Instructor: Glenn M. Callaghan, Ph.D.

Office Location: DMH 322

Telephone: (408) 924-5610

Email: Glenn.Callaghan@sjsu.edu

Office Hours: M & W 8:00-9:00, W: 10:30-11:30, 3:00-4:00

Class Days/Time: M & W 1:30 - 2:45

Classroom: Section 3: DMH 356

Prerequisites: PSYC 100W and Senior Standing
Pre/corequisite: Psyc 18 or Psyc 120

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Desire 2 Learn (http://sjsu.desire2lean.com). You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
The catalog description of the course is as follows: Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology. In this class, this goal is to use the medium of film to discuss the different portrayals and corresponding intellectual and emotional narratives of human suffering or psychopathology. The primary goal is to refine student’s critical thinking skills applicable to the study of abnormal behavior and to appreciate this in a broad cultural context.
Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

1. to review and develop skills in understanding differing epistemologies and to critically evaluate their role in our culture’s understanding of human suffering
2. to focus, refine, and provide evidence of your critical thinking skills in the evaluation of diagnostic psychopathology with a specific emphasis on accurate and inaccurate portrayals of human suffering in film
3. to demonstrate competence in oral presentation and communication
4. to demonstrate competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic
5. to demonstrate an integration of knowledge and skills developed across the psychology major including an appreciation of contextual variables such as gender and ethnicity as they relate to psychological principles and human behavior
6. to provide evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)
7. to thoughtfully apply these skills to topics of interest

These goals will be evidenced through the following assessment strategies:

1. practice critically evaluating films seen both individually and for group presentations
2. writing diagnostic position papers on films assigned for the course
3. gather, review, and disseminate information on diagnostic issues (including essential differential diagnoses) and appropriate psychological interventions in a group oral presentation
4. write an expanded position paper on a character in a film with a thorough literature review of diagnostic issues (including differential diagnoses), essential contextual variables, and effective treatment considerations
5. participate in class interactions during group presentations and forum discussions demonstrating an accurate understanding of both nosological systems and the literature relevant to treatment issues for these conditions

Required Texts/Readings


Other readings will be required and will be available for download from the course website.

**Classroom Protocol**

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which things occur. You are responsible for keeping current on any deviations from the class syllabus. Check the course website if you cannot be in class. This is a seminar, and my role is as guide and facilitator. I am not a lecturer for this course, you are the group leaders. As such, your attendance is essential to do well and get the most out of the course.

For the most part, the movies we will see carry “PG-13” and “R” ratings. If, for personal reasons, you feel you cannot watch movies with such ratings, please enroll a different section of Psychology 190. Bear in mind that you are watching these movies as part of your professional development, and not for entertainment. Should you become a clinician in the future, you will quickly learn that the majority of clients do not have “G” ratings.

While the films have mature content and may use language considered offensive to some people, the class discussions will remain professional and will not use that type of language.

**Professional Communication**

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:
1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Personal Computer (Laptop) Use

You will not need a laptop for this course, and as such, they are not permitted. If you have trouble with or a concern about this policy, come and talk to me.

Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never use a cell phone during an examination period.
5. Do not text message during lecture.
6. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.

7. Do not sleep during class.

Desire 2 Learn and E-Campus

This course is now entirely on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. A link can be also found on my faculty web page: http://www.sjsu.edu/people/glenn.callaghan. You are responsible for regularly checking the website. Announcements will be made there.

See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

Attendance

Attendance is essentially required, and it is strongly encouraged. I expect you to come to every class. One absence is fine, after that your ability to do well in the course will be severely compromised.

Office Hours

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the
current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

Students should be aware of the current deadlines and penalties for dropping classes. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Assignments and Grading Policy**

Your grade will be determined by your performance in four categories of the coursework:

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
<th>How Many?</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Character Diagnosis</td>
<td>?</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>lots</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Class Participation 20%**

This is an integral part of this course. Absences result in no individual discussion points for that day. Be aware that this is a small class. Everyone in the class is VERY aware of who is (and is not) attending. I am also very aware that many of you are suffering from senioritis. Don’t let it affect this class.

When you first come into class use your dry erase pen, and write a comment or question on the board and sign your name. I will pick one to start the discussion. If your comment is chosen, you are expected to lead the discussion. When one discussion ends, I will choose another comment and so forth. Students arriving after the beginning of the first discussion will not be permitted to place a comment or question on the board. Comments/questions on the board will be credited individual class participation points if worthy.

You will be evaluated on the quality of your participation, and not just the frequency with which words flow out of your mouth. You should listen carefully to other students’ comments and respond intelligently and respectfully. As seniors, you take the responsibility for the direction and quality of the discussion. I am here mostly as a "point of information" person.
A note on film watching: There are a lot of movies to see in this class. In fact, that is the bulk of the workload for the course. You will need to do two things: (1) allow enough time to critically watch each film; (2) plan your film watching well in advance. I will not accept an excuse of “I couldn’t get the movie,” or “I didn’t have enough time.” This is the core of the course, and you are expected to engage it.

Character Diagnosis 20%
Beginning on 9-22, you will be required to complete diagnosis sheets for each principle character who displays significant psychopathology in the assigned movies. On occasion I will collect them at the start of class. I will not announce when I plan to collect them. I will only collect them a few times during the semester. There may be more than one character and there may be more than one possible diagnosis per character. However, do not try to diagnose characters who are not truly impaired. I will announce those time when I only want you to focus on one principle character.

These are graded on an "all or nothing" basis. The diagnosis must be complete based on the requirements posted in the syllabus for that date. For the student presentations, you will be required to do a full five-axis diagnosis for each film assigned by each group. Incomplete character diagnosis sheets will receive no credit. You will get credit, even if you do not have the same diagnosis as I do, if you are careful to provide evidence (symptoms/behaviors specific to the movie) for your diagnosis and why you ruled out other disorders. Although you may discuss the movie (and should discuss it) outside of class, be very careful NOT to complete your diagnostic sheets together. I will be forced to assume that you copied another’s work.

Term Paper 30%
You are seniors, and this is your capstone course. Please, write a great paper. Use appropriate sources (journal articles). Hand it in on the due date at the beginning of class. Poorly written papers, late papers and/or those that do not use APA style appropriately will receive poorer grades than those who write well, have on time papers, and use APA style. There is no specific grading rubric for this assignment.

Choose a disorder and single form of treatment that is effective in treating the disorder. It must be a psychological treatment, not pharmaceutical. Explain why the treatment is effective and why it should be a clinician’s first choice. This is not an “everything you need to know about a treatment” paper. This is a review that examines the current research literature regarding the specific treatment vs other less effective treatments.

Please review your materials from PSYC 100w. Your paper must be in APA style (5th or 6th edition). Keep in mind that “APA Style” is not just how to do the references, but also grammar, spelling, organization and so forth. The length is to be no less than 1250 words and no longer than 1750 words (~5-7 pages @ 250 words/page, not including title page or references). Keep direct quotes to a bear minimum. You will submit your paper to turnitin.com. Plagiarism will result in failing the class.

Psychology Department Writing Policy will be followed (separate handout).
Presentation/Performance 30%

Teams of 2 will present a movie with a probable Axis 1 or 2 diagnosis that the class has not seen yet as part of this course. You will need to choose a partner and film by 9/22. Have at least 2 films, with different diagnoses, in case your film or diagnosis gets claimed by another team. We will also decide which date you are presenting. Bring your planners so you do not have a test or have a paper due in another class on your presentation day. No horror movies are permitted.

You may not use any of the movies extensively covered by Wedding and Boyd. Instead, rely solely on your past experiences with certain movies that you think display DSM-IV symptoms. Each team member will be graded individually, but included in that grade is how well the team as a whole performed. Be aware that if you shine and your partner falters, your grade will fall.

Each presentation will take about 60 minutes with questions and discussion following the presentation. Presentations which are significantly less than 60 minutes will suffer appropriate grade reductions. Also, inaccuracies, editorializing, or false answers to questions will also result in grade reductions. You are to know the film and the disorder represented in the film thoroughly by presentation day. Problematic answers indicate that you are unprepared and have thus not completed the assignment. Again, you should be an expert on both the film and the disorder. An expert very rarely is taken by surprise during a question and answer period.

Requirements for Group Presentation

1. Five Axis Diagnosis
   a. Provide a full 5-axis diagnosis with justification for ALL axes
   b. Consider using clips to support part of this diagnosis

2. Other Behaviors of Interest
   a. Describe other behaviors that are relevant but NOT part of Axis 1 or 2
   b. What are the character’s strengths shown?
   c. What are the weaknesses not captured by the diagnostic system?

3. Contextual Variables
   a. What contextual variables matter here?
   b. Provide information gender, ethnicity, family variables here
   c. Do these variables impact whether you think the person should be diagnosed or do they mitigate the diagnosis at all?

4. Accuracy of Portrayal
   a. YOU MUST REFERENCE THE LITERATURE HERE
   b. Is the portrayal of mental illness/suffering accurate or is it more of a caricature of this type of problem?
   c. What does the literature say about the presentation of this type of disorder?
   d. What is the incidence and prevalence of this problem and is that presented fairly?
5. Interventions Employed/Implied
   a. What intervention was used?
   b. YOU MUST REFERENCE THE LITERATURE HERE
   c. What does the literature say about effective treatments here?
   d. Was the film’s treatment reasonable and accurate with respect to application given the literature?
   e. Was the outcome reasonable given the literature?
   f. If the treatment/outcome was not reasonable or effective, what treatment should have been used and what are the outcome rates in the literature?

6. Impact on the Culture as a Narrative
   a. How did the culture respond to the move?
   b. How did someone with this problem or mental illness/suffering view the film or portrayal? (see/reference critical reviews)
   c. Does the film play into a cultural stereotype of this type of behavior or mental illness/suffering or provide a corrected view or portrayal of this type of suffering? (see/ reference critical reviews)
   d. If humor is used, is it appropriate or does it detract from the message? Does it play down the amount of suffering?
   e. How does the film relate to a broader narrative of life with suffering and/or the pursuit of values/health?

Group presentation guidelines

- Be professional!
- Discuss the DSM IV diagnosis for the disorder(s) (All axes).
- Time must be equally divided among team members.
- The movie’s theme should be clear in your presentation.
- Discuss the impact of the movie on society.
- Be mindful of not labeling a person, but focus on their behaviors that meet diagnostic criteria.
- Avoid slang and colloquialisms.
- Film clips can be up to 15 minutes total and should demonstrate your diagnostic points. Make sure the relationship between diagnosis and character’s symptoms is clear by using short movie clips. It is less engaging if you use one 15-minute clip, so use short clips. Intersperse them throughout your presentation.
- Be aware that if you are using a Power Point presentation you will need a laptop, a projector, speakers, your presentation, and yourselves, properly dressed and in front of the classroom before the class begins. Make sure your technology works. Our suggestion to you is to practice with the equipment you plan on using during your presentation.
• Don’t read your presentation. Individuals who read their presentation will earn no higher than a C.

• Rehearse, rehearse, rehearse!!!! Make it a smooth presentation!

• Wear appropriate attire.

• Set a mood! Make it interesting! Be creative! Do not bore the class.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.
SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
This schedule is approximate and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates have been changed. We will work very hard to stay on schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Movie</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>MODULE 1: Theory and Science of Psychopathology</strong></td>
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<tr>
<td>8-25</td>
<td>First day welcome</td>
<td>A bit on critical thinking</td>
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<tr>
<td>8-30</td>
<td>Movie - <em>Psycho</em></td>
<td>Movies as creating narratives for madness</td>
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<tr>
<td></td>
<td>WB Ch 1, 3</td>
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<tr>
<td></td>
<td>PDF: Fearing (1947)</td>
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<tr>
<td>9-1</td>
<td>DSM pp ix-xi, 1-9, 37-48</td>
<td>The DSM system</td>
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<td></td>
<td>WB - Ch 4, 10</td>
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<tr>
<td></td>
<td>PDF: Wall St Jmnl article</td>
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<tr>
<td>9-8</td>
<td>DSM pp 167-208</td>
<td>Practicing with the DSM</td>
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<td></td>
<td>WB - Ch 5, 6</td>
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<tr>
<td>9-13</td>
<td>Movie - <em>Lars and the Real Girl</em></td>
<td>Problems with the DSM and a broader view</td>
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<td></td>
<td>Follette &amp; Houts (1996)</td>
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<td></td>
<td>WB - Ch 8, 9</td>
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<tr>
<td>9-15</td>
<td>DSM pp 209-227</td>
<td>Anxiety disorders and narratives</td>
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<tr>
<td></td>
<td>WB - Ch 2, 7</td>
<td>Researching effective treatments</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> 1 empirical article on effective treatment for any anxiety disorder</td>
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<tr>
<td>9-20</td>
<td>Movie - <em>The Hurt Locker</em></td>
<td>Film Discussion</td>
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<td></td>
<td>WB - Ch 14</td>
<td><strong>DUE:</strong> Diagnosis on Axis 1-2</td>
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<tr>
<td>9-22</td>
<td>Movie - <em>As Good as it Gets</em></td>
<td>Film Discussion</td>
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<td></td>
<td>WB - Ch 15</td>
<td><strong>DUE:</strong> Diagnosis on Axis 1-3</td>
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<tr>
<td></td>
<td>PDF: Bischoff &amp; Reiter</td>
<td><strong>DUE:</strong> Decision about Film for Presentation</td>
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<tr>
<td>9-27</td>
<td>Movie - <em>Dirty, Filthy, Love</em></td>
<td>Film Discussion</td>
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<td></td>
<td>PDF: Wedding &amp; Niemec</td>
<td><strong>DUE:</strong> Diagnosis on Axis 1-4</td>
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<tr>
<td>9-29</td>
<td>DSM pp 153-165</td>
<td>Psychotic disorders and narratives</td>
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<td>PDF: Hyler et al.</td>
<td>Effective treatments; Looking for context, treatment, and impact</td>
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<tr>
<td></td>
<td>PDF: Response to Hyler</td>
<td><strong>DUE:</strong> 1 empirical article on effective treatment for schizophrenia</td>
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<td>10-4</td>
<td>Movie - <em>A Beautiful Mind</em></td>
<td>Film Discussion</td>
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<td></td>
<td>WB - Ch 12, 13</td>
<td><strong>DUE:</strong> Diagnosis on Axis 1-5 Critical thinking about context, and treatment</td>
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<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<tr>
<td>10-6</td>
<td>Movie - <em>Clean Shaven</em></td>
<td>Film Discussion&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Diagnosis on Axis 1-5&lt;br&gt;Critical thinking about context, treatment, and impact of film</td>
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<tr>
<td>10-11</td>
<td>Work on your paper!</td>
<td>Paper workshop – bring a final draft</td>
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<tr>
<td>10-13</td>
<td>Watch movies!</td>
<td>Getting ready for presentations&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Major paper</td>
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<tr>
<td>10-18</td>
<td>Movie - TBA</td>
<td>Group # 1&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<tr>
<td>10-20</td>
<td>Movie - TBA</td>
<td>Group # 2&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<tr>
<td>10-25</td>
<td>Movie - TBA</td>
<td>Group # 3&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<tr>
<td>10-27</td>
<td>Movie - TBA</td>
<td>Group # 4&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<tr>
<td>11-1</td>
<td>Movie - TBA</td>
<td>Group # 5&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<td>11-3</td>
<td>Movie - TBA</td>
<td>Group # 6&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<tr>
<td>11-8</td>
<td>Movie - TBA</td>
<td>Group # 7&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<td>11-10</td>
<td>Movie - TBA</td>
<td>Group # 8&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<td>11-15</td>
<td>Movie - TBA</td>
<td>Group # 9&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<td>11-17</td>
<td>Movie - TBA</td>
<td>Group # 10&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<td>11-22</td>
<td>Movie - TBA</td>
<td>Group # 11&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<tr>
<td>11-24</td>
<td>Catching up</td>
<td>Catching up</td>
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<tr>
<td>11-29</td>
<td>Movie - TBA</td>
<td>Group # 12&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
</tr>
<tr>
<td>12-1</td>
<td>Movie - TBA</td>
<td>Group # 13&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
</tr>
<tr>
<td>12-6</td>
<td>Movie - TBA</td>
<td>Group # 14&lt;br&gt;&lt;strong&gt;DUE:&lt;/strong&gt; Character Diagnosis</td>
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<td>12-8</td>
<td>Movie – TBA&lt;br&gt;Special topic</td>
<td>Closing up the course</td>
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<td>Final as scheduled</td>
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</tbody>
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Some suggested movies

What's Eating Gilbert Grape?
Brothers
Born On The 4th of July
The Mosquito Coast
Primal Fear
Don Juan De Marco
Girl Interrupted
 Fatal Attraction
Boys Don't Cry
Mr. Jones
The Hours
Identity
Fight Club
Sybil
Regarding Henry
The Fisher King
Angel Baby
One Flew Over the Cuckoo's Nest
Shine
The Station Agent
The Three Faces of Eve
Harold and Maude
What about Bob?
Groundhog Day
Matchstick Men
The Aviator
Finding Nemo