



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

PHIL 683 Lec 01
Philosophy & Psychiatry
Winter 2022
Thursdays 16:00-18:45, SS1253

COURSE OUTLINE

Instructor Name: Dr. Megan Delehanty (she/her)

Email: mdelehan@ucalgary.ca

Office: SS1240

Office Hours: Thursdays 2:00-3:00 (via Zoom)

Office Phone: 403-220-2828

COURSE INFORMATION

This course will examine a range of problems in the philosophy of psychiatry. Among the issues we will look at are: the nature and causes of psychiatric disorders; medicalization of difference; issues in diagnosis, treatment, and care; the nature of recovery; anti-psychiatry, critical psychiatry, and liberatory psychiatry. Throughout the course, we will be reading work by philosophers, psychiatrists, and consumers/survivors/ex-patients.

You might at various points find some of the course material challenging - not just intellectually, but also emotionally, since many of the topics we will discuss will be personally relevant to many in the class. I encourage all of you to be mindful of the variety of experiences and backgrounds of other students in the class, and to let me know if you have any concerns. As well, it is expected that any personal information that an individual might choose to share in this class will be treated as confidential.

Accessibility: I will do my best to make this course as accessible as possible for students, whether or not you are registered with the Accessibility Centre. If you notice any barriers to accessibility in the course, please let me know.

PREREQUISITE(S)

6 units in courses labelled Philosophy, of which 3 units must be from Philosophy 201, 395, 421, 423, 461, 463, 467, 481, 483 and 3 units must be at the 400 level.

COURSE OBJECTIVES/LEARNING OUTCOMES

- Broad knowledge of diverse philosophical issues and problems in the philosophy of psychiatry
- Deep knowledge of one central area of philosophical inquiry
- Ability to critically digest, interpret, and analyze complex sources
- Ability to write a convincing argument that takes adequate account of alternative positions
- Ability to engage in constructive, respectful, oral and written argumentation

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

Readings and links to other materials will be available on D2L. You will be able to access most readings via Perusall, which will allow the class to collaborate on working through the readings prior to class.

COURSE ASSESSMENT AND EVALUATION

Assessment Components

1. Regular Weekly Work These assignments give structure to the week between seminar meetings, and prepare everyone for high-quality discussions.
 - 10% Annotation of readings via Perusall. Annotations for each paper must be completed by midnight the Wednesday before we discuss that paper. Annotations will be closed at that point, so no late work will be accepted. The grade for this component is the average of your top 10 weekly annotation scores. This means you can skip up to two weeks without penalty.
 - 10% Pre-class reaction. You are expected to prepare a brief written reaction to one of the required readings each week; aim for 200-400 words. The format for reactions is open-ended; for example, you might raise a question, develop an additional argument or objection, draw out implications of the author's argument, or apply it to a case they don't consider. Your reaction can be based on (or even identical to) one of your Perusall annotations for that reading. Pre-class reactions must be posted to D2L by noon on the day we discuss that reading. The grade for this component is the average of the grades assigned for your top 10 weekly reactions. This means you can skip up to two weeks without penalty.
 - 5% Summary reports. You will be responsible, on a schedule to be settled near the start of term, for writing up a retrospective summary of at least two seminar discussions during the course of the term. These summaries should be roughly 500-1000 words, they should record the central insights and questions raised in the course of the seminar discussion, and they should contextualize this discussion with respect to the relevant readings so that they make sense as standalone documents. These will be made available to the class as a whole. Summary reports must be submitted to D2L by the Sunday night (11:59PM) after each Thursday seminar.
 - 15% Presentation Each student will give a presentation of 20-25 minutes on one of the readings assigned for discussion in the seminar meeting when they present. Your presentation should not be merely or primarily a summary of the assigned reading(s); the point is to share your own ideas about these readings in a way that prompts discussion of them. You will be expected to lead discussion of the paper. The use of visual aids such as handouts or slides is encouraged.

2. Final paper
 - 10% Paper Preparation (10%). Prepare an extended abstract for your essay, indicating the main issues you will discuss, and outlining central views and arguments relevant to them. You may optionally include in your preliminaries draft material for some sections of the paper you outline. These preliminaries should be no more than 1,500 words. Due to the D2L dropbox by 11:59 PM on **April 4**.
 - 10% Peer Feedback on Paper Preparation. You will be assigned another student's paper preparation and asked to offer critiques and suggestions for improvement. While you may choose to meet personally to discuss these suggestions, your feedback should also be prepared in written form; this will be the basis for the grade for this assignment. Due to the D2L dropbox by 11:59 PM on **April 11**.
 - 40% Final paper. An original research paper of approximately 6,000 words on a central topic of the course. It should include significant philosophical engagement with some of the required readings. You are welcome to engage with other readings as well, but it is the required readings for which you will be held responsible. Due to the D2L dropbox by 11:59 PM on **April 29**.

- It is not necessary to receive a passing grade on any particular component of a course to pass the course as a whole.
- Late Perusall annotations and Pre-class reactions will not be accepted. The ability to drop two weekly score for each is intended to accommodate illness, crises of various sorts, and generally hard weeks. If you have a situation that will impact your ability to do these assignments, please let me know so that we can make an alternative plan.
- For the components of the final paper, late work will lose 5% per day (i.e. an assignment that would have been given a grade of 90% will get a grade of 85%) unless arrangements are made in advance. I will do my best to allow extra time as needed, though in the case of a substantially late Paper Preparation, your ability to participate in the peer review may be affected.
- Writing and the grading thereof is a factor in the evaluation of work for this course.

Letter Grade Conversion Table

A+ 95 –100 %	B+ 80-84.9 %	C+ 65-69.9 %	D+ 50-54.9 %
A 90-94.9 %	B 75-79.9 %	C 60-64.9 %	D 45-49.9 %
A- 85-89.9 %	B- 70-74.9 %	C- 55-59.9 %	F 0- 44.9 %

Exams

- There is no final exam in the course.

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

The following information is MANDATORY. You may choose to include additional policies, to be reviewed by the Department Head during the approval process.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/current-students/student-services

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points

- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising> for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit arts.ucalgary.ca/philosophy. Further academic guidance is available by contacting Jeremy Fantl (Undergraduate Program Director jfantl@ucalgary.ca) or David Dick (Honours Advisor dgdick@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/student-services/student-success.

Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit <https://ucalgary.service-now.com/it> for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: <https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>. The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

Media Recording

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its

consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Intellectual-Property-Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at <https://www.ucalgary.ca/legal-services/access-information-privacy>. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).