t be able to put these books down even without a read-this-super-carefully-because-your-grade-depends-on-it mandate. If the reading ever feels like work, say so—I’ll help you to find another book that won’t.

That review comes due on April 8th (it’s one of five things that I’ll ask you to post on the discussion board; keep reading for details), but I’d probably suggest cracking the book open about a month before that in order to avoid that oh-shit-I-have-to-read-a-whole-book-by-tomorrow feeling. (Though I did manage to cordon off two whole weeks—nothing for you to do for this class but read the book—right before that due date hits. So, if you’re cool with reading a whole paperback non-fiction book and writing up a little (300-word-ish) review within two weeks (with no other Abnormal Psychology work on your plate), forget about all of this until mid-March. (I’ll remind you when we get closer.)

***


That’s a wrap for the “What You’ll Need” section.

*There is no textbook for this class.*

That’s not to say that there aren’t any viable Abnormal Psychology textbooks *out there*, of course. The marketplace is flooded. But I reckon that they’re all too expensive, especially considering that, with access to the entire UF (virtual) library, you can find most of the information that’s contained within those textbooks *online for free*. So I wondered, why not just curate my own collection?

Done. At the beginning of each week between now and the end of the term, I’ll post a selection of readings (articles, book chapters, blog posts), listenings (podcasts), and viewings (videos) for you to peruse. All free. I’ll pop in every now and then and then to set the scene and fill in some gaps.

**HOW YOU’LL BE GRADED**

We’re on the point system, with **200** up for grabs across two “assignment” categories:

1. **Weekly Quizzes**  
   (150 points out of 200 = **75% of your letter grade**)

   Most weeks, you’ll find that our home-page to-do list (*This Week at a Glance*) ends with a quiz. In principle, these quizzes are **non-cumulative**—they’ll present you with a handful of questions (mostly multiple-choice) about *that week’s* content. But there’s definitely a progressive *feel* to them, such that questions tend to become increasingly more complicated, drawing on ideas that we wrestled with earlier in the term. The *major* focus will always be on the topic at hand (e.g., the depths of depression), though. 10 quizzes x 10 questions apiece x 1.5 points per question = 150 points overall.

2. **Talk To Each Other. (It’ll Help.)**  
   (50 points out of 200 = **25% of your letter grade**)

   Sometimes, I’ll ask you to bang out some words on the **class discussion board**, too. You’ll find detailed guidelines (rubrics) for each of these little “writing assignments” on the course home page during the relevant weeks.

   I. Where Are You? (10 points)  
   II. Connect (10 points)  
   III. The Answer (10 points)  
   IV. Book Reviews (10 points)  
   V. Sappy Goodbyes (10 points)
150 quiz points + 50 discussion points = 200 points total. Raw points translate into a percentage (formula = points you’ve accumulated divided by 200), which in turn corresponds to a letter grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>185-200</td>
<td>≥ 93%</td>
</tr>
<tr>
<td>A-</td>
<td>179-184</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>175-178</td>
<td>88% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>163-174</td>
<td>82% - 87%</td>
</tr>
<tr>
<td>B-</td>
<td>159-162</td>
<td>80% - 81%</td>
</tr>
<tr>
<td>C+</td>
<td>155-158</td>
<td>78% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>143-154</td>
<td>72% - 77%</td>
</tr>
<tr>
<td>C-</td>
<td>139-142</td>
<td>70% - 71%</td>
</tr>
<tr>
<td>D+</td>
<td>135-138</td>
<td>68% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>123-134</td>
<td>62% - 67%</td>
</tr>
<tr>
<td>D-</td>
<td>119-122</td>
<td>60% - 61%</td>
</tr>
<tr>
<td>E</td>
<td>118 and below</td>
<td>≤ 59%</td>
</tr>
</tbody>
</table>

Canvas automatically converts your raw course points into a letter grade according to this chart.

That’s it.

No mid-term.

No final exam.

And no term projects. (Unless you want one. Keep reading.)

**BONUS! (DROP YOUR LOWEST QUIZ SCORE)**

Weighting the quizzes so heavily (75% of your letter grade) feels a little…unforgiving. It’s hard to do otherwise in a class this size (400 of you on the roster), but I still don’t like it. So I’ve devised a little side quest for you. A **mini term project. It’s totally optional.**

One of my discussion board prompts will ask you to answer a question. It’s an important question, I think. One that genuinely needs your input. Your voice.

Your mission: transmute your answer (to this vexing, haunting question that when answered correctly might actually change the world) into some other medium. A three-minute video. A six-minute podcast. An infographic. A pamphlet. A painting? (Anything other than bare text. Social media candy.)

Make one of these things (e.g., a little podcast segment), submit it (in Canvas), get some feedback from me and my elite teaching assistant (TA) team, then edit/polish your thing and re-submit a final version by the last day of class. Details (a fool-proof how-to-nail-this-assignment rubric) forthcoming (during week 8). **This is a Pass / Fail mission—if you “pass,” Canvas will drop your lowest quiz score. Simple.**

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1 I hope. I can’t shake the feeling that this if-you-submit-a-decent-term-project-your-lowest-quiz-grade-drops thing is confusing. So I figured I’d ramble (over-explain) here in the footnotes. (Are you actually reading the footnotes in a class syllabus right now? Cheers. I should hide Easter eggs in these.) The term project isn’t worth any points on its own—the rubric lays out the things you’ll need to do to “pass” (which means that the TA who reviews your work gives you a smiley face rather than a frowney face), but the “pass” doesn’t impact your grade directly. **Instead, it adds your name to a list.** If you’re on that list, at the end of the semester my TA team will manually erase (delete) your lowest quiz score. (Your overall course denominator will drop when they do this—instead of 200 course points available, you’ll have 185. Canvas handles that part automatically.)
More importantly: this is more than a term project. At the end of the semester, I’m going to cull the top submissions and use them in a bona fide psychological experiment. (Perk: if we pick your submission, you’ve automatically earned a research assistant (RA) designation. With no extra work. (Unless you want it—you’ll be welcome to help us run and interpret and even write up the studies.) Grad school gold.

TL;DR (BLAH BLAH BLAH HOW DO I PASS?)

At the beginning of every week between now and the end of the semester, log into our E-Learning (Canvas) site and read all the words beneath this logo:

It’s a list of the tasks you’ll need to complete before that week’s end (Sunday at 11:59pm). It’ll usually consist of (1) watching an awkward introduction video; (2) perusing a selection of readings, audio clips, and TED Talks (all free content that I’ve collected from around the web); and (3) taking a quiz. Some weeks we’ll digress and I’ll ask you to do something weird (like write a discussion post), but the general idea is the same—just follow the “This Week at a Glance” guide. It’s all about raw course points—the more you end up with (out of 200), the higher your letter grade. No midterm. No final exam. And no obligatory term project. (There’s an optional term project, though—if you submit a solid one, your lowest quiz score out of 10 drops.)

It’s probably quite obvious at this point that you’re calling a lot of the shots. You determine when (within the week) you complete readings, watch videos, and listen to audio clips; when you take quizzes and talk to each other (on the discussion board for points); and when you ask for help. But don’t let the autonomy fool you. I’ll be with you all the way through, behind the scenes and happy to chat if you care to. At a bare minimum, you’ll catch me talking to my webcam like a caffeinated conspiracy theorist the class like a dignified professor for a few minutes at the start of each week.

COMPUTER TROUBLES (THE SHIT HAPPENS CLAUSE)

The scene: It’s 11:53pm on a Sunday night. You’re a classic procrastinator, having waited until the literal eleventh hour to take your weekly quiz, but you’re not bothered. In fact, you’re feeling rather capable and confident about your performance—I tossed a handful of questions your way, and you parried back a handful of answers that you’re pretty sure are correct.

Then, disaster. Maybe your cat pounces onto your laptop, mashing a hapless housefly into your function keys and closing your browser just before you could hit submit. Or perhaps a meteorite crashed improbably through your ceiling to cauterize a perfectly destructive hole right through the center of your hard drive. Either way, you’re up a creek…no saved answers, no time, and no hope of contacting me in time to ask for a “reset.” Panic.
Don’t panic. Bad news first, though: once I release all the questions and answers out into the public domain ether (usually by mid-day on Mondays), the ship, I’m afraid, will have already sailed. I don’t usually have any extra questions lying around, so there’s not much I can do after the quiz due date passes. But…if the unthinkable happens; if the universe decides that your living room really is the best place to deposit a bit of cosmic debris on a Sunday night, there is hope.

Just send us an email (SwanClasses@psych.ufl.edu) to let us know that you missed a quiz.

No questions asked. Suggested subject line: “Shit Happens.”

My TA team has one get-out-jail-free card for you.

**SPEAKING OF TAs…**

You should meet Vanille:

![Vanille Rabeaux](image)

Vanille Rabeaux
(Pronounced Va-knee. It’s French.)

**CLP3144 Post-Bacalaureate Teaching Fellow**
**(Sworn Partner in Pedagogy Crime)**

Email: SwanClasses@psych.ufl.edu

She’ll be leading an army of behind-the-scenes TAs to keep the trains running on time, but she’s principally here for you. She’s on the left, clearly blowing my mind with what’s written on her notepad. We’re about to record a video together. Revelations forthcoming ☺

Vanille and I share emails, so don’t be alarmed if she replies to a message that you’ve sent to me before I do.

**THE FINE PRINT (TEXT REQUIRED IN ALL SYLLABI)**

Ken Hereby Certifies That…

“…requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

More on grading policies in particular here: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Academic Honesty**

“Cheating is defined in the UF Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that exam or assignment and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an “E” for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed to the following statement: ‘I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.’”

CLP3144: Abnormal Psychology  
Spring 2018 Syllabus, Page 7
Cheating behavior is fascinating. Dan Ariely wrote a great book about it. Absolutely worth the read. Cheating is human.

Disability Accommodations

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

(If we’re missing something in the accommodations department, let me know how I can make it right.)

Late Work Policy

Our whirlwind journey through madness moves at a brisk pace. We’ll all need to stay on target to make it through to the other side. Behavioral incentive (they work): each day that an assignment is late levels a 10% point deduction (e.g., a discussion post two days late can at best receive an 8/10). No late submissions for quizzes, I’m afraid—if you miss one of those, email SwanClasses@psych.ufl.edu and ask for your get-out-of-jail-free card.

Customer Satisfaction

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.”

(The scores you dole out on these evaluations can matter more for our—professor’s—careers than most people think. Rightfully so, I reckon. Never forget that your tuition dollars are paying for this class.)


<table>
<thead>
<tr>
<th>Chapter</th>
<th>Dates</th>
<th>Title</th>
<th>Assignments Due (Sunday @ 11:59M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/08-01/14</td>
<td>Welcomes and Warnings</td>
<td>Nope</td>
</tr>
<tr>
<td>2</td>
<td>01/15-01/21</td>
<td>Boxes</td>
<td>★ Chapter 2 Quiz</td>
</tr>
<tr>
<td>3</td>
<td>01/22-01/28</td>
<td>Fears</td>
<td>★ Chapter 3 Quiz</td>
</tr>
<tr>
<td>4</td>
<td>01/29-02/04</td>
<td>Splits</td>
<td>★ Chapter 4 Quiz</td>
</tr>
<tr>
<td>5</td>
<td>02/05-02/11</td>
<td>Moods</td>
<td>★ Chapter 5 Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>★ Discussion # 1 (Where Are You?)</td>
</tr>
<tr>
<td>6</td>
<td>02/12-02/18</td>
<td>Psychoses</td>
<td>★ Chapter 6 Quiz</td>
</tr>
<tr>
<td>7</td>
<td>02/19-02/25</td>
<td>Recipes</td>
<td>★ Chapter 7 Quiz</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>★ Discussion # 2 (Connect)</td>
</tr>
<tr>
<td>8</td>
<td>02/26-03/04</td>
<td>(Dis)Abilities</td>
<td>★ Chapter 8 Quiz</td>
</tr>
<tr>
<td>9</td>
<td>03/05-03/11</td>
<td>Spring Break!</td>
<td>Nada</td>
</tr>
<tr>
<td>10</td>
<td>03/12-03/18</td>
<td>Stop.</td>
<td>★ Discussion # 3 (The Answer)</td>
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<tr>
<td>11</td>
<td>03/19-03/25</td>
<td>Solutions</td>
<td>★ Chapter 10 Quiz</td>
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<td>★ Optional Term Project Draft</td>
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<tr>
<td>12</td>
<td>03/26-04/01</td>
<td>Bullshit</td>
<td>★ Chapter 11 Quiz</td>
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<tr>
<td>13</td>
<td>04/02-04/15</td>
<td>Books (Double Week)</td>
<td>★ Discussion # 4 (Book Reviews)</td>
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<td>14</td>
<td>04/16-04/25</td>
<td>Control</td>
<td>★ Chapter 14 Quiz*</td>
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<td></td>
<td></td>
<td></td>
<td>★ Discussion # 5 (Sappy Goodbyes)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>★ Optional Term Project Final Product*</td>
</tr>
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*Due Weds 04/25 at 11:59pm.