

## 0. General Information

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Philosophy/Psychiatry 345: Philosophy & Psychiatry

Instructor: Brandon Ashby

Instructor's Email: bashby@email.arizona.edu

Office: University of Arizona Social Sciences 138 (I am never there)

Term: Spring 2018

Course Location: Wherever internet is available

Online Office Hours: Chat Sessions by appointment

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

## 1. Textbooks:

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1) 2<sup>nd</sup> EDITION of George Graham's "The Disordered Mind: An Introduction to Philosophy of Mind and Mental Illness", Routledge, 2013.

IMPORTANT: **Get the 2<sup>nd</sup> edition otherwise you will have no idea what is going on!**

2) Tom Burns' "Psychiatry A Very Short Introduction" Oxford University Press 2006.

3) All other readings will be posted as PDFs on D2L.

## 2. Course Content and Goals:

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We take a lot of things for granted. For most practical purposes, this works just fine: you can get around your home town even if you think the world is flat. But when you want to understand what reality is fundamentally like, you have to be willing to question a lot of things we ordinarily take for granted. And you have to be willing to take seriously some proposals that look pretty absurd on their face. Think about quantum mechanics and general relativity--pretty bizarre, but that's how the world works. In this class we are interested in getting at the truth about mental health and mental illness. And this will ask us to question the intuitive picture that we have of human psychology when we go about our normal lives. For instance, does a delusional person actually believe that their uncle's thoughts are being transmitted to them through snowflakes (a real life example we'll discuss in the class)? But if they don't believe it, then why do they say it and, at least to some extent, act like they believe it?

We will start off the course with some basic intro stuff. This early part of the course will give you the conceptual tools that you'll need to think clearly and carefully about what we'll be doing for the rest of the course. Make sure you understand the intro stuff well, otherwise you will struggle in the rest of the class. After the intro stuff, we will focus mainly on issues surrounding the notion of 'mental disorder,' discuss what it might be and how it relates to matters of psychiatric practice, rationality, philosophy of science, philosophy of mind, metaphysics and moral responsibility. (Don't worry, I will explain what all these terms mean when the time comes). Along the way we will read a selection of journal articles that expand on points that the primary textbooks raise. We will make use of disorders like schizophrenia, major-depression, anxiety disorders, delusional disorders, body-integrity disorders and others as grounds for the discussion.

The class aims to help students develop critical thinking skills by examining a range of arguments for competing positions within psychiatry and the philosophy of psychiatry. The goal of the course is not to get you to walk away with a specific viewpoint on psychiatry. Rather, the goal is to expose you to some of the controversies surrounding psychiatric practice and what it tells us about the human mind and ask you to critically evaluate the arguments on both sides of those controversies.

### **3. Really Important Stuff**

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You must read this entire syllabus thoroughly. It is your first assignment. And there will be a quiz on the syllabus worth 2.5% of your final grade. Those are intended to be super easy percentage points in the class, so don't miss out! (See the Course Schedule on the D2L site for the date of this and all other assignments.)

The policies of this syllabus are hard-nosed by necessity. I do not make exceptions to these policies.

The primary reason a student will do poorly or be disappointed with their grade in this class is because they have failed to pay attention to deadlines and policies, usually because they do not read or remember the contents of this syllabus. All too often I will have a student email me at the end of term to complain about their final grade. The student will insist that they did all the readings and that they watched all the lectures and that they just tried so hard. Yet, when I review the grade book, this student will have only taken half the reading quizzes and maybe even missed an exam. At the end of the day, if you don't complete assignments, there's no way for you to do well in course. It's just that simple. On the other hand, if you are completing all the assignments, and you are trying to understand the course material, but you're still not doing well in the course, email me early in the term so that we can figure out what might be confusing you or how to adjust your study habits. Don't wait until most of the term has passed to ask for help.

If you are having some personal crisis that is interfering with your ability to do well in the course then email me BEFORE the exam or the writing assignment so that we can try to figure out how to help you compensate. If you email me afterwards there's nothing I can do.

I strongly recommend printing out a copy of the syllabus and course schedule and keeping them somewhere visible so that you can check off assignments as you complete them and keep track of deadlines.

Special Note: If you join the course late and miss assignments, you cannot make them up. If you acquire your textbook late and miss assignments, you cannot make them up. If you are dropped from D2L for non-payment of tuition or any other reason that results in missing assignments, you cannot make them up. There is no make-up work allowed in this course beyond what is described in the section on "Missed Work."

**Email policy:** It may take me up to three days to respond to email.

While the overwhelming majority of my students conduct themselves in a professional manner, a small number of students abuse their email privileges. Some will ask me questions that show that they simply have not read the syllabus or looked at the newsfeed on the course website. If you ask me a question that is clearly answered by the syllabus or on the newsfeed of the course, then I am simply going to respond with the following, "See the syllabus/newsfeed for the answer to your question". That said, I want to encourage you to email me if you are confused by the course material or if you think there is a typo in the course schedule (e.g., the schedule says the quiz opens on Monday, January 16<sup>th</sup> but the 16<sup>th</sup> is a Tuesday) or something like that. Moreover, sometimes students can sound hostile, rude, disrespectful, or abusive in their emails to me. And, sometimes, that is an accident. With email, it can be hard to make sure that the tone you intend to take is the tone that comes across. So, if you send me an email that seems hostile, rude, disrespectful, or abusive, I am going to give you the benefit of the doubt and assume that that was not your intent, and I will respond as follows: "The tone of your email seems inappropriate to a formal academic setting. Please rephrase your comments before we proceed."

#### **4. Your Own Mental Health**

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During the semester we will learn about and discuss a variety of mental illnesses. A common phenomenon that arises in such situations has been termed 'intern's disease', 'medical student's disease', or 'seeing zebras', which is when a person studying such illnesses starts to see symptoms in themselves and others. Self-diagnosing is not a reliable way of determining if you have a mental illness. If at any point during the semester you feel the need to talk to a mental-health professional about any concerns you may have, the University of Arizona's Counseling and Psych Services can help. Their phone number is 520-621-3334, and their website is <http://www.health.arizona.edu/caps.htm>. Don't hesitate to use these services if you feel the need to. Also, bear in mind that I am a philosopher and cognitive scientist by training, not a counselor or psychotherapist. I am not qualified to help diagnose or treat any mental health issues you

suspect that you may have. So, please go to Counseling and Psych Services if you feel you need help.

**Notification of Objectionable Materials:** I assume that students who take this course are able to deal in a mature way with sensitive topics. Let me know before the course begins if you are uncomfortable with any of the topics. Once you begin the course, I will assume that you have no objections to the subject matter.

Bear in mind that we will be discussing some potentially disturbing topics, such as depression and suicide, as well as individuals who voluntarily seek the amputation of their own limbs. If any of that sounds like it may be too disturbing for you to read and think about, then you may want to consider not taking this class.

### 5. Assignments, Point Distribution, & Due Dates:

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Throughout the course you will have the following assignments:

- 1 syllabus quiz - 2.5% of your final grade
- Weekly lectures to watch and readings to study
- 10 reading quizzes - 25% of your final grade
- four writing assignments (composing three essays and revising the first essay) - 25% of your final grade
- 3 exams - 47.5% of your final grade

Each of these assignments is described below. A list of due dates can be found on a separate document on the D2L site under 'Content'.

**Note: All exams and quizzes are open book and open note. Collaboration between students, i.e., taking the test or quiz together and talking about it as you take it, is *not* allowed.**

**Syllabus Quiz:** You will have to take a syllabus quiz as your first scored assignment in the course. It will be **worth 2.5% of your final grade**. The quiz can be on any aspect of this syllabus, so know it well. You can **find this quiz under the "quizzes" tab of the D2L course website**. This quiz will take you approximately 20 minutes to complete.

**Lectures and reading assignments:** Every week (except for test weeks) you will have two lectures to watch. The first lecture of every week will be posted on Tuesday at 10PM and the second will be posted on Thursday at 10PM. You will also have assigned reading for each lecture. I strongly encourage you to do the reading before you watch the lectures. No points will

be assigned for watching the lectures or for doing the reading. However, you will not be able to pass the class if you fail to regularly watch the lectures or do the reading. You can find links to the lectures in the news feed on the home page of the D2L course website along with the names of the readings for that week. **The password for all of the lectures is “345”.** The readings will either be chapters from the textbooks or PDF articles that can be found under the “Content” tab of the D2L course website.

**Weekly reading quizzes:** You will also have a weekly reading quiz (except on test weeks), which will be posted on Thursdays at 10PM. You will have until the following Monday at 10PM to take the quiz. There will be **10 reading quizzes** total, **each is worth 3.125% of your final grade.** I will drop your two lowest reading quiz scores. So the reading quizzes are worth a **total of 25% of your final grade.** The weekly reading quizzes will be **posted under the “quizzes” tab of the D2L course site.** The quiz questions will largely test whether or not you are doing the readings and watching the lectures. The quizzes will be between 5 and 15 questions. The questions will be in true/false, multiple choice, matching, and fill in the blank format. You will have approximately 90 seconds per question in which to take each quiz (unless you qualify for extended time through the Disability Resource Center).

**Writing assignments:** You will have a total of three essays to write throughout the semester. However, you will be required to revise your first essay. So you will have four writing assignments total: composing three essays, and revising the first of those. **Note that you will receive a separate grade both for the first assignment and the revision of it.** Your first essay in its original and revised format will need to be 750 words. Later essays will need to be 700 words. For each essay, I will post a list of essay prompts under the “content” tab of the D2L course website, and you must respond to one and only one of the essay prompts per essay assignment. Check the course schedule for the dates that they are due. **Each assignment is worth 8.33% of your final grade.** I will drop your lowest writing assignment score. So, the writing assignments are collectively worth a **total of 25% of your final grade.** The essay prompts can be on any material covered since the last short writing assignment was posted. You will **submit the writing assignments to a folder under the “Assignment” tab of the D2L course website.** Scans of handwritten assignments will not be accepted. The files must be in .pdf, .rtf, .doc, or .xdoc format. (Note, the .pages file format used by the Pages word processor for Mac is not recognized by D2L). Each short writing assignment will be sent through a plagiarism detection service called Turnitin.com. If you cheat, turnitin.com will catch you out. For more information about this, you may visit: <https://turnitin.com/static/training/student.php>.

**Exams:** You will have **three exams** during the course of the semester. **Each exam is worth 15.83% of your final grade.** So, the exams as a whole will be worth 47.5% of your final grade.

Each exam is non-cumulative and can cover any material presented since the last exam. **No exam grades will be dropped.** Each exam will be posted on a Friday at 10PM and you will have until the following Friday at 10PM to submit the exam. You can find the exams **under the “quizzes” tab of the D2L course website.** The questions on the exams will take the form of true/false, multiple choice, matching, and fill in the blank questions. The exams will be harder than the reading quizzes and will test your comprehension of the material and your ability to think critically about the course content. You will have approximately 90 seconds per question in which to complete the exam (unless you qualify for extended time through the DRC). There will be approximately 40 questions per exam.

**Honors Credit:** Disregard this paragraph if you are not taking this course for honors credit. Students taking this course for honors credit will be expected to compose a research essay of 2000 words or more by the end of the term. The essay should be submitted by e-mail to the course instructor. The honors paper should concern a topic covered in the course material, or closely related to it. You will be expected to engage with the material at a very high level. You not only need to report what authors in the literature have to say about your topic of choice, you will also need to engage with the literature and clearly state your case for or against a position discussed in the literature. You need to say who is right or wrong and why. Honors students will need to independently find, read, and cite at least three sources not assigned in the curriculum. Honors students are strongly encouraged to discuss their paper ideas with me before submission, ideally in the form of an outline of the paper.

Honors students will also be expected to post at least one comment or question on the “Honors” discussion forum on the course website every week. Honors students will also be expected to respond to at least one comment or question by another honors student in the honors forum every week.

## 6. Pledge of Academic Integrity

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1. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions.

Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

2. Everything you submit in this course will be sent through a plagiarism detection service called Turnitin.com. For more information about this, you may visit: <https://turnitin.com/static/training/student.php>

3. You are expected to electronically return a Pledge of Academic Integrity, which you will find under Course Information. If you do not return this Pledge of Academic Integrity, you will receive a zero on your Syllabus Quiz even if you take the Syllabus Quiz and get a perfect score.

### 7. Acknowledgement of Receipt, and Acceptance of Course Syllabus

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You are expected to electronically return an Acknowledgement and Acceptance of Course Syllabus, which you will find under Course Information in our D2L course site. If you do not return this document, then you will receive a zero on your Syllabus Quiz even if you take the Syllabus Quiz and get a perfect score.

### 8. Missed Work

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Students will not be allowed to take quizzes or exams earlier than the periods posted on the website.

The ONLY excuses I accept for allowing make-up work are:

a) a pre-approved Dean's excuse that covers **the entire time period** for which the quiz, short writing assignment, or exam was open. (I have never seen a Dean's excuse that would cover five or more days, which is how long it would have to be for you to be allowed to make up the work)

b) holidays or special events by organized religions with which you show affiliation that cover **the entire time period** for which the quiz, short writing assignment, or exam was open; (I have never heard of a continuous religious celebration that would last five or more days, which is how long it would have to be for you to be allowed to make up the work).

c) an extended illness or injury that covers **the entire time period** for which the quiz, short writing assignment, or exam was open. (If this happens, we'll have to talk.)

**Quizzes and writing assignments:** Unless you meet one of conditions a)-c) above, you will not be allowed to make-up a quiz.

**Exams:** 1. If you miss an exam for ANY reason other than a)-c) above, you will be allowed to make up that exam, with a 5.83 point penalty (each test is out of 15.83 points), on the last day of class (NOT the last day of finals, see the UA's academic calendar). This is the ONLY time make-up exams will be offered. If you miss the opportunity to make up a missed exam on the last day of class, you will receive a zero for that exam.

- If you miss more than one exam, you will have to take both of them on the last day in the same allotted time. No additional time will be granted. A separate penalty will be applied to each exam.
- If you take a make-up exam, you may receive a temporary "Incomplete" grade in UAccess at the end of the semester. This will only be in the event that numerous people take make-up exams, and it is not possible for me to grade them in time to post semester grades in UAccess.
- You may NOT take a make-up exam as a second attempt for the purpose of getting a better grade. If you take a make-up exam for an exam you have already taken, you will receive a zero for that exam score.

## **9. Rounding Grades and Grading disputes:**

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### 9.1 Rounding Grades

I will round final grades by no more than one percentage point. You are responsible for knowing how to keep track of your grade throughout the semester as well as being able to calculate what you need to score on any given item in order to maintain a certain average. D2L will not do this for you.

### 9.2 Grade Disputes

9.2.1. Missing scores: Quizzes and exams are auto-graded in D2L, so those scores will rarely, if ever, be wrong or missing. (Barring a complete D2L meltdown!) However, throughout the semester, scores for short writing assignments are manually graded and posted to D2L as quickly as they can be graded; and it is uncommon, but possible, for data entry errors to occur. I invite you to let me know when this happens, so a correction can be made. It is your responsibility to keep track of your scores and your cumulative average as you progress through the course. Therefore, for each graded item, you need to alert me in a timely manner to any missing or erroneous scores. If you do not alert me within two weeks of the occurrence of the problem, the correction will not be made. So, just to be clear: If you wait until the very end of the semester to



finally take a look at your grades and then notice that something amiss, it will be too late to make any corrections.

9.2.2. Grading Complaints: I have designed the graded requirements of this course to give you every chance at success: I am dropping TWO reading quiz scores; I am dropping ONE writing assignment score; I have a penalty scheme for missed exams (rather than not allowing retakes at all, which is the policy of many professors). I am allowing open-book quizzes and exams.

There are respectful and disrespectful ways to let me know that you think a question may have been graded incorrectly or is worded in an intrinsically confusing way. If you chose to be hostile or rude, then I am simply going to email you to tell me to talk to me once you have calmed down. If you want to dispute how a question was scored, then you will need to demonstrate that one of the answer options scored as incorrect on D2L is every bit as good of an answer or a better answer to the question than the answer option scored as correct by the website. To do so, you must show me quotes from the lectures and/or course readings and explain in your own words how those quotations demonstrate that the question was improperly scored. If you feel a question was confusing, you must go into details and explain to me how it is confusing. After all, I would not have posted the question if I thought it was confusing.

If you feel that you have more than a minor grievance with a score, I will take those very seriously. Appeals regarding a grade received must be submitted in writing within 48 hours after the grade is posted. An email to me complaining about the grade does not constitute a written appeal. You will be expected to provide a cogent analysis of your work and a thorough explanation and argument for the specific grade you think you should have received. Please realize that the following four things (among others) do not count as reasons: 1. You worked really hard. 2. Your friend (or anyone other than a philosophy department faculty member ) thinks your paper should have gotten a higher score. 3. You really want an A in this course and thought you'd easily get it because it's an online course. 4. You really need an A in this course for your GPA or you'll lose your scholarship. Appeals must be submitted as a Word document. By submitting an appeal, you understand and agree that the re-evaluation you are seeking in order to receive a higher grade may actually result in a lower grade than the original grade given. A re-evaluation is just that, and it can go either way. I will reply to your appeal by email with one or two sentences explaining my decision.

9.2.3. End-of-semester Grades: At the close of the semester, after all grades have been tallied and entered in D2L, you will receive an email (to your official UA email account) from me, informing you that grades are final. You will have 48 hours to alert me to a calculation error (and ONLY a calculation error—I will no longer entertain grade appeals at that time). If you do not alert me to a calculation error within that time frame, your grade that gets posted in UAccess may not get changed until the following semester.

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading->

[system#incomplete](#) and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

### 10. Technical Difficulties

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Unfortunately, some students claim to have technical difficulties associated with taking quizzes and exams in order to have a sneak peek at exam questions and/or buy some time. (This is cheating, by the way.) Thus, I have a penalty scheme in place in order to deter such behavior. So, that means that any quiz that you start but do not complete and successfully submit on time will have to count as one of your lowest quiz scores dropped. You cannot retake it. Any exam that you start but do not complete and successfully submit on time, you may make-up at the end of the term with a point penalty. See the section on make-up work for more details.

--Do not start an exam and then leave your computer idle and come back. You may be kicked offline and not allowed to 're-enter' the exam.

--Do not exceed the time limit.

--Do not accidentally submit the exam until you are done.

--Do not think that you can start, save, and re-start the exam later. You cannot.

--Once you start the quiz/exam, you must finish it within the time limit.

--Do not take exams/quizzes on your phone.

--After you successfully submit a quiz or exam, you should see your name, "attempt 1", date and time, and "your quiz has been submitted successfully". If you do not get this notice, contact D2L or 24/7 IT support (not me) immediately.

--Also, if possible, you may consider taking quizzes and exams at the University Library's computers. That way, if the computer malfunctions midway through a quiz/exam, a librarian can vouch for you and contact me to let me know that the quiz was not successfully completed because of a problem with the library computer. The librarian must contact me via their email. I will not accept forwarded emails, since those can be forged. If this occurs, you will get for your score on the quiz/exam the percentage correct of the questions answered so far. e.g., If you viewed 15 out of 40 questions on an exam before the meltdown, and you answered 12 of those 15 questions correctly, then you will receive an 80% on the exam.

You will be able to see the questions you got wrong, along with the correct answers, on the day after the quiz or exam closes. See "How to View Feedback" under course information in the content area of d2l.

IF YOU HAVE FURTHER QUESTIONS, EMAIL: [d2l@email.arizona.edu](mailto:d2l@email.arizona.edu)

By the way...the D2L system has never sent a confirmation email for an unsuccessful submission. Some students have tried to forge such emails, however, and have been failed from the course for violating academic integrity. Because of this, I can't accept forwarded confirmation emails from d2l or screenshots of emails, as these can be forged. Tell the D2L administrators to contact me directly about your case. And if you really do turn out to be the first person ever to be sent a confirmation email for an unsuccessful upload, you had better save that original email, which you can then show to the D2L people at the top of the technology pyramid. Only they can vouch for something this bizarre.

For the short writing assignments, you won't be able to submit a rough draft to me or the class grader. I regret this, but the class is just too large to include these features. But the RUBRIC included with each essay is thorough, and you should follow that when writing the essay. Also, you might want to visit the Think Tank to take advantage of the writing resources and tutors available. They cannot help with content, but they can help with grammar and mechanics, which is something a lot of students really struggle with: <http://thinktank.arizona.edu/tutoring/writing>

## **11. Academic Dishonesty, Harassment, and Disability Accommodation**

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### **Academic Dishonesty**

You are expected to know and strictly follow the University of Arizona Code of Academic Integrity. Read the code thoroughly, if you have not already done so. You can find it at <http://dos.web.arizona.edu/uapolicies/> Any violation of academic integrity—any instance of cheating—is grounds for the unconditional failure of the course and possible expulsion from the University.

### **UA Nondiscrimination and Anti-harassment Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy> Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

### **Disability Accommodation**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability

Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

### **Absence and Class Participation Policy**

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.