PHILOSOPHY OF PSYCHIATRY

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**class meets**: Tues/Thurs 12:30 – 1:45 p.m., [SQH](https://www.google.com/maps/place/Susquehanna%2BHall%2C%2B4200%2BLehigh%2BRd%2C%2BCollege%2BPark%2C%2BMD%2B20742/%4038.9821079%2C-76.9459246%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x89b7c695cbe63001%3A0x24ccc515494d27d%218m2%213d38.9821079%214d-76.9437359) 1121

**website**: ELMS

**instructor**: Professor Schechter

**pronouns:** she/her or they/them

**contact**: via Elms

**student hours**: Tuesdays from 2:00 – 4:00 p.m., [SKN](https://www.google.com/maps/place/Skinner%2BBuilding/%4038.9834164%2C-76.9438834%2C18z/data%3D%214m5%213m4%211s0x89b7c6962518e79f%3A0xec8ac4030b3b1ed7%218m2%213d38.9848326%214d-76.9418452) 1110C

**Course description**

Psychiatry raises philosophical questions of two broad sorts. First, what do different disorders recognized by psychiatry tell us about the mind? Second, how to understand the discipline and practice of psychiatry itself. Is psychiatry a (special) science? Is it different from other special sciences? How do values and empirical facts intersect in psychiatry? What is the nature of mental illness? Are mental disorders brain dysfunctions? We will be focusing on questions of the latter sort, starting with very general questions the nature of psychiatry and the classification of mental illness, then moving on to consider the effect that psychiatric diagnoses have on people’s identities. Along the way we will of course discuss a number of specific mental disorders.

Course Basics

**Learning outcomes**

Students will be able to:

1. identify medical models of mental disorder and distinguish them from other sorts of model
2. articulate the strengths and weaknesses of and rationales for each model
3. motivate a position on the nature of mental disorder and defend it from objections
4. identify theses and objections in written work
5. provide textual support for interpretations of written works
6. identify and present philosophical issues raised by multiple mental disorders and by psychiatry generally

**Required resources**

You will not be required to purchase any books for this course. All readings will be posted on ELMS.

**Sources of points**

Contribution 10 points

Class leadership 20 points

Critical essay 1 25 points

Critical essay 2 25 points

Research presentation 20 points

**hours and effort**

There are more challenging classes than this one and there are less challenging classes as well. It’s a good idea to have a realistic sense of what is required for you to do well in the class. I estimate that to get a good grade (i.e. something in the *B range*), you will need to spend:

* 2 ½ hours each week participating in class sessions
* About 4 hours reading each week
* An extra 2 hours preparing each week you are responsible for *class leadership*
* About 15 hours writing each critical essay (which in each case involves choosing target papers, reading and re-reading them, drafting analysis, first revision, second revision)
* About 15 hours crafting a research presentation on a particular psychiatric disorder and the philosophical issues it raises: finding and doing readings, choosing order, writing description, preparing proposal, recording proposal

**Important dates and deadlines**

The following critical dates are also contained in the detailed [schedule](#schedule_deadlines) below but are consolidated here for your convenience:

*Sunday October 9th*at 5 p.m.

First critical essay due

*Sunday November 13th* at 5 p.m.

Second critical essay due

*Sunday November 27th*

Video presentations due at 10 p.m.

*Tuesday November 29th, Thursday December 1st, Tuesday December 6th, Thursday December 8th*

Student presentations

Assignments and Assessments

**Contribution:**

Everyone is expected to contribute positively to everyone else’s experience in the course. The standard way to do this is through vocal participation during class sessions. This participation can take the form of:

* offering summaries of readings and arguments for others
* coming into class with questions about the readings
* commenting thoughtfully on what other students have said
* asking for clarification or repetition when someone (I or another presenter or a fellow student) has said something that you don’t understand or simply need to hear again
* responding to questions posed by me or by your fellow students
* seeking contributions from and ensuring understanding of all group members during group work

These are all ways of earning contribution points.

There are, however, other ways of positively contributing to classroom environment and experience. For instance, people can tell when someone is *listening* to them versus thinking about something else versus mentally dismissing what they are saying. *Looking* alert and interested, nodding quickly when you agree with something, nodding slowly when you are making effortful sense of something, frowning when you disagree, taking notes on an important point or idea—these are all perceptible behaviors that help create a serious, thoughtful, energetic classroom environment. Your peers will be beneficially impacted by these behaviors whether they realize it or not. (And trust me that I will be aware of them.)

In other words, it is possible for quieter students to earn contribution points even without speaking. Meanwhile, it is possible to *lose* contribution points by speaking too much. Remember that the goal is to make a *positive* contribution to other students’ experiences in the course. Dominating discussion makes a *negative* contribution, while helping to elicit contributions from others (saying, “I’m curious what other people think” or even “I’m curious to hear what Maria thinks”) makes a significant positive contribution.

I do encourage everyone to be bold and speak up some of the time. All students really *do* want to hear from as many people as possible. And like every other difficult and worthwhile thing, speaking up gets easier with practice. If speaking in front of others comes naturally to you, meanwhile, I’m going to ask you to make sure you’re hearing from others; make sure everyone’s participating in group work; even in class discussions, again, you should feel free to say, “I wonder what so-and-so has to say.”

All the forms of contribution canvassed thus far require in-person attendance in class. What if you are unable to attend class? If you’re just missing an occasional class, that’s fine, and you shouldn’t worry about it. What matters is the overall effect of your being enrolled in the class. Being *frequently* absent from the course will tend to detract from other people’s experience. (People can tell when student numbers are severely diminished, and it can have a depressing effect.) That said, there are ways to try to offset even frequent absences. In particular, since attendance is not required in the class, there is another good way to earn contribution points: you can submit, by 11:30 a.m. of the day class meets, a *discussion question* concerning that day’s reading/s. The question can either be a comprehension question (“What does so-and-so mean by…”) or just something you think it would be helpful and interesting for the class to discuss (“What did you think about so-and-so’s argument that…”). In either case, in addition to the question, you should clarify the portion of the reading that provoked you to ask the question, explain why you are asking it, and offer your own attempt at answering it. (If it is a clarification question, your attempt will obviously be uncertain, but you can say, “I thought it might mean X, but she could also mean Y” or “At first I thought it meant X, but I wasn’t sure about this because that would imply W, and W seems obviously wrong.”)

**Class leadership**

I have assigned a manageable amount of reading in this class. There will be readings required for most but not all days of class. Of course, you may have a day or two when you cannot do the reading, but the general expectation is that every student will have done the readings assigned for a particular day and will come to class ready to discuss and dissect them.

**Each student is required in addition to serve as a *class discussion leader* on *FIVE* different days.** (Each day we meet, I’ll ask for volunteers to serve as leaders for the next class.) If you have volunteered to be a discussion leader, you must submit, by 8 p.m. of the *preceding* day:

1. A brief critical summary of the reading or readings assigned for that day.

2. Two or three question you think it would be good for the class to discuss. This may be a clarification question—something you’re confused about and hope to have answered. It may be a question you think would be helpful to your fellow students—something difficult that you’re proud of having worked out, and that you think other people would find it helpful to try to work out, also. It may be question about something you found interesting and just wish to hear more about. It may be a question about something you bet is controversial and would like to have debated.

This submission must be posted in the relevant ELMS discussion board by 8 p.m. of the day prior to which the reading will be discussed.

To earn full credit for your submission, you must also be present in class (whether it meets online or in person) on the relevant day.

What happens if you intended to be present in class on the day for which you signed up but end up being unable to? You may still submit the post and just not receive full credit for it or you may attempt to switch to another day.

**Critical essays:**

There will be two essays assigned in this course. In each case, you will be given a prompt to respond to and should use the papers we have looked at together to defend your thesis. If you would like, you may also use other papers we haven’t looked at together for the same purpose.

What will be most helpful to you is to find papers that you *disagree with* but have a lot to say about. Then you can defend your thesis in part by *countering* the arguments made in those papers. You will however be expected to charitably analyze any papers you’ve chosen to use in this way. You should then also consider and attempt to counter an objection to your own critique.

**Research presentation:**

You will give a presentation on the philosophical issues raised by a particular mental disorder of your choosing. (You may choose one that we discussed, but your research into it should be new; your presentation should not cover the same ground we have already covered with that disorder.)

You can think of this presentation as simply introducing the class to a new topic in the philosophy of psychiatry. You should discuss at least three readings. (One of these may be replaced by a film or video of some kind.) The readings can be diverse in terms of discipline, but they must all be philosophically meaty; none of them should merely characterize the disorder or explore its prevalence, for example.

You are required to submit a video of your presentation prior to our first presentation date, to ensure that everyone is ready to present by the same deadline. Your actual (live) presentations should be 8 minutes long to leave time for you to answer a question or two from the audience!

Communication and Connection

**Contacting me**

If you need to reach out and communicate with me, please used ELMS to do so.

* Do not worry if you don’t get an immediate reply from me and don’t wait until the last minute to send a message. That said, if a couple days go by with no reply, please message me again; occasionally I do fail to see an email!
* Most of our communication will take place *in class,* so if you have not missed a class, you should generally be fine to check your email and on ELMS only occasionally, especially: Wednesday morning; Friday afternoon; Monday afternoon.
* Usually when an assignment is changed I post an announcement on ELMS to this effect rather than sending an email.
* I also present and discuss assignments in class. If you missed class, please remember to ask another student in class what you missed.
* I generally send an *email* only to alert students to a change on ELMS that needs immediate attention or if I have received, from a student, a question whose answer might benefit the class as a whole.

Note that all correspondence will be sent via ELMS! **You must make sure that your email and announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS**. You are responsible for checking your email and Canvas/ELMS inbox regularly.

## **Names/pronouns and self-identifications**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. Please let us know if you prefer to be called by a name other than the one listed on my roster. And if I am mispronouncing your name, please let me know! I also invite you to your pronouns (he/him, she/her, they/them, etc.) with us, if you are comfortable doing so. And keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. (Visit [trans.umd.edu](http://trans.umd.edu/) to learn more.)

It is *your* choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability (including mental disorder!), and any other aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives). These aspects of identity should be self-identified, not presumed or imposed.  I will do my best to address and refer to all students accordingly, and I ask you to do the same for your fellow Terps.

## **Communication with peers**

With our diversity of perspectives and experiences, we will often find ourselves in disagreement with one another. This is usually a good and interesting thing, but it requires that we conduct ourselves in a respectful manner and that we work together to foster and preserve a classroom environment in which we can discuss and debate controversial questions without anyone feeling personally attacked or unwelcome.

There are no positions, per se, that are out-of-bounds for discussion or defense. (Except insofar as we need to stay on topic, so other interesting questions may need to be set aside.) But all positions must of course be defended and defended in a way that *presupposes* that everyone in the class should be in here, that critical scrutiny of and engagement with what we’re saying is welcome, and that no one person’s or group’s voice or perspective has any more authority than anyone else’s.

This course is NOT the space for hate speech, harassment, or derogatory language. I will make every attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or dismissed. Please help me do the same!

Be assured that behavior that threatens an atmosphere conducive to learning (including harassment, sexual harassment, and racially and/or culturally derogatory language) will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment

**Student hours**

I enjoy meeting with students and you don’t need to have a particular reason to make an appointment; feel free to come by just to introduce yourself and talk about how your semester is going.

If you want to discuss material covered in a class session you missed, please first ask a peer for their notes before coming to me for clarification or elucidation.

University Policies and Practices

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

* Academic integrity
* Student and instructor conduct
* Accessibility and accommodations
* Attendance and excused absences
* Grades and appeals
* Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

**Academic integrity**

Nothing matters more than your integrity. You deserve to feel the wholeness that comes from living in accordance with your values and your image of your own best self. And you deserve the security that comes from trusting that your peers are not seeking to gain unfair advantage through you or over you.

In this class, every exam and assignment is entirely open book and open notes, and you are permitted to use all resources (including online search). You must, however, *acknowledge* every resource (other than your own notes) that you use. You are, in addition, permitted to collaborate with peers in the class on every assignment. Once again, though, any contribution to your work that a peer makes must be explicitly acknowledged (e.g., “So-and-so proofread this paper and directed my attention to several unclear sentences and typos” or “I am grateful to so-and-so for this idea/for pushing me to clarify this point”).

For this course, your essays will be collected via Turnitin on our course ELMS page.  I have chosen to use this tool because it can help me verify the integrity of your work.  For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](https://umd.service-now.com/itsc?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63). Please note, though, that if a piece of writing doesn’t feel “student-y” to me, or is sufficiently incoherent, I do investigate it further (even if Turnitin doesn’t identify a problem with it). Often in such cases the writing still turns out to involve plagiarism with just enough words changed to fool Turnitin.

This raises the deeper question of what plagiarism—a violation of academic integrity—is.

On the one hand, academic integrity is very basic: it means, essentially, not (explicitly or implicitly) taking credit for other people’s labor. On the other hand, applying this principle can be subtle, especially when it comes to writing papers. (It is generally obvious what counts as cheating on a test.) When does something you think count as your own idea? When is an idea common knowledge versus attributable to a particular originator? When does quoting a work to provide textual support (a good thing) shade into using quotes in the place of what should properly be your own writing (a bad thing)? I have a lot to say about such issues so please, when in doubt, reach out to me with clarification questions or to ask for my judgment about a particular piece of writing.

Finally, please note that the University of Maryland does not tolerate academic dishonesty. Be sure that you fully understand the University's Code of Academic Integrity and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code.

## **Copyright notice**

**Course materials are copyrighted** and may not be reproduced for anything other than personal use without written permission.

## **Course evaluation**

Please submit course evaluations through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland! All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [**Student Feedback on Course Experiences**](http://courseexp.umd.edu/) to complete your evaluations.

By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Course Policies and Practices

**Attendance**

I do not expect perfect attendance from anyone and you do not need to contact me to explain or apologize for an absence. I do take attendance upon occasion but only as one measure of the contribution you are making to each other’s experience.

If you want to catch up after an absence, please first get notes from someone in the class, read through them, and then certainly do come speak to me about anything you don’t understand.

**Grades and grading**

Recall that the sources of points in this class will be:

**Contribution** 10 points

**Class leadership** 20 points (5 days \* 4 points each)

**Critical essay 1**  25 points

**Critical essay 2**  25 points

**Research presentation** 20 points

Here is how numeric scores will be translated into letter grades:

A+: 98% B+: 87% C+: 77% D+: 67%

A: 94% B: 83% C: 73% D: 63%

A-: 89.7% B-: 79.5% C-: 69.5% D-: 60% F: <60%

To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.49 ≠ 89.5). It would be unethical to make exceptions for some people and not others.

Your essays will be graded anonymously, and I will attempt not to look at your name in grading your class leadership posts. Your presentation and your contributions to class experience cannot be evaluated anonymously of course!

**Late work**

*Class leadership posts*

**Class leadership posts cannot be submitted late.** You may sign up to submit a class leadership post on another day instead. **Please note that if you are not present in class on the day for which you have submitted a class leadership post, you cannot receive full credit.** You may choose to accept a reduction in score or you may submit on a later day instead.

*Essays*

*Late (unexcused) submissions*: **You may submit an essay *up to 12 p.m. on the day following the due date* with no penalty.** If you have not been granted an extension, you will lose points for work that comes in later than that. If your essay is submitted a day late but after 12 p.m., you will be marked down 10%. After that you will be marked down by 5% per day.

*Video presentation*

*Late (unexcused) submissions*: **You may submit your video *up to 8 p.m. on the day following the due date* with no penalty.** If you have not been granted an extension, you will lose points for work that comes in later than that. If your video is submitted a day late but after 8 p.m., you will be marked down 10%. After that you will be marked down by 10% per day.

*Extensions*

* If you believe that you will need an extension on an essay, please contact me to make your case. I do not check my email all the time, so do not contact me to request an extension only at the last minute and still expect to hear back from me on time!
* **Even if you are given an extension, *you still need to submit whatever work you have completed by the deadline, following all submission guidelines*. If you have been granted an extension, you will write *“Do Not Grade”* at the top of the work you submit on time,** and it will not be graded; only your final submission will be graded.
* **If you desperately want an extension** but have not heard back from me, ***you must still submit whatever work you have completed by the deadline, following all submission guidelines. Write “Extension Request—Do Not Grade”* on the top of the work.** If your request for an extension is granted, your on-time submission will not be graded and I will wait to grade your final submission with no lateness penalty. If your request for an extension is not granted, I will refrain from grading your on-time submission. If you submit something else later, it will be graded, with a penalty for lateness. If you don’t submit anything else, your preliminary, on-time submission will count as your final submission (and will not receive a penalty for lateness).
* As you can see, **the important point is that *you must submit something on time,* however preliminary or incomplete it is.**

*Research Presentation*

You are required to submit a *video recording* of your research presentation prior to the first date of presentations. Video recordings will be marked down by 10% each day past the deadline that they are submitted.

If you are not present in class to present your research, and your absence is excused, I will play your video for the class, and you will not lose points for this mode of presentation. If your absence is not excused, I will still play your video for the class, but you will lose 3 points out of 20.

**Exits and entrances**

Try to arrive early so that you have time to ready your materials and review your notes from previous classes before class starts. Please do not enter the classroom more than 5 minutes late. It’s distracting when people walk into the room in the middle of a lecture or discussion.

Similarly, while you never need to ask permission to leave the classroom (e.g. to use the bathroom), please do not re-enter the classroom until there is a natural break (e.g. you hear us breaking into groups).

We *will* take a short break every day at around 1:20; this is a natural time to use the restroom or to re-enter the classroom if you’ve had to exit it earlier.

If you don’t think you can make it till 1:20 and do not have time to use the bathroom before class begins, you have my permission to arrive a few minutes late in order ot use the bathroom then!

Everyone starts off with 2 “bonus points” in the class which you earn just for free. (So, in principle, the highest grade you can get in the class is a 102%.) If I notice you leaving and re-entering the classroom, I will remove one of your bonus points. If I notice you doing it twice, you’ll lose both points. This is the difference between a solid B+ and a solid A-.

If you have a disability that requires you to leave the room partway through class, however, you will of course be accommodated; please see me.

**Electronic devices**

You are permitted to use laptops, tablets, and/or phones for the purpose of live interaction with the course—e.g., looking up something in the assigned reading during group work, or taking quizzes on Socrative. At other times, however, devices are not permitted. (Sorry, but I honestly believe that it’s better for everyone this way.)

Again, everyone starts off with 2 “bonus points” in the class which you earn just for free. (So, in principle, the highest grade you can get in the class is a 102%.) You will lose both points if you are seen looking at anything not course related. If a text message or email pops up that you desperately need to see, you are free to leave class to look at it, but again please do not re-enter until a natural break point (see “Exits and entrances” above).

Pro tip: if you are ever in any class and “must” do something unrelated to the class on a device, please use your phone, which has a small screen and so is less distracting to others. You should never do this during group work, however, which would be disrespectful and dispiriting to your group.

There is empirical evidence to suggest that your performance in the class and on exams may be better if you use a blackout app, allowing your devices to access only to ELMS and to Socrative during the course period.

Resources and Support

There are a wide range of resources to support you with whatever you might need. I will list several here, but check out [**UMD’s Student Resources and Services website**](https://sph.umd.edu/content/student-resources-and-services) for a more comprehensive list.

**Academic help https://counseling.umd.edu/ads**

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it.  I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [**UMD’s Student Academic Support Services website**](http://tutoring.umd.edu) to learn more about the wide range of campus resources available to you.

**Accessibility & Disability Services** [**https://counseling.umd.edu/ads**](https://counseling.umd.edu/ads)

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination.

The [**Accessibility & Disability Service (ADS)**](https://www.counseling.umd.edu/ads/) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about [**sharing your accommodations with instructors**, **note taking assistance**](https://www.counseling.umd.edu/ads/currentads/) and more is available from the [**Counseling Center**](http://counseling.umd.edu/ads/).

Note that ADS cannot assist retroactively, so it is best to request accommodations ASAP (even if you are not yet certain that you will *need* accommodations). *Any student who has received approval for accommodations from ADS should contact me as soon as possible so that I have sufficient time to make arrangements.*

People have different learning styles and preferences and face different learning challenges, whether or not they have recognized disabilities. I believe all of you can thrive in this class (and at this University generally) and encourage you to meet with me one-on-one to talk about your current learning practices and your academic background so that we can figure out how to tailor what you’re doing to the class and how to tailor what I’m doing to your current learning needs and goals.

## **Basic Needs Security** [**https://studentaffairs.umd.edu/basic-needs-security**](https://studentaffairs.umd.edu/basic-needs-security)

You were admitted to this university because smart people believed that you can succeed here and wanted to help make that happen. No one wants your success to be hampered by lack of access to means of fulfilling very basic needs, and struggling to meet those needs is not a challenge you should have to take on (and certainly not alone).

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [**UMD’s Division of Student Affairs website**](https://studentaffairs.umd.edu/basic-needs-security) for information about resources the campus offers you. If you are comfortable doing so, please also let me know if I can help in any way.

**Bias Reporting** [**https://diversity.umd.edu/bias/**](https://diversity.umd.edu/bias/)

Bias Incident Support Services (BISS) is committed to holistically addressing hate-bias incidents that target UMD community members by focusing on incident response and support, proactive training and education initiatives, and data collection and distribution.

To report an incident of bias that you witnessed (whether the bias was directed against you or someone else), please contact BISS via phone (**301-405-0980**) or email (**BiasSupport@umd.edu**) to schedule a visit. They also accept walk-ins with an at least an hour of advance notice; they are located in 3123 Susquehanna Hall. You may also report an incident of bias anonymously, but this does limit their ability to act on your report.

**Mental health** [**https://counseling.umd.edu/**](https://counseling.umd.edu/)

Many college students struggle with depression, anxiety, or other mental disorders. If you feel it would be helpful to have someone to talk to, visit [**UMD’s Counseling Center**](https://www.counseling.umd.edu/) or [**one of the many other mental health resources on campus**](https://tltc.umd.edu/instructors/teaching-topics/supporting-whole-student).

**Pregnancy and parenting** [**https://ocrsm.umd.edu/pregnant**](https://ocrsm.umd.edu/pregnant)

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex, including pregnancy and parental status, and requires that all educational institutions provide a range of reasonable adjustments to students who need them due to pregnancy and childbirth.

**Sexual assault** [**https://health.umd.edu/CARE**](https://health.umd.edu/CARE)

Campus Advocates Respond and Educate (CARE) to Stop Violence provides free, confidential advocacy and therapy services to primary and secondary survivors of sexual assault, relationship violence, stalking, and sexual harassment, while simultaneously empowering the campus community to prevent violence through educational presentations, events, and outreach activities.

CARE keeps information private and confidential.  You can tell them as much or as little as you want to; you can even be anonymous. CARE is not an official reporting entity; they are a resource that can help you navigate your options and connect you with other appropriate resources.

## **Veteran Resources** [**https://stamp.umd.edu/engagement/veteran\_student\_life/resources**](https://stamp.umd.edu/engagement/veteran_student_life/resources)

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](https://stamp.umd.edu/engagement/veteran_student_life) and the [Counseling Center](https://www.counseling.umd.edu/aboutus/). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**Writing** [**https://english.umd.edu/writing-programs/writing-center**](https://english.umd.edu/writing-programs/writing-center)

Learning to write well is a life-long task. You are encouraged to contact [**UMD’s Writing Center**](http://www.english.umd.edu/academics/writingcenter/schedule) and schedule an appointment with the campus Writing Center. You are basically already paying for this extremely valuable resource, so you might as well use it!

Deadlines and Detailed Schedule

Note: This schedule is tentative and subject to change as necessary. In particular, readings may be dropped or added. Monitor your email and course ELMS page for changes and make sure that you are receiving notifications!

In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

 **Week 1**

*Tuesday August 30th*

Introduction

*Thursday September 1st* **Diagnosis**

Haslam. Looping effects and the expanding concept of mental disorder.

Van Doorn. The problems of science.

**Week 2 Diagnosis**

*Tuesday September 6th*

Hacking. Lost in the Forest.

Frances. It’s not too late to save normal.

Mindhacks. Why we need to get better at critiquing psychiatric diagnosis.

*Thursday September 8th*

Cooper. Must disorders cause harm?

**Week 3 The Nature of Mental Disorder**

*Tuesday September 13th*

Thagard. Mental illness from the perspective of theoretical neuroscience.

Loughman and Haslam. Neuroscientific explanations and the stigma of mental disorder.

*Thursday September 15th*

Charland. The moral nature of the cluster B personality disorders.

**Week 4 The Nature of Mental Disorder**

*Tuesday September 20th*

Hana Pickard. Mental illness is indeed a myth.

*Thursday September 22nd*

Murphy. What will psychiatry become?

**Week 5 Culture**

*Tuesday September 27th*

TBA

*Thursday September 29th*

Waxler. Culture and mental illness.

**Week 6 Culture**

*Tuesday October 4th*

Watters. The Americanization of mental illness.

*Thursday October 6th*

In-class writing workshop

*5 p.m. Sunday October 9th*

First critical essay due

**Week 7 Diagnosis and Identity**

*Tuesday October 11th*

Reese. The real problems with psychiatry.

Solomon. On the appearance and disappearance of Asperger’s syndrome.

*Thursday October 13th – Special online discussion day*

Dings. Self-management in psychiatry.

**Week 8 Diagnosis and Identity**

*Tuesday October 18th* (class meets via Zoom today)

TBA

*Thursday October 20th* (class meets via Zoom today)

Antonetta. Even when I’m psychotic, I’m still me.

Luhrmann. Living with voices.

**Week 9 Controversies**

*Tuesday October 25th*

Bray. Gender dysphoria, body dysmorphia, and the problem of body modification.

*Thursday October 27th*

Hinderliter. Defining paraphilia.

**Week 10 Controversies**

*Tuesday November 1st*

Aviv. God knows where I am.

Whitaker. Why forced psychiatric treatment should be banned.

*Thursday November 3rd*

<https://www.theatlantic.com/health/archive/2016/08/aba-autism-controversy/495272/>

Costandi. Against neurodiversity.

**Week 11 Depression**

*Tuesday November 8th*

TBA

*Thursday November 10th*

In-class writing workshop

*5 p.m. Sunday November 13th*

Second critical essay due

**Week 12 Depression (maybe?)**

*Tuesday November 15th*

Hoffman. Treating yourself as an object.

Barreto. In defense of antidepressants.

*Thursday November 17th*

Anderson. The urge to end it.

Cook. The case for the self-driven child.

Julian. Parenting kids with anxiety AND What happened to American childhood?

*Tuesday November 22nd no class*

*Thursday November 24th no class*

*10 p.m. Sunday November 27th*

Video presentations due

**Week 13 Student Presentations**

*Tuesday November 29th*

*Thursday December 1st*

**Week 14 Student Presentations**

*Tuesday December 6th*

*Thursday December 8th*