

# KIR ABNORMALITY IN ITALY

**Revised:** 19/9/12

**Instructor:** Prof. López  
**Program** Kenyon in Rome (KIR)  
 Fall 2012  
**E-mail:** lopezi@kenyon.edu  
**Contact Info:** 377 453 6320 (cell)  
 Via dei Pastini, 133  
 (by the Hotel Pantheon)  
**Course:** Psych 321  
 Wed: 8:45-11:45  
 8:45 – 10:15  
 10:15-10:30 (break)  
 10:30-11:45

**CRN:**

**Office hours:** M: 9:00-12:00  
 T: 9:00-12:00  
 And by appointment  
**Location:** Accent Center  
 Piazza dell’Orologio 7  
 00186 Rome, ITALY

You have all been added to the KIR google calendar. Make sure to check it out for any changes in location. Be sure to change your time on google so that it reflects the current times in Italy.

## COURSE PREREQUISITES

**Requirements.** This course has the same requirements as any other upper level course in psychology. That is, you must have completed Introductory Psychology.

**For psychology majors.** This course fulfills one of the requirements for Clinical Issues and Health.

**For Law and Society.** This course counts toward the concentration.

## COURSE DESCRIPTION

What is the state of mental health in Italy? In this course we will explore how Italians have understood the concept of abnormality and how this view has affected their mental

health system. First, we will review the various historical models that have been put

forth to understand abnormality and discuss the how the beginnings of the moral mental health movement began in Italy. Next, we will examine in detail how in 1978 Italy passed the most radical mental health reform in all of Europe and the developed world which effectively banned all asylums and compulsory mental health admissions. We will assess the success of *Legge 180*, (Law 180) and compare the Italian mental health system to our very own and try to answer the question of: Do the mentally ill need to be institutionalized? In doing so, we will review many of the major disorders typically found in abnormal psychology. Finally, we will conclude with an overview of current mental health issues that are prominent in Italy.

## COURSE OBJECTIVES

- To introduce you to the field of abnormal psychology
- To understand how its treatment differs in Italy.
- To broaden your understanding of human behavior and its multiple pathways
- To make you a more global and compassionate citizen
- To have a meaningful and successful study abroad experience!

## HOW WILL WE ACHIEVE THESE OBJECTIVES?

These objectives will be met through an array of interdisciplinary readings. To facilitate learning, I will be using a variety of methods, such as lecturing, powerpoint, video excerpts, and discussion. Additionally, when possible, we will take time to explore the city of Rome during class time.

To assess these objectives I will rely on exams, various written assignments and

experiential writings, class participation and presentations.

## READINGS

Each week you will be assigned a number of readings. It is expected that these readings will be completed BEFORE the class. Most of your readings will be pdfs that will be either be available on moodle, online, or in a course packet.

## COURSE REQUIREMENTS

**Examinations.** (Each Worth 15%, total combined worth 30%). There will be a total of two exams in this course. The exams will be a mid-term and a final exam. Each exam will be worth 100 points.

Exams will be brief essays, and include some multiple choice and definitional questions. They will cover material from the assigned readings and lectures.

All exams must be taken on assigned days. Please do not schedule your travel during class times.

**Journal.** (Worth 20%). Key to the understanding of abnormality is a focused discussion on social norms. For this class, you are being asked to keep an observational and experiential journal how issues related to mental health. In this journal you may include newspaper/magazines clippings, photos, and personal reflections on issues related to abnormality. More information on this will be presented in future classes.

**Presentation.** (Worth 20%). At the end of the semester we will devote a class toward presentations. Presentations will be 20 minutes long which will include 5 minutes for discussion. Depending on the class size, presentations will either be individuals or group presentations, and will focus on reviewing research on a particular country in

the world. More details on this assignment will follow.

### **Homework.** (Worth 15%)

Throughout the semester you will be required to do a number of homework assignments. You will typically be given a prompt to respond too. They are a way to get you thinking about a topic. Try to focus your discussion on what you think merits further attention, what struck you as odd, or what further questions the assignment made you think of – DO NOT summarize the assignment. Your posts should demonstrate serious engagement. If you chose to write about an encounter with someone else please be respectful.

With regards to grading, satisfactory posts will be at least a page long (double sided). They will be marked as completed and given a full grade of 100. If I think your homework is insufficiently engaged, I will notify you before reducing your grade (you will get only one warning). If I notify you that your post was unsatisfactory, you must rewrite before the next class or you will get a zero on this assignment.

Unsatisfactory papers are those that are too short, shallow, have numerous typos, and do not follow the guidelines. While you will not be graded on your writing style, please be professional in your writing. The deadlines for these assignments will be announced in class. They are typically due on Monday evening or sometimes during class time.

**Participation.** (Worth 15%) Class participation is vital. One of the best ways to learn is by becoming fully integrated in class discussions and assignments. By class participation, I mean thoughtful participation that engages the class with knowledge about the readings. However, if you feel uncomfortable speaking in class, come talk to me so that we can figure out alternative ways for you to manifest your engagement in the course. See separate handout for a more complete

explanation of the grading of participation. Unexcused absences or inappropriate behavior in class will affect your participation grade.

### **Class Attendance.**

**Lateness.** It is your responsibility to get what you missed from your fellow classmates. Do not ask me for any missed notes if you are absent or late. **If you are late more than two times, I give myself the option of reducing your next exam by five points.** If you are late four or more times, in addition to lowering your next exam, I will note such lateness on a progress report.

**Absences.** Given the nature of the study abroad experience it is absolutely crucial that you attend class. If you are ill you must notify me in writing and notify the director of Academic Affairs so that you can get an excused absence. Do not come to class when you are ill. It is very important that individuals avoid spreading the flu or other ailments to others.

## **GRADING**

**Pass/D/Fail Option.** You may not take this P/D/F.

**Extra Credit.** No extra credit is allowed.

**Progress Note.** If you obtain a C- (70) or lower on an exam, a progress note will be sent to your advisor. If you miss more than three classes a progress note will also be sent to your advisor.

## **SUMMARY OF GRADING**

Exams (2 total, each worth 15%):	30%
Journal	20%
Presentation	20%
Homework	15%
Participation	15%

<b>GRADE</b>	<b>LOWEST</b>
A+	98 and above
<b>A</b>	<b>92</b>
A-	90
B+	87
<b>B</b>	<b>82</b>
B-	80
C+	78
<b>C</b>	<b>72</b>
C-	70
D+	68
D	60
F	59 or LESS

## **POLICIES REGARDING WORK**

**Cell Phones.** Ordinarily I do not allow cellphones in class. However, I realize that when we are abroad there maybe times that we need to be reached in case of an emergency. Therefore, please silence your phones and try to let me know in advance if you are expecting an important phone call

**Laptops.** Ordinarily I do not allow laptops in class. However, if you feel that it does facilitate your learning you may bring one to class. Please be advised if you do and use this to check your email or engage in any social media that you will be asked not to put your laptop away for the rest of the semester.

**Email.** Email is not a confidential medium. Please remember this when corresponding to me. If you have a personal issue that you need to let me know of please do not go into the specifics of your problems via email.

Simply set up an appointment to set up a meeting with me. However, please be mindful that it is inappropriate for you to email me the night before an assignment or exam is due and request an extension. This is an insufficient amount of time to have this request considered and is not fair to the other students who have already begun working on an assignment.

**Submission of Materials.** Please be thoughtful in the submission of your materials. **Five points will be deducted** from whatever you submit if you do not comply with all of these requirements

- Submit your work using Times Roman 12 font
- Double space, use 1 inch margins
- Number your pages with your last name and page number in the bottom right hand side
- Follow current APA formatting rules
- Proofread and spellcheck before you submit an assignment
- If you need to email an assignment please note the name of the assignment in your subject line and label your document with your last name (e.g., Lopez Supermarket Excursion).

### **Dates for Assignments and Exams.**

You have all the dates for the exams and assignments. Please plan accordingly and do not schedule your travel plans against these dates. **Papers that are turned past the deadline will be marked down five points for every day they are late.** If you foresee a difficulty in handing in an assignment please come see me ASAP.

**Learning Disabilities.** Kenyon College abides by Section 504 of the Rehabilitation Act of 1973 stipulating that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments.

Students who know or believe they require an accommodation because of a disability (learning, physical, mental, and so forth) must first consult with Ms. Erin Salva, Coordinator of Disability Services (via e-mail at [Salvae@kenyon.edu](mailto:Salvae@kenyon.edu)), who will ensure that the student's documentation is in order and then inform the instructor as to the accommodation(s) to be made. If you believe that you require an accommodation please come see me ASAP and make sure to get an email from Ms. Salva documenting your need. The responsibility and should be done very early in the semester (before the first due assignment).

**No accommodations** can be granted in this course without notification from the Office of Disability Services. Last minute requests for accommodation from students who have not consulted with Ms. Salva will be denied. Arrangements for all students with special needs to participate fully in the class are negotiated by Ms. Salva according to her well-informed interpretation of the law, NOT by individual faculty members and individual students.

**Cheating, Plagiarism & Scholarship.** All students are expected to adhere to the standard of academic integrity as set forth in the Course of Study. Cheating and plagiarizing will not be tolerated.

**Cheating on a test or exam** includes looking at someone else's test during the exam, copying answers, bringing a "crib sheet," etc.

**Plagiarism** includes copying part or all of someone's work *or ideas* or copying parts of another source (textbook, article, even an online source.) in a paper without properly citing that source. This is considered plagiarism whether the intent was intentional or not. I will follow Kenyon's procedures, as outlined in the College Course of Study, which mandates reporting in all suspected cases. Please note that penalties can range

from getting a zero for that assignment to expulsion from the College.

If you're having trouble with an assignment or if you've run out of time, please come see me as soon as possible. DO NOT DELAY. I would rather that you did not turn in no work at all rather than borrow, buy, or steal someone else's work and pass it off as yours.

Please be advised that in 2010-11, we had 15 hearings at the Academic Infractions Board, and 19 students were involved. This was the year with the highest number of cases on record, and a 50% increase from the previous year. Please don't let this be you.

**Credible Academic Sources.** Students are expected to base all their work on credible academic sources. Credible sources are those that are peer reviewed. Wikipedia is not a credible and reliable source.

## **POLICIES REGARDING BEHAVIOR**

### **Class Conduct.**

Please be mindful and respectful of others in this class. Sometimes we may not be fully aware of the impression we are creating. Thus, I ask you to reflect on your behavior and try to create the best impression possible. Disruptive and/or disrespectful behavior (including lateness) can be manifested in such actions as talking to your neighbor during lecture, classroom discussion, or video. When you're communicating with me or your classmates—whether in person or online, in a group or one-on-one—be careful and thoughtful with each other and with the ideas under consideration. If someone says something with which you disagree, try to figure out ways to engage with this person rather than belittle, bully, or dismiss. Also pay attention to your body behavior – please refrain from smirking, yawning, eye rolling or any other form of disrespectful behavior.

If this class meets early in the morning: make

sure you get enough sleep the night before. If you are caught falling asleep or reading something else in the class (e.g., newspapers, browsing your inbox, etc) you will be pulled aside and even asked to leave the class and this will affect your participation grade.

If this class meets during or after lunch: remember it's not lunch time. Please NO FOOD in class (coffee is fine).

**Dress Code.** While I realize that it may be unusual to have a dress code on a syllabus, given the places that we will visit and the activities that you will be involved in, it is imperative that you follow good judgment in your dress. For example, if we are scheduled to visit a church please make sure to keep your knees and shoulders covered (you may also bring a scarf to cover yourself). When volunteering please do not wear anything revealing. Additionally, if possible, avoid wearing flip flops. Be modest and professional in your dress and behavior.

**Experiencing distress?** It is not uncommon for students studying abroad to experience some distress during their stay. This is perfectly normal and expected. However, if your distress is long lasting or just making your time in Rome unbearable please come see me. Please note that although I am a clinical psychologist I am not your clinical psychologist. This does not mean that I am not concerned about your distress. What it does mean is that I am your teacher not your therapist and as such I cannot provide you therapy. I can however try and direct you to the appropriate resources. Additionally, if there is ever a topic that we are or will be discussing that is uncomfortable for you, you may leave the classroom during this time.

**Confidentiality.** Studying abroad is wonderful and hard all at the same time. This means that sometimes we may not always be at our best. Yet, please understand that all

information that we discuss in class is CONFIDENTIAL. Please do not disclose what someone else has said to anyone else – this also means that you refrain from posting about someone else’s experiences on social media (even if you post it anonymously).

**Safety and Respect.** Studying abroad is a great opportunity for learning new behaviors – such as learning a new language, meeting new friends and learning to become more independent. However, a minority of students approach study abroad as if it were one big vacation. They not only neglect their studies but also engage in behaviors that can be very troublesome. **Know your limits.** Please also be mindful that your ill behavior reflects poorly not only on yourself, but also affects Kenyon’s reputation and mine as well.

## Grading of participation

Participation is worth 15% of your grade. Participation is based on the following point system. All students begin with a base of 50 points, from which points are added to get the final grade. For example, if you have excellent participation, you would earn 50 points, this is then added to your score of 50: 50 earned + 50 base= 100 points = 100%. In order to track how you are doing in this class, you will be given mid-semester participation grades. This mid semester grade will then be converted to a final participation grade (it is not averaged with the final participation grade). However, remember that this final participation grade can be greater or lesser than your mid-semester participation grade. It depends on how fully engaged you are in the course.

50 Consistently participated, contributed in a very significant way to ongoing discussion, and responded thoughtfully to other students' or the professor's comments. Demonstrates superior active involvement. Brings up own examples to elaborate on points. Tries to relate material in a meaningful way to personal experience but also extends beyond this and integrates what is discussed in other classes into the current class.



40 Demonstrates good preparation. Contributes to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

30 Demonstrates fair participation. Contributes to class discussion when called on, and will volunteer own information. When does contribute, tries to do so in a meaningful way.

A score of 2 and below indicated that there were significant problems with participation. Typically, student has been warned of this, either during or after class, in a meeting or in a progress report.

20 Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates limited involvement in discussion. Rarely volunteers.

10 Present. Does not raise hand to participate. When called on student is unaware of what is currently discussed in class or does not try to elaborate on current discussion. Does not respond when called on (e.g. shrugs shoulders). May also be engaged in secondary conversations.

0 Excessively disruptive to class (sleeping, reading the paper, etc), and/or excessively absent.

# KIR ABNORMAL PSYCHOLOGY

\*\*\*\*Assignments and readings may have to change during the semester\*\*\*\*

**Orientation Week:** Aug 27<sup>th</sup>, Monday: Will meet and greet you at ACCENT all day  
Aug 28<sup>th</sup>, Tuesday – will meet at ACCENT for meal at 5:30pm  
Aug 29<sup>th</sup>, Wed – will meet at 11:45 outside of ACCENT for lunch

Goals: Will go over orientation to program, logistics of living abroad, group dynamics, and dos and donts.  
Homework: Do reading for next class.

---

## **Week 1:** **WHAT IS ABNORMALITY?** Sept 5<sup>th</sup>, Wednesday

Question: What is abnormal psychology?  
Site Visits: Museo Crimonologio in 2<sup>nd</sup> part of class  
Sept 8: Optional excursion to La Porta dei Parchi

---

## **Week 2:** **ABNORMALITY IN ITALY** Sept 12, Wednesday

Question: How is abnormal psychology understood in Italy?  
Goals: Brief history of Italy. Give out handouts.  
Will watch video on Franco Basaglia  
Discuss current themes in literature (eg trauma)  
Homework: Observation of Social Norms  
Site Visit: Will go to *La Chiesa Di San Salvatore* In Lauro  
Sept 13<sup>th</sup>, TH: 8:45 am; meet at ACCENT  
We will be joining Prof. Lovett's Media class on a site lecture and tour of the Church of San Clemente  
Sept 14: Pompeii study tour

---

## **Week 3:** **DISTRESS IN CONTEXT** Sept 19<sup>th</sup>, Wednesday

Homework: TBA  
Guest Speaker: Stefano Romano: will do tour of ethnic neighborhoods of Rome  
Site Visit: **Sept 25 (Tuesday):** Will Join the Internship Class with Nicole to Volunteer at the *Piazza Mastai* in Trastevere to give out breakfast to the homeless. This can count toward your hours.



---

**Week 4:**Sept 26<sup>th</sup>, Wednesday

Goals:

Site Visit:

**ANXIETY DISORDERS**Process experience at *Piazza Mastai* in Trastevere

Update on presentations.

Forum

Sept 28: Tivoli excursion

---

**Week 5:**October, 3<sup>rd</sup> Wednesday

Site Visit:

**Mid Term Exam**Oct 4<sup>th</sup>: Night Tour of Coliseum

Oct 5-6: Venice Study Tour

Visit to the Mental Asylum Museum of *San Servolo*

---

**Week 6:**

October 10, Wednesday:

Site Visit:

Homework:

**SOMATIZATION DISORDERS**We will meet at the *Museo delle'arte nazionale***ROUGH DRAFT DUE**Will plan to meet at *Museo Nazational dell'arte* \_  
(find out when they open)

Journals due

---

**Week 7:****October Break Week: Oct 15-19**

---

**Week 8:**October 24<sup>th</sup>, Wednesday

Site Visit:

Homework:

**EATING DISORDERS**During class will go to *Santa Maria Supra Minerva*

To visit shrine of St. Catherine

Oct 26: EATALY visit

TBA

---

**Week 9:**

October 31, Wed.

Site Visit:

**SEXUAL PARAPHILIAS**

Oct 31: (W) Ostia Antica with Pia

---

**Week 10:**Nov 5<sup>th</sup> (Monday: 15:00-17:00)**SCHIZOPHRENIA**

Guest Speaker:

November 7, (Wednesday)

Site Visit:

Nov 9: *Castello Banfi* Study Tour

---

**Week 11:**

November 14<sup>th</sup> (Wednesday)

Homework:

Site Visit:

**MOOD DISORDERS & SUICIDE**

Capuchin Crypt Museum

Nov 17 (Saturday): Excursion to Fumone

---

**Week 12:**

November 21, Wednesday

Goals:

Homework:

Site Visit:

**PERSONALITY DISORDERS**

Special emphasis on psychopathic deviate and BDL

No Homework due for next class.

Forum

---

**Week 13:**

November 28<sup>th</sup>, Wednesday

---

**STATE OF MENTAL HEALTH IN ITALY**

**Week 14:**

December 5, Wednesday

---

**PRESENTATIONS**

**Week 15:**

December 12, Wednesday

December 15<sup>TH</sup> departure.

**FINAL EXAM**



**Kenyon in Rome Cross Cultural Psychology  
Readings in Course Packet  
Prof López**

**WEEK 1: HOW DO WE DEFINE ABNORMALITY?: SEPT 5<sup>TH</sup>, WEDNESDAY**

Abnormal Psychology Over Time  
The Lunacy Problem in Italy.  
Campanella, Foucault and Madness  
Deviant roles and normal lives: Why every piazza needs its own madman.  
When my crazy father actually lost his mind (NY Times article)  
Violent Patients

**WEEK 2: MENTAL HEALTH SYSTEM IN ITALY: SEPT 12, WEDNESDAY**

Magical Healing in Italy  
Holy Stigmata  
Psychiatry and patients during World War II  
The Destruction of the Mental Hospital as a Place of Deinstitutionalization  
From the Asylum to Territorial Services: Trieste Brochure

**WEEK 3: DISTRESS IN CONTEXT: SEPT 19<sup>TH</sup>, WEDNESDAY**

Reading on Bangladeshi Community.

**WEEK 4: ANXIETY DISORDERS  
SEPT 26<sup>TH</sup>, WED.**

Religiousness and OCD Cognitions  
Caligula's Phobias and Philia's: Fear of Seizures?  
\*Raja, Michele, et al. (2008) Post-traumatic stress disorder among people exposed to the Ventotene street disaster in Rome. *Clinical Practice and Epidemiology in Mental Health*.

**WEEK 5: MID-TERM EXAM: OCTOBER, 3<sup>RD</sup> WEDNESDAY**

**WEEK 6: SOMATIZATION: OCTOBER 10, WEDNESDAY:**

Picturing Madness in 1905.  
Religious Stigmata  
The Dancing Plague  
\*Aragona, M. (2005). Somatization in primary care: A comparative survey of immigrants from various ethnic groups in Rome, Italy. *International Journal of Psychiatry in Medicine*, v. 35 issue 3, 2005, p. 241-248.

**WEEK 7: MID-SEMESTER BREAK**  
**October Break Week: Oct 15-19**

**WEEK 8: EATING DISORDERS: OCTOBER 24<sup>TH</sup>, WEDNESDAY**

Where the early Roman emperors Claudius and Vittelius Bullimic?  
Holy Anorexia – Catherine of Sienna  
Eating Disorders in Italy: A Historical Review  
Hospitalization for eating disorders in Italy  
Paetus, it does not hurt. Altruistic suicide in Greco-Roman world.

**WEEK 9: SEXUAL PARAPHILLIAS AND GENDER IDENTITY DISORDERS:  
OCTOBER 31, WED.**

Birth of the Emperor of Caligula

**WEEK 10: SCHIZOPHRENIA: NOVEMBER 7, (WEDNESDAY)**

Searching for schizophrenia in Ancient Greek and Roman

**WEEK 11: MOOD DISORDERS & SUICIDE: NOVEMBER 14<sup>TH</sup> (WEDNESDAY)**

Michelangelo and Melancholy  
Suicide among Italian adolescents  
Correlates and antecedents of suicide

**WEEK 12: PERSONALITY DISORDERS: NOVEMBER 21, WEDNESDAY**

Barrington, M., Jr. (2001). Cruel and unusual punishment in the Roman Empire and  
Dynastic China. *International Journal of Politics, Culture and Society*, 14, 729-772.

Rosato, R. (1993). *Grief and the headhunter's rage*. In R. Rosato (Ed.). *Culture and  
Truth: The Remaking of Social Analysis*. London. Routledge.

**WEEK 13: CURRENT STATE OF MENTAL HEALTH IN ITALY:  
NOVEMBER 28<sup>TH</sup>, WEDNESDAY**

Law 180 After 30 Years  
Mental Health Care in Rome.  
A life in the community...  
Current state of mental health care in Italy

**WEEK 14: STUDENT PRESENTATIONS:  
DECEMBER 5, WEDNESDAY**

**WEEK 15: FINAL EXAM: DECEMBER 12, WEDNESDAY**