

**CLP3144: Abnormal Psychology (Section 10805)**  
**Spring 2023**

**Instructor:** Garrett Ross, M.S. (Pronouns: He, Him)

**Location:** Psychology Building 130

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**Class Time:** Tuesday 4:05PM – 7:05PM

**Office:** McCarty Hall C Room 535; <https://ufl.zoom.us/j/95541927586>

**Office hours:** Tuesday 12:00pm-2:00pm and by appointment

**For Questions:**

1. Check the syllabus first.
2. Post your question to the Canvas Discussion board so that other students may respond to your question.
3. Email the instructor through Canvas email after 1-2 have not resolved your question.
  - i) Write the course number (CLP3144) and your name.
  - ii) What you have tried so far to resolve the issue.

**Course Description**

I want to start by acknowledging my colleague and friend's (Jeannette Mejia) advice and consultation that has helped strengthen this course as well as feedback from previous students who have taken this course. This course will be centered upon the investigation of the ideology of "ab/normality" and how its genomic architecture – its DNA – is sutured by and sustains antiblackness. Antiblackness and "ab/normality" cannot be disentangled from one another and understood outside of each other. Conventionally, the ideologies behind what has defined "ab/normal" have been largely uninterrogated. At best, there is an acknowledgement that antiblackness impacts psychological practice of psychopathologization at the level of its *performance* (e.g., clinician biases; the misdiagnosis of Black people). What is assumed in this level of analysis that interrogates psychological practice at the level of its *performance* is that psychology is a "neutral" tool that can be used for harm *or* help, depending on the practitioner – it assumes that psychology and its ideology of "ab/normal" are fundamentally innocent, organic, and ordained by self-actualized professionals under the guise of "scientific evidence."

In a sharp departure from discursive gestures that aim to separate the project of antiblackness from the technologies of psychology (e.g., defining, labelling, predicting, controlling "ab/normal"), our goal is to interrogate how the bedrock slab of concrete that Western psychology and its participants stand upon to conceptualize what constitutes psychological/mental "un/health," "ab/normal," "un/respectable," and "socially un/desirable" is the Slave. That is, while acknowledgments of antiblackness exist pertaining to the *performance* (e.g., clinician bias in diagnosis) of psychopathologization (i.e., defining what is considered "ab/normal"), the *structuring modality* of the ideologies of psychopathologization itself *prior* to clinician bias have been largely uninterrogated. A central focus on psychopathology *as* antiblackness will help us map these concepts.

In this way, this course invites students to interrogate everything they may have assumed about who they are and how they have been taught to navigate the world based on their unique positions within power and oppression. This can be a daunting, confusing, and disorienting task

for most, a task that often requires reckoning with one's power and how that contributes to structural and interpersonal violence.

This course will allow for the understanding of historical foundations, theories, research, assessment, and treatment of psychopathology, and learn how these aspects are undergirded by and perpetuate antiblackness. This will involve learning to analyze and critically evaluate ideas, arguments, and points of view (e.g., the Diagnostic and Statistical Manual of Mental Disorders-5 [DSM-5] used to classify a wide range of psychopathology, current research, and treatment approaches). To put a finer point on it, the anticipated impacts of this course are twofold: (1) form a conceptual understanding of how antiblackness forms the genome of the conceptualization of "ab/normality" and (2) facilitate an educational experience that is accessible and equitable. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

It is important to note that this course will be exploring the impacts of psychology's commitment to the indoctrination into the ideologies of psychopathology and ab/normality are informed by and sustain antiblack violence, which can be distressing to Black people who are impacted by antiblackness every day. Therefore, special attention and care will be given to allow for Black students, and as the University of Florida imposes, "together with any other students who find the content disturbing," to choose the extent to which they engage with material as well as how they care for themselves as they engage with the course (e.g., choosing that they need to not be present for certain topics, or leave during a certain topic, support group). In this way, we can work together to discuss a plan that supports you and your participation in the course.

### **Course Objectives**

By the end of this course, students will:

- Describe the present past of the creation and implementation of "ab/normality" as antiblackness both diachronically (across time) and synchronically (at this unitary cross-section of time).
- Reconfiguring the weighting and emphasis on the *performance* of psychology as antiblack (e.g., interrogating the ways the field's problems are reduced down to be thought of "bad faith practices of the field") to an elaboration of an analysis of crisis that positions how antiblackness is *organic* to the nature of psychology itself (e.g., the faith of the field itself).
- Apply learning to self and to the real world.

### **Course Structure**

The course will be structured in two overarching components: (1) Foundations and (2) Group Application. The Foundations portion of the course will span the first half of the course. Here, students will co-construct a lens of analysis that will not only build a brave space in the room that allows people to feel safe to self-reflect and push each other to critically evaluate, but also use this lens of analysis as a metatheory that interrogates theories of ab/normal psychology at a higher level of abstraction than the theories that psychology itself utilizes. Further, students will submit a topic of interest they desire to study in-depth for the Group Application component of the course. The primary mode of evaluation during this section of the course will be bi-weekly quizzes.

The Group Application component of the course will span the final half of the course, whereby students will form groups based on overlapping topics of interest. Essentially a group

project, students will either choose to *present* on their topic or *facilitate* discussion on their topic in a way that applies the analytic lens of the Foundations portion of the course. Groups can independently decide how many people they want in each role (i.e., facilitator or presenter) however each group must have students fill both roles. Students are encouraged to discuss their topic amongst group members and coordinate the group project in ways that feel generative or helpful for them. The primary modes of evaluation will be your presentation/facilitation and weekly discussion posts. A summary table provided below visualizes the course structure.

<b>Foundations (first 8 weeks of the course)</b>	<b>Group Application (last 8 weeks of course)</b>
Build brave space	Students assign themselves to a group
Develop language to elaborate analytic lens	Students will assign themselves to <b>one</b> role in their group: presenter or facilitator.
Students individually share potential group project topics	Students present/facilitate on their group project on the date they select

### **Evaluation Criteria**

The course is graded A to E. Assignments will be accepted via Canvas by the start of class on the due date, not as attachments through email or as hard copies in class. **Please see Canvas for grading rubrics (files → rubrics)**. Course grades will be based on the following five components: (1) Group Application: Presentation/Facilitation, (2) Weekly Research Synopses, (3) Weekly Discussion Posts, (4) Quizzes, and (5) Pathology Paper.

### **Group Application: Presentation/Facilitation**

You will be evaluated in alignment to the requirements delineated below with respect to your role in your group (i.e., whether you were a presenter or a facilitator). A core evaluative component relevant to both roles is how the Foundations component of the course is applied into your presentation and facilitation questions. **The presentation slides and facilitation questions are due *prior* to the class start time on the assignment due date.**

**Presentation role (30 - 45 mins).** Presenters will present a review of content to situate the topic they are presenting on. This can be through multimedia. They will be evaluated upon (1) their attention to and framing of antiblackness in the presentation and (2) their ability to discern critical issues related to how pathology is used as a tool informed by and in service to maintaining antiblackness. This presentation provides the opportunity for students to engage with material that goes beyond the confines of how the mental health industrial complex traditionally indoctrinates people into conceptualizing psychopathology by allowing a lens through which students can unearth the indoctrination's historic and contemporary manifestations.

**Facilitation role (30 - 45 mins).** Facilitators will be responsible for facilitating critical dialogue on the topic for that week. They will be evaluated upon their discussion questions, the way they attend to antiblackness in the content as well as in the class dynamics. **The facilitators will also provide 1 reading for the class to read in relation to the group topic for the week (and post these on Canvas one week prior to their group project)**. Facilitation provides the opportunity for participants to practice anti-oppressive facilitation skills, learn from and extend

their collective knowledge through hearing similar/diverse perspectives, and engage in deep discussion of the topics presented.

### **Weekly Research Synopsis**

There will be 13 weekly research synopses (tentatively, weeks 1, 7, 10, and 17 will *not* have research synopses due). Students will divide themselves into research groups to find an article that pertains to a particular aspect of the week's lecture. Groups will collectively submit a document (research synopsis) providing (1) the names of the group members, (2) a brief summary of the article, (3) what the group took away from the article and how it relates to the class material this week, and (4) any relevant points of confusion about the article. Each week following lecture, a portion of the class will be dedicated for groups to find an article and begin to work on their weekly research synopsis together. **This assignment will be graded on a complete/incomplete basis. While there is no length requirement for the weekly research synopses, please try to keep these to under 1 page double spaced.**

### **Quizzes (only during the “Foundations” component)**

There are 4 quizzes in total. Every other week during the Foundations component of the course, there will be a quiz that covers the readings and lecture materials due at 11:59pm on the due date. These quizzes are open book and open note, weighted at 10 points each.

### **Discussion Posts (only during the “Group Application” component)**

There are 7 discussion posts in total. Each week during the Group Application component of the course, students will submit a discussion post that covers the discussion group's readings and presentation materials. These discussion posts will provide the opportunity for students to apply their learning to themselves and to the real world in an authentic and meaningful way for themselves (e.g., how they perceive themselves, the narratives that inform this, and how this in turn affects how they move through the world and engage with others). These discussion posts can include (but are not limited to) reflections on the reading, reflections from the lecture, or reflections from the weekly research. I also want to note that for some people, this course may provide perspectives that may be new and very different from previous psychology courses and/or expectations of abnormal psychology (e.g., different ways of viewing the idea of “psychopathology”). This is OKAY! These discussion posts can also be an opportunity for people to express challenges and/or resistances that are emerging for them as they engage with this work and throughout this course. **These will be graded on a complete/incomplete basis. To receive full credit, you must respond to at least one other student's discussion post. While there is no length requirement for the discussion posts, please try to limit these to be no longer than 2 pages double spaced.**

### **Pathology Paper**

This paper will be written from a topic of your choosing (e.g., topic you chose at beginning of the course, topic that is in a study guide, or another topic that has caught your interest). Using the lens of analysis co-developed in the Foundations section of the course, please identify a way that pathology has been used as a tool that is informed by *and* sustains antiblackness in relation to your topic. This assignment will help students ask themselves “how will this knowledge inform how I view myself and how I engage with others?” Please keep in mind maintaining a maximum of 5 pages double spaced.

### SONA Research Participation

Learning about Psychology requires reading, listening, and doing. As a supplement to lecture, you are required to participate in 10 hours of experimental research studies, or to complete an equivalent alternate assignment. There is a Psychology Department requirement that all students enrolled in CLP3144 participate in a research experience. Specific requirements are posted on CANVAS. Completion of this requirement affects your course grade based on the amount of research credits you earn. **Do NOT wait until the last minute** to complete this requirement. The longer you wait the harder it will be to get all the credits need!

### Grading Scale

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor before the last day of class.

Assignment	Points
Pathology paper	100 points
Group Application: Presentation/Facilitation	100 points
Quizzes	40 points (10 points each)
Discussion posts	70 points (10 points each)
SONA	10 points
Research Synopses	130 points (10 points each)
<b>Total Points</b>	<b>450 points</b>

Grade Percentage

A > 92%

A- 90%-91%

B+ 88%-89%

B 82%-87%

B- 80%-81%

C+ 78%-79%

C 72%-77%

C-	70%-71%
D+	68%-69%
D	62%-67%
D-	60%-61%
E	< 59%

### **Attendance**

Given the nature of this course, I expect that you will have completed the readings and/or other media prior to class and be ready to participate in class discussions. **Keep up with the readings.** You need to read before you come to class. Some weeks are “light” reading weeks and some are “heavy” reading weeks. Peruse the material early in the semester so that you have an idea which weeks you’ll need to spend more time with the written material.

Please notify me in advance via email in the event of your absence from class. This will help allow for proper planning of experiential activities. With that said, from extreme acts of antiblackness being displayed in the media consistently to xenophobic and transphobic policies being passed locally, statewide, and nationally (to just name a few oppressive acts), I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations and/or need to be absent.

### **Make-Up Policy**

There are no set times for makeup presentations or discussions. However, if missed presentations or discussions are accompanied with written verification for why the presentation or discussion was missed (e.g., excuse from doctor, death in the family); I will work with you to give the presentation or complete the discussion points at a different time. Please consult the university guidelines for more information on the makeup policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

We are experiencing a pandemic that is disproportionately impacting Black and Brown, low- income communities. Further, there are continued instances of violence towards historically marginalized groups in the United States and abroad that can be distressing. Therefore, if you have a concern related to the COVID-19 pandemic or social justice issues that impacts your ability to engage with class materials and assignments, please reach out to me during office hours or via Canvas. In a word, I do consider being exposed to daily experiences of oppression (e.g., racial trauma; the effects of xenophobic and transphobic policies) an emergency and I will work with you to make sure you are successful in this course while prioritizing your emotional well-being.

### **Scholarship and Academic Integrity**

It is expected that students will produce original work and cite references appropriately (e.g., all papers must use APA formatting and style, including references, citations, use of non-biased language, etc. Students must refer to the APA Publication Manual, 7th edition, for all questions related to APA style) UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to

the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Academic Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (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. I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding this course’s accessibility. If you think you may need accommodations, please contact the DRC as early as possible in the semester so that I can make any necessary adjustments to the course. **You can call the DRC at (352) 392-8565 or visit [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) for more information.** They are dedicated to making sure students with various abilities have success at the university. Usually you’ll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you’ll get a letter that you show to me so that I can make the appropriate accommodations. It’s okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

### **Evaluation of This Course**

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online 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/>. Because I believe that student feedback is crucial for the success of a course, I will seek your feedback before the semester ends. That is, I will seek your qualitative feedback halfway through the semester via an anonymous link. We will discuss themes about what is working and not working for and makes changes for the rest of the semester accordingly.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### **Campus Resources Health and Wellness**

**U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392- 1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.  
**Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.

### Academic Resources

**E-learning technical support:** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center:** Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio:** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.

### Zero-Tolerance Policies (sexual harassment, antiblackness)

Sexual harassment is not tolerated in this course, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>. Antiblackness is not tolerated in this course, and such a statement is protected under the University of Florida Non-Discrimination/Harassment/Invasion of Privacy Policy (regulation 1.006). Regulation 1.006 can be found here: <https://titleix.ufl.edu/wp-content/uploads/2020/08/Non-discrimination-policy-UF.pdf>.

### Course Schedule

The due dates and the course schedule are provided to give the course structure. Changes may be made at the discretion of the instructor during the semester in the event of extenuating circumstances or by mutual agreement between the instructor and students. You will be advised of any changes via e-mail and/or in class. **Assignments are expected to be posted to Canvas before class on the assignment due date.**

#	Date	Topic	Reading due	Assignment due

1	1/10	Syllabus, Space-building	None	None
2	1/17	The World, Self-work	Bailey & Mobley (2019) Fernando (2017) Kaba (2017)	<b>Quiz 1</b> ( <u>week 1 and week 2</u> )
3	1/24	Origins of “Un/acceptable” and the Ideology of Psychopathologization	Gambino (2008) Taylor (2018) Watch: <a href="#">Camara Jones video</a>	
4	1/31	The Idea of (Psychological) Health and How Dis/Ability Is Created: Medical Model and the Indoctrination into Psychopathologization	Harrison (2021) Ingleby (1972) Listen: <a href="#">At the Intersection podcast</a> Skim: Lane (2010)	<b>Quiz 2</b> ( <u>week 3 and week 4</u> )
5	2/7	Psychopathology as an Expansion of Carcerality	Greene (2019) Saisi (2021) Skim: Auguste et al. (2021)	
6	2/14	Why Reform of Malpractice is Not Enough: Elaborating a Theory of Crisis at the End of the World	Washington (2006) Skim: Singh (2020) Skim: Morgan (2022)	<b>Quiz 3</b> ( <u>week 5 and week 6</u> )
7	2/21	NO CLASS	Watch: pre-recorded lecture	

8	2/28	Anti-oppressive Facilitation and Project Development Time	Facilitation Guide	<b>Quiz 4</b> (week 7 and week 8)
9	3/7	Topic day 1	TBD by Facilitation Group	Mid-course Survey
10	3/14	<b>Spring break</b>		
11	3/21	Topic day 2	TBD by Facilitation Group	
12	3/28	Topic day 3	TBD by Facilitation Group	
13	4/4	Topic day 4	TBD by Facilitation Group	
14	4/11	Topic day 5	TBD by Facilitation Group	
15	4/18	Topic day 6	TBD by Facilitation Group	
16	4/25	Topic day 7	TBD by Facilitation Group	
17	5/2	Final Paper Due		Pathology Paper due 4/27

### Required Texts

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. <https://doi.org/10.1176/appi.books.9780890425596>
- Auguste, E., Bowdring, M., Kasperek, S. W., McPhee, J., Tabachnick, A., & Tung, I. (2022). Psychology's contributions to anti-blackness in the United States within psychological research, criminal justice, and mental health.
- Bailey, M., & Mobley, I. A. (2019). Work in the intersections: A black feminist disability framework. *Gender & Society*, 33(1), 19-40.
- Fernando, S. (2017). *Institutional racism in psychiatry and clinical psychology*. Palgrave Macmillan.

- Gambino, M. (2008). These strangers within our gates': race, psychiatry and mental illness among black Americans at St Elizabeths Hospital in Washington, DC, 1900—40. *History of Psychiatry*, 19(4), 387-408.
- Greene, E. M. (2019). The mental health industrial complex: A study in three cases. *Journal of Humanistic Psychology*, 0022167819830516.
- Harrison, D.L. (2021). *Belly of the Beast: The Politics of Anti-Fatness as Anti-Blackness*. North Atlantic Books.
- Ingleby, D. (1972). Ideology and the human sciences: Some comments on the role of reification in psychology and psychiatry, in T. Pateman (ed.) *Counter Course: A Handbook for Course Criticism*.
- Kaba, M. (2017, October 10). How the school-prison pipeline works and why Black girls are particularly at risk. *Teen Vogue*. <https://www.teenvogue.com/story/how-the-school-to-prison-pipeline-works>
- Lane, C. (2010). The Strangely Passive-Aggressive History of Passive-Aggressive Personality Disorder. In *Against Health: How health became the new morality* (pp. 105-120). New York University Press.
- Morgan, M. (2022, February 24). *Impact of culture, race, social determinants reflected throughout new DSM-5-TR*. Psychiatric News. <https://psychnews.psychiatryonline.org/doi/10.1176/appi.pn.2022.03.3.20>
- Saisi, B. (2021). Barred by the maddening state: Mental health and incarceration in the heterosexist, anti-Black, settler colonial carceral state. In *The Routledge International Handbook of Penal Abolition* (pp. 217-228). Routledge.
- Singh, A. (2020). Building a counseling psychology of liberation: The path behind us, under us, and before us. *The Counseling Psychologist*, 48(8), 1109-1130.
- Taylor, S. R. (2021). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.
- Washington, H. A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. Doubleday Books.