

**Department of Philosophy**  
**Topics in the Philosophy of Psychiatry**  
**PHIL 9207A (Area M&L)**  
**Tuesday 11:30-2:30**  
**Synchronous Online Delivery Only**

**Course Outline**

Instructor: Louis C. Charland PhD  
Email: charland@uwo.ca

Course Description

This course explores issues in the philosophy of psychiatry and will include a strong historical and clinically-focused orientation. The status of psychiatry as a scientific enterprise will be a major theme throughout the course.

Course Lessons

The course will be built around the following weekly topics and perhaps some others (but not necessarily in this order): Birth of Evidence-Based Psychiatry; Diagnostic Inflation and Medicalization; History and Nature of the DSM and the Research Domain Criteria (RDoC) Project; Delusions; Major Depressive Disorder; Anorexia Nervosa; Addiction and the Opioid Epidemic; Decision-Making Capacity; Psychopathology of Affectivity; Personality Disorders; Evidence 'Biased' Psychiatry.

Course Requirements

- Power-Point Presentation | Enrolled course participants will be expected to deliver 1 online power-point presentation to the class which will be worth **30% of the final mark**.
- Term Essay | A term essay is required at the end of the course and will be worth **60% of the final mark**.
- Discussion Commentaries | Each course participant will contribute a total of 10 online weekly discussion commentaries, which will each be worth a maximum of 2 (full) marks each, equalling 20 full marks for the term, or **10% of the final mark**.

Course Texts and Readings

Our course texts will be:

Porter, R. (2002). *Madness: A Brief History*. Oxford University Press Available as paperback or e-book at <https://www.amazon.ca/Madness-Brief-History-Roy-Porter/dp/0192802674>

Healy, David. (2011). *Mania: A Short History of Bipolar Disorder*. John Hopkins University Press. Available in paperback or as e-book at <https://jhupbooks.press.jhu.edu/title/mania>

Other documents will be made available on the course website in pdf files.

Class Organization

The course will be taught exclusively online, in a synchronous manner. Class time will normally consist of a substantial introduction to weekly lesson topics, followed by 1 or 2 student presentations, followed by discussion. Excerpts from submitted discussion commentaries will be

also be discussed, both online and 'live' as time and interest permits. This order of events may vary we will work out a system of breaks and pauses while we attempt to make the most of our class time together.

### Plagiarism detection software

All required written submissions in this course are subject to textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

### Recording prohibited

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom, and TopHat. Students do not have permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content. It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials, nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### Class Climate

Topics in this course may be found to be very disturbing and worrisome to some participants and issues may sometimes feel very personal. The online environment may exacerbate these difficulties. I can promise you that I am very sensitive to this and will ensure that we always have a safe and welcoming environment 'in class'. I also hope that anyone who has concerns of any sort will write to me.

## Assignment Descriptions and Grading

### Power Point Presentation

Each course participant will be assigned a specific weekly topic and set of readings for a power point presentation. The purpose of the presentation is to present a selective interpretation and evaluation of some aspect of the course topic and readings for that given week to the class. Power point presentations will be graded out of 100 and are worth 20% of your final mark. They are meant to be a kind of teacher training and a professional development exercise.

Marking of your power point presentations will be based on the clarity, overall elegance (simplicity, conciseness, clarity) of your selection of, and interpretation and critical evaluation (strengths AND weakness) of the themes and issues in the weekly readings you chose to engage. Remember that often you cannot cover everything and that you must choose what you think is most important for the class to know about the readings. You must therefore exercise critical judgment in choosing your weekly topics for your power point presentation. See the grading scheme for graduate essays in philosophy (below) for the marking rubric that will be used to grade your power point presentations. Power point submissions are to be submitted before class in the assignments function of our course website.

### Weekly Commentaries

You may choose any topic covered in our weekly course readings for your commentary. The commentary must be 2 pages maximum and written in paragraph form, single-spaced, with numbered pages in 12 point font. Include your name, student and course number on the top of your first page. No title page is necessary. Commentaries must be submitted online in the assignments section before class time, in order to serve as possible discussion stimulants. You must include at least 4 direct citations from your weekly readings for that week in your commentaries. Simply use author-date inline reference system, for simplicity and brevity; with no reference page or bibliography. Commentaries will be graded out of 10 and worth a total of 10% of your final mark. We may sometimes read each others' commentaries to one another or you may be asked to read your own. This might be intimidating online, so every effort will be made to stress that these are writing *exercises*, a place to experiment with outlining and interpreting difficult issues and topics in our weekly readings with an eye to shared and mutually supportive learning.

### COMMENTARY GRADE DESCRIPTORS (Adapted from *Academic Calendar*)

- 10 Exceptional and original with superior initiative
- 9 Outstanding. One could scarcely expect better from a student at this level. Considerable initiative.
- 8 Superior work which is clearly above average
- 7 Good work, meeting all requirements. Eminently satisfactory with modest initiative
- 6 Competent work, meeting requirements. Minimal initiative.
- 5 Fair work, minimally acceptable. Minimally acceptable initiative.
- F Below 5 Fail

### Essay Instructions

Essays should be 10-15 pages double-spaced in 12- point Times Roman font and include at least 10 direct citations to at least 4 course readings. Please use the latest version of the APA Manual of Style Author-Date format for in-text citations and bibliographical references at the end of your essay. Ask a librarian or consult the Student Writing Centre if you need information on learning about this citation format. Please have a separate non-numbered title page at the start of your essay and a separate numbered page for your bibliography at the end. Do not leave these formatting details to the last minute! This is part of the professional development skills you need to acquire in this course – through your own effort.

The first page of your essay should be a title page and include the following information: Essay Title, Course Name and Number, Last name then first name, followed by your UWO Student Number. Single marks will be deducted for all spelling errors, bad grammar, and formatting errors, up to a maximum of 10 marks. Professional writing standards are very strict when applying for jobs, scholarships, and submitting scholarly work. Please be careful as this is a key ingredient of your professional development skills development in this course. Finally, except for your commentaries, wherever possible, do not use “I” when writing your essays.

### Essay Submission and Late Penalties

Essays must be submitted online to WebCT OWL by the stipulated due date stated in this outline. Essays will also be marked online, with comments on the overall strengths of your essay along with problem areas and areas for improvement. Late essays will be penalized ½ letter grade per day late. That is, B+ to a B for one day late, B to B- for a second day late and so forth. Late essays should be submitted to OWL, not to the professor.

Essay Marking Scheme  
(Posted on Department website.)

Graduate Grading Standards

The University of Western Ontario  
Department of Philosophy  
Graduate Grading Standards  
As Approved by the Graduate Affairs Committee: August 27, 2001

100 ↑ 95	Work of <i>exceptional</i> quality: approaching, if not already at, professional standards
94 ↑ 90	Work of <i>excellent</i> quality: insightful and creative, solidly grounded in the relevant philosophical traditions, and well argued and defended; sophisticated presentation
89 ↑ 86	Work of <i>superior</i> quality: demonstrably better than expected with respect to research effort, mastery of difficult material, analytical or critical skills, synthesis of perspectives, or originality; polished presentation
85 ↑ 83	Work of <i>good</i> quality: the calibre expected of students in this program
82 ↑ 80	Work of <i>solid</i> quality: demonstrates general competence and philosophical proficiency but could be strengthened in one or more ways
79 ↑ 78	Work of <i>acceptable</i> quality: needs substantial improvement in one or more areas
77 ↑ 70	Work of <i>passable</i> quality: displays sufficient ability and effort to entitle the student to pass the course but is seriously deficient with respect to philosophical background, analytical or critical skills, argumentation, or writing ability
69 ↑	Work of <i>unacceptable</i> quality: requires extensive general improvement to remain in the graduate program

### Essay Requirements and Organization

In your essay, you are expected to interpret and evaluate the main points and arguments in the readings that relate to your chosen essay topic. Roughly 70% of your total essay mark will be devoted to the more descriptive interpretive aspects of your essay, while the remaining 30% will be devoted to your own personal evaluation of the essay article. Do not go beyond course readings and topics in writing your essay. Make sure to include detailed examples taken from course lectures and readings to illustrate your arguments.

You will be marked on how well you display critical thinking' skills and mastery of your chosen essay article(s). While originality is welcome, essays are mostly expected to reflect knowledge acquired through course readings, as well as class knowledge acquired through course lectures and discussions. An important aim of the course is to foster critical thinking interpretive and evaluative skills.

THIS OUTLINE MAY BE SUBJECT TO CHANGES DEPENDING ON ENROLMENTS  
AND CHANGING CIRCUMSTANCES

Tuesday, August-04-20