

HCOL 41013

Disease, Disorder, and Disability

Fall 2021: Monday/Wednesday, 4:00–5:20 pm Central; Neeley 1510

Contact

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Office hours: Mon., Tue., Wed.,
3–3:50 pm



Course Description

What is disease? Are diseases purely biological conditions, or does society shape our conception of what a disease is? What does it mean to be healthy, or normal? Are psychiatric disorders real? Are disabilities medical conditions or social ones? Answering questions like these requires considering unresolved problems in biology, psychology, medicine, and philosophy. We will explore these problems, focusing on issues like biological concepts of normality, the nature of genetic disease, the nature of mental illness, and the classification of mental disorders like depression and anxiety. No previous background in philosophy, science, or medicine is required.

Curriculum attributes:

John V. Roach Honors College:

- Honors Colloquium

See Appendix F for learning outcomes.

Course Format

Since this is an Honors Colloquium, I have designed the class flexibly so that you, the students, have much **freedom**—but also extra **responsibility**—to direct class discussion and to work at your own pace.

In class sessions our discussions will be directed by your questions and comments. There will be some lecturing, but I always encourage you to interject with questions, criticisms, and observations. You have significant responsibility to each other for the success of the course. Your preparation and engagement with each other are essential to make our class time interesting and productive. I have confidence that you will hold yourselves and each other to high standards.

In written work, you will express ideas—especially arguments—clearly and precisely. You are free to set your own pace, but responsible for setting your own goals and meeting them in a timely manner. There are no absolute deadlines (except the end of the semester). You are always welcome to discuss your goals with me.

Honors courses are **interdisciplinary**. My focus is shaped by my background as a philosopher of science. Your background may be different—scientifically, artistically, professionally, personally, &c. Your perspective is welcome. Please share it with us!

Course Texts

☞ Caplan, Arthur L., James J. McCartney, and Dominic A. Sisti (Eds.). (2004). *Health, Disease, and Illness: Concepts in Medicine*. Washington, D.C.: Georgetown University Press.

Some required readings are in the text above, which you must purchase. Other required readings and resources are posted on TCU Online. You may purchase printed readers that contain the required readings from TCU Online (I regret that I can no longer offer these physical readers free of charge). If you discover any resources are missing, or links are broken, please let me know and I will mend them quickly. If you require OCR-readable PDFs, let me know and I will accelerate my efforts to make readings more accessible.

Syllabus Format

I try to provide as much information as you might need. However, I don't want to overwhelm you. Therefore, the syllabus is split into parts:

- ☞ The **syllabus proper** contains essential information about the course. Please review it during the first week of the term.
- ☞ The **Schedule of Readings** contains a list of the weekly topics, readings, and due dates. You will refer to this document regularly throughout the semester.
- ☞ The **Syllabus Appendices** contain a table of contents, guidelines for assignments, and other course policies. These other policies are not less important than those in the syllabus proper, but they are either more detailed or are university-wide policies posted elsewhere.

Student skills: I provide a packet on student skills for all my classes. It can be found on TCU Online under "Content," in the folder marked "Course documents." You should review its sections as needed:

Guidelines for reading: Please review these in the first week of the term and take them to heart.

Best practices for quoting and citing: Please review these before submitting a short paper, seminar paper, or reflection paper.

Guidelines for writing: Please review these before attempting a short paper, seminar paper, or reflection paper.

Impartiality

My role in this course is to guide you in understanding and thinking through questions, not to train you in answers. I have my own views, some of which you will be able to discern even if I try to hide them. But your grade in this course will never depend on which conclusions you defend; agreeing with me will neither help nor hurt you. Instead, I will evaluate you based on (1) your ability to articulate clear, sophisticated arguments (2) in light of the various texts we cover. I welcome any viewpoint that is expressed thoughtfully and respectfully. You should disagree with and question each other in this class, and you should do the same with me.

Final Examination

The final exam will be held **Wednesday, 15 December** from **2–4:30 pm**, during the final exam period. It will consist of a group discussion, and is mandatory. It can be rescheduled only to accommodate graduating seniors.



As a member of the John V. Roach Honors College, I pledge to dedicate myself to intellectual inquiry, life-long learning, and critical thinking, to demonstrate personal and academic integrity, and to engage others in earnest and respectful discussion with an open mind.

Learning Skills

My educational focus is on teaching skills. Specifically:



Reading Comprehension You will identify claims and arguments in academic texts, i.e. the conclusions that an author argues for and the considerations she offers in support of those conclusions.

Reading is hard. Give yourself the opportunity to practice and improve.



Critical Thinking You will assess claims and arguments in texts. This involves questioning authors' premises, questioning authors' inferences, applying general claims to novel examples, and comparing claims and arguments within a text or across texts. You must not just understand; you must question, evaluate, and apply.



Constructive Discussion You will practice discussing arguments with each other. This activity involves (1) asking questions, (2) answering questions, (3) making suggestions, and (4) listening respectfully to others. Emphasis is placed on treating one another respectfully in discussion. It is important to articulate objections in a civil manner, and to accept disagreement gracefully.



Careful Self-expression You will express your thoughts about the course topics in a precise manner, both in verbal discussion and in writing. This requires (1) using concepts correctly, (2) correctly attributing claims and arguments to others, (3) critically evaluating those claims and

arguments, and (4) formulating original objections to arguments in a respectful manner.

Writing is thinking in slow motion. Precise expression is hard, especially about abstract topics—take care to say what you mean.



Integration You will make illuminating connections between various authors and with material from outside of class (e.g. from other classes, the media, personal experience, &c.). Illuminating connections include (1) applying views from class to new situations, (2) noticing that various views are (in)consistent with each other, (3) noticing how various claims might bear on the views or arguments under discussion (e.g. by supporting them, by undermining them, by calling certain premises into question, &c.).



Knowledge Acquisition If I am to assess your mastery of the skills above, you must demonstrate your learning and attention to detail. Thus, you are expected to become familiar with the main claims and arguments discussed in class. This involves understanding (1) various philosophical and scientific concepts, (2) the claims associated with various authors or views, and (3) the arguments associated with various authors or views.

Facts are important, but they're not the most important thing you'll learn in this class.

Final Grades

You earn points by completing various activities. You can earn bonus points on some written assignments (so you can exceed the max pts. for those activities) but partial credit is given only for the final paper/project. Since there are more than 100 possible points, there are many routes to success. *You do not need to complete every assignment.* My recommended route to 100 is indicated with manicules (☞).

assessed activity	pts. per pass	max pts.	recommended pts.	see pp.
☞ Online discussion	1	40	30	5, 37–39
☞ Short presentation (up to 3×)	2	6	2	5, 22
☞ Leading discussion (up to 3×)	4	12	4	5, 23
Skill-building assignments:				
☞ 1 Identifying ideas	1	1	1	7, 23
☞ → 2 Argument map	8	8	8	7, 24–25
☞ → 3 Short paper	10	10	10	7, 25–27
☞ Seminar paper (up to 2×)	15	30	15	6, 28–29
Reflection papers (up to 4×)	5	20	0	7, 30–31
☞ Final paper/project	30	30	30	7, 32–35
Total		157	100	

It is also possible to lose points by failing to contribute adequately to the classroom community.

assessed activity	penalty per occasion	notes
Classroom Community		
Unexcused absence	–7	after first two absences
Missing the first presentation	–2	
Repeated tardiness, lack of preparation	t.b.d.	
Repeated lack of respect for others	t.b.d.	can be made up
Missing the final exam	–12	
Online discussion		
Missed critical thinking post	–1	

I will report final grades to the Registrar based on the total number of points you earn. I may raise your letter grade if in my view it does not properly reflect your performance. I will not lower your letter grade.

grade	min. points	grade	min. points
A	100	C	73
A–	92	C–	70
B+	87	D+	67
B	83	D	63
B–	80	D–	60
C+	77	F	0

Assessed Activities

Weekly activities

I expect you all to take responsibility for the success of the course by being an active and positive presence in class each week.



Attendance Discussion is essential to this course, so you must come to class (virtually, if necessary). Your lives are complicated, so two unexcused absences are allowed for any reason. You don't need to explain, but it is a courtesy to let me know in advance. Each unexcused absence after the second incurs a penalty of **7 points**.



Preparation You should come to class with the required readings and materials for taking notes. You should also come with *questions* (critical or comprehension questions). The topics we cover get more confusing the more attention you pay, so having questions is the mark of a student who is paying attention.



Leading discussion Discussion days are led by students according to the class schedule. Leaders are prepared with critical comments and questions about the week's topic, and should draw on the comments made online in order to foster a lively conversation. Extra presentation materials (e.g. handouts, slides) are optional.



Respect for others We can (and should) be critical of each other and the authors we read, but we will do so respectfully. We should articulate objections frankly but kindly, and accept disagreement gracefully. I also ask that you demonstrate respect for your peers and others by staying on topic and cultivating a positive climate free of prejudice. Even inadvertent or well-intentioned prejudice can undermine the learning environment. Respect should be demonstrated in the classroom, online, and everywhere.



Short presentation You can earn points by giving a short presentation. Bring in an example of a connection between topics related to class and something outside of class (an event in the news, a story or television show you found, or whatever). Presentations take place at the beginning of class according to the class schedule, and should last *no more than five minutes*. Please prepare a visual aid, e.g. a handout. Each connection presentation is worth 2 points, up to a total of 6 points. For more details see Appendix A (p. 22).



Online discussion You will prepare for class each week by discussing the readings on TCU Online. Online discussion forces you to think critically about the reading, and allows you to seek help from your classmates. Post comprehension questions as well as critical comments, and reply to each other. **You must also make at least one "critical thinking" post per module by Sunday at 6 pm.** (The deadline may differ for some modules, marked in the Schedule of Readings.) These "CT posts" must be substantive; for more guidance on online discussion, see Appendix B (p. 37).

You get one point for each post you make, but lose one point each module you fail to make a critical thinking post by the deadline. A post doesn't earn points if it merely repeats what has been posted before, or (dis)agrees with earlier posts without adding a new argument or connection. You can get up to 40 points for online discussion, but I recommend aiming for about 30. If you post at least twice per module, including a critical thinking post by the deadline, you'll be in good shape.

In **mastery-based scoring**, you can retry assignments until you succeed. Your final grade is based on how many assignments you pass, not a weighted average.

This way, your grade reflects your level of mastery at the end of the semester, regardless of your preparation in prior courses. If you already have the skills you need, the assignments will be easier. But if you don't, you can still progress with effort.

Mastery-based scoring


This course uses a **mastery-based scoring system**. For each assignment, I provide instructions and a rubric that sets out my expectations (Appendix A). You get points for demonstrating the skills being assessed. Partial credit is rare, but you can re-attempt most assignments many times until you pass.

Instead of letter grades, written assignments receive **mastery scores** on a scale from **1** to **5**. You generally want a **3** (satisfactory); a **3** is good, and is the highest possible score on certain assignments. A **2** or **2+** means you gave a good effort but should try again. It is rare to earn a **4** or **5**; you can strive for them, but shouldn't expect them every time even though you're good students.

score	meaning	points on ass'ts	points on final
5	greatly exceeds expectations	120%	40 pts
4	exceeds expectations	110%	35 pts
3	satisfactory	100%	30 pts
2+	almost there!	0%	20 pts
2	improvement needed	0%	10 pts
1	inadequate	0%	0 pts

Seminar weeks


At the end of each unit (i.e. I, II, III on the course outline), members of the Colloquium (you!) will write **seminar papers**, which will be distributed to the class. In these seminar weeks, our discussions will be based on these papers rather than other readings. Seminar papers are **due by 12 pm two days before the scheduled class meeting** (unless we collectively decide otherwise). Seminar papers will be assigned based on the class schedule.


 **Seminar paper** Summarize a key argument (not just a claim!) from a required reading, lecture, &c., and discuss the argument critically. Your paper can be fun and irreverent, but it should be thoughtful and precise. Seminar papers should be approx. 1000–2000 words, or 4–8 double-spaced pages. I strongly encourage you to meet with me in advance of writing your papers. For more details, see Appendix A, p. 28.


Skill-building assignments

One of the core skills in this course is the ability to recognize, understand, and respond critically to arguments. The **skill-building assignments** are designed to help you develop these skills, and are good practice for writing seminar papers or the final paper. You can attempt one assignment per module. If you pass an assignment, you get points once (no points for completing the same assignment a second time). If you do not pass, you can re-attempt the assignment until you do pass. But you cannot attempt an assignment until you have passed the previous assignment; e.g. you cannot submit a short paper until you have passed the argument map. I will strive to return work promptly (usually the next class meeting). Assignments must always be about the most recently finished module, so **each new attempt must be new work, not a revision of a previous attempt**. Skill-building assignments about a topic are due on the Friday after our discussion about that topic.

Before composing an assignment, **please review the detailed guidelines in Appendix A.**


 **Identifying ideas** For one of the week's readings, identify three concepts, three claims, and one argument.


 **Argument map** Select an *argument* from the week's reading. Create a map that clearly identifies the author's conclusion and premises, including implicit premises. See instructions on TCU Online. This assignment is very challenging, but is the foundation for all future assignments. You can work together on argument maps (see p. 24).

 **Short paper** Choose an *argument* from the week's reading or lectures. Describe it briefly and precisely in prose, and also articulate an original *objection*. Be sure to clearly identify which assumptions or inferences in the original argument you find wanting, and how your objection bears on the author's conclusion. Short papers can be no longer than 600 words. Be sure to include a word count and to cite all sources appropriately, and to use your own words (review the policy on Plagiarism, p. 9).


Other written assignments

Before composing an assignment, please review the detailed guidelines in Appendix A.

 **Reflection papers** For each module, instead of attempting a skill-building assignment, you may choose to write a short, reflective paper in response to a week's readings or discussion (up to four times).

 **Final paper/project proposal** Before beginning your final papers/projects, please send me a one-page proposal by email. I will provide feedback and advice.

End of the semester

 **Final paper/project** At the end of the semester, you will submit either a final paper or a final project. In the **final paper** you will discuss some media source of your choice from outside class—a newspaper or magazine article, academic paper, blog post, podcast episode, video, film, newscast, &c.—and its relation to topics discussed in class. Final papers should be around 3000–6000 words long (6–12 pages).

 Put all your skills together.

Alternatively, you might design and complete a **final project**. This is a creative project that connects somehow to the topics discussed in class, e.g. a short story, brief documentary film, short documentary podcast, mixtape, &c. For more elaborate creative works, a plan is sufficient (e.g. a procedure for an experiment, a pitch for a novel or screenplay, a plan for a curated exhibition). Final projects should be submitted with an analytical paper (around 1000 words; about three pages) explaining how the creative work relates to class topics.

The final paper/project should be an opportunity for you to express yourself and explore your interests. Be sure to cite all sources appropriately, and to use your own words (review the policy on Plagiarism, p. 9). The word count requirement for the final paper is flexible. See “Guidelines for Writing” in the student skills packet for advice on effective analytical writing.



Final exam The final exam will take place during the final exam period, where you will reflect on your experience in the course. I will distribute questions near the end of the semester to guide our discussion. Failure to attend this final session and participate in good faith incurs a penalty of **12 points**.

Class Resources



TCU Online You will use TCU Online to access readings and course materials, to participate in online discussion, to submit assignments, and (if necessary) to access links for classes on Zoom. See Appendix E, p. 44 for more information.



Course schedule Sign up for seminar papers, leading discussion, and short presentations on the course schedule. It is linked from TCU Online (in the “Course resources” folder in the “Content” area).



Office hours Each week, I set aside extra time to meet with you outside of class. You are always entitled to visit me during office hours in person or via Zoom. No appointment or previous arrangement is required; you can simply drop by or message me on Zoom. If my office hours do not suit your schedule, you can email me to make an appointment (please suggest a date and time). I encourage you to visit frequently to discuss the course, your academic or professional interests, or other topics.

There are many ways to get extra help, and that help is for thriving students no less than for students having difficulty. Take advantage of these resources!

I strongly encourage you to make a visit during the first three weeks of class, even if you do not have specific questions, just to become comfortable. And I advise that you visit to discuss your plans for the final paper. In addition, please feel free to meet with me to discuss outlines or drafts of your assignments, or my comments.



Zoom access Zoom videoconferencing software can be downloaded at it.tcu.edu/zoom/. Please familiarize yourself with the program (see Appendix D, p. 41). Classes will be held via Zoom if they cannot occur safely in person, and you may attend office hours in person or via Zoom. If you wish to meet via Zoom but have no appointment, just message me during office hours on the Zoom app.



Peer learning groups Your greatest resource at TCU is your classmates, so please take advantage of their knowledge, experience, and thoughtfulness in and outside of class. I think you will find that you will excel in this course if you find opportunities to discuss the course topics and practice the course skills with each other. Therefore, although it is not a requirement, I encourage you to form groups with 3–5 of your classmates and meet every week or two (after class, over dinner, in study sessions, or whatever). I’ve provided space for you to record each other’s names and contact information at the end of the syllabus proper (p. 10).

Research shows that students learn most from each other, not from instructors.



Website I maintain a website with resources for students. You can find study guides and other advice at www.mikioakagi.net/teaching-resources/. You can also find a frequently-updated list of extra resources relevant to this course at www.mikioakagi.net/teaching/science/ (these resources are all examples of suitable media sources for the final paper).

Basic Course Policies



Excused absences Regular attendance is required (see also “Attendance,” p. 5). TCU excuses absences only in special circumstances. I excuse some additional absences (e.g. for illness without a note, mourning). Any absences about which you have foreknowledge should be discussed with me as early as possible.



Pandemic policies This class will be held in-person. Face coverings are required indoors for *all* students (see TCU’s policies below under “Safety,” Appendix E, p. 43). If you have been exposed to a COVID-19 positive individual, you must quarantine. Do not come to class. My hope is that we will have a full semester of healthy and safe in-person learning. However, if for any reason we cannot meet for class (i.e., COVID-19 exposure in our class or another unforeseeable event), we will have class via Zoom as a temporary measure. If we must meet via Zoom, I will send instructions by email and/or post instructions on TCU Online.

Bear in mind that some students in our class may have underlying conditions or vulnerabilities, so we must all be cautious. I ask you to be responsible for your health and well-being and be considerate and respectful of others.



Technology in class In order to fully participate in class you must listen attentively to your peers (it is disrespectful to check your email, post on social media, or shop online while your peers are speaking, though I know the temptation can be strong!). Therefore, mobile phones should be silenced during class and kept out of sight. Computers and tablets may not be used unless you have a good reason, discussed with me in advance (accommodation for disability is always a good reason, and there are some others).



Plagiarism You should cite your sources properly whenever possible, in whatever format you’re most comfortable with (MLA, APA, etc). Failure to properly cite your sources (not just your quotations!) is plagiarism, even if it is unintentional. It is your responsibility to be familiar with what counts as plagiarism. I recommend you review guidelines on “patchwork paraphrase,” which is a form of plagiarism. If you find yourself in doubt, please seek advice from me or from the Writing Center. Please review the “Best Practices for Quoting and Citing” in the student skills packet, and at least one of the resources on plagiarism I’ve posted on my website at www.mikioakagi.net/teaching-resources/#plagiarism. I use plagiarism-detection software such as Turnitin when reviewing student work. For more information about university policies on academic misconduct, see Appendix E, p. 47.

Many Honors students *think* they know how to avoid plagiarism, but do not.

I handle several cases *each semester*. Don’t be one!



Collaboration on assignments You can (and should!) discuss your ideas, struggles, and solutions with each other up to the point of composing your assignments. You may not collaborate on composing text for this course—that goes for papers, presentations, final projects, and discussion posts. Any words you submit for assessment in this course must be by you, unless they are carefully and correctly attributed.

One exception: you can and should help each other with argument maps, since they are so difficult to get the hang of. However, each student must submit their own argument map assignment (see note p. 24).



Extensions and late work I will grant extensions on assignments and the final paper by request. Please ask me before the deadline, and please suggest a new deadline. If you are busy or feeling stressed out about your work, talk to me. Online discussion posts cannot be accepted late.



Grading If you are confused about the way grades are assigned, please talk to me (in class or one-on-one) and I will be happy to clarify. I will not negotiate grades (e.g. “I need a higher GPA” is not a reason for me to alter your grade). However, I am human and I do make mistakes. If you feel you have received a particular grade in error or that the process was unfair, please do not hesitate to discuss it with me.



Accommodation for disability I take disability accommodations very seriously. If you require accommodations, please discuss them with me as early as possible. I also recognize that since this course is unusual, some students who may not normally require accommodation (and have no documentation) may find it helpful in this course. If you find yourself in that situation, please let me know. More information about student access and accommodation at TCU can be found in Appendix E, p. 45.



Discrimination and Title IX Discrimination and harassment are wrong and undermine the learning environment. I want you to feel comfortable sharing your experiences with me, and will keep your confidence as well as I can, but I am legally required to report incidents of discrimination, harassment, or assault to the University. More information about university policies on discrimination and Title IX, as well as information on confidential resources, can be found in Appendix E, p. 46.



Other policies More information on course policies, including TCU-wide policies, can be found in Appendix E (p. 43).

Peer Contacts

Your first resource for small difficulties with the course will probably be your classmates, anyway. So meet some of them, and help each other out. You can also use these contacts to start your first peer learning groups (p. 8).

Name

Email

HCOL 41013

Disease, Disorder, and Disability

Schedule of Readings

Schedule for Each Module


Some modules have variant schedules; exceptions are noted in the Outline below.


Wednesday	Sunday	Monday
Preparation Review weekly readings (close reading is optional at this point). Come to class prepared with comprehension questions.	Preparation Finish your close reading of the weekly readings.	Preparation Complete your critical review of weekly readings. Come to class prepared with critical thinking questions.
In class We will generally focus on understanding the assigned readings and background. The whole class will meet together.	In class (No class.)	In class We will focus on evaluating the readings and broader themes. Discussion will be led by a student leader.
Assignments (None.)	Assignments Make a critical thinking post online by 6 pm.	Assignments Attempts at written assignments are due the following Fri. at 5 pm (after starting a new module).

Course Outline

This outline is subject to change. All listed resources can be found in the course text or on TCU Online. You are required to read (or listen to or watch) each resource except those marked “recommended” or “further learning.”

Since my reading lists are always changing, some resources may not yet be fully accessible. If you have difficulty with texts, video, or audio due to disability (e.g. you require subtitles or OCR-processed documents), *please let me know early in the semester* and I will strive to make accommodations more quickly.

 **Target resources** are marked with a manicule. These resources should be read (or watched or listened to) with special care (i.e. with the enthusiastic embrace of the methods described in “Guidelines for Reading” in the study skills packet), and are the resources most suitable for assignments.

 **Notes** on the resources are marked with a floral dingbat, and apply to the resource immediately above. Look at these—sometimes you don’t need to read everything.

Background resources offer context for understanding other required readings. They are required, but need not be reviewed thoroughly; they can be skimmed for the relevant bits.

Recommended resources are not required, but might offer some especially useful insights and might be fun.

Further learning resources are not required. They will often be described in lectures, and are listed in case you wish to explore a topic more deeply on your own.

00 Introduction to course and methods

23 Aug.

I'll introduce you to the philosophy of medicine, the philosophy of science, and to some of our main topics. We'll also discuss the format and expectations for the course.

No CT posts or assignments on the introductory materials.

Syllabus.

 Read the syllabus proper (pp. 1–10) and glance over the schedule. You are *not* required to read the appendices.

Course videos

 Watch “Online discussion” and “Mastery-based assessment.” Links on TCU Online.

Student skills packet.

 Read the Guidelines for Reading, pp. 2–9. The other sections are not required this week.

Background: Akagi, Mikio. (2020). Philosophical methods (manuscript). 7 pages.

 Review this before attempting the first skill-building assignment, “Identifying ideas.”

I. Classic Accounts of Health and Disease

To start we will discuss standard approaches to understanding the concepts of health and disease.

01 Normativism and the medicalization of deviance

25, 30 Aug.


Some have suggested that the concept of disease is used not to categorize a kind of suffering, but for behaviors that society disapproves of. We'll discuss a case from 19th century America, and a more contemporary case.

CT posts due on Sun. 29 Aug., 6 pm., *before* our discussion.

Assignments on module 01 are due Fri. 03 Sep., 5 pm., *after* we've begun the next module.

Cartwright, Samuel A. (1861). Report on the diseases and physical peculiarities of the negro race. *DeBow's Review* IX. In Caplan et al., pp. 28–39.

 Content warning: this article is super-racist.

 Conrad, Peter. (1975). The discovery of hyperkinesis: Notes on the medicalization of deviant behavior. *Social Problems* 23: 12–21. In Caplan et al., pp. 153–162.

Background: Smooth, Jay. 2011. “How I Stopped Worrying and Learned to Love Discussing Race.” TEDx Hampshire College. October (video, 11:57).

www.illdoctrine.com/2011/11/my_tedx_talk_how_i_stopped_wor.html.

Recommended: Goosens, William K. (1980). Values, health, and medicine. *Philosophy of Science* 47: 100–115.

Further learning: Margolis, Joseph. (1976). The concept of disease. *Journal of Medicine and Philosophy* 1: 238–255.

 The beginning and end are the most valuable bits.

Further learning: Richardson, John T.E. (1995). The premenstrual syndrome: A brief history. *Social Science and Medicine* 41: 761–767. Reprinted in Caplan et al., pp. 176–186.


Further learning: McCrea, Frances B. (1983). The politics of menopause: The “discovery” of a deficiency disease. *Social Problems* 31: 111–123. Reprinted in Caplan et al., pp. 187–200.

02 Descriptivism and objectivism about disease

01, 08 Sep. More commonly, disease is often thought to be a purely scientific concept. We'll discuss the merits of this view.

Labor Day holiday.
CT posts due on
Tue. 07 Sep., 6 pm.

Maybe by now
you've completed
"identifying ideas."

 Boorse, Christopher. (1977). Health as a theoretical concept. *Philosophy of Science* 44: 542–573.
Kingma, Elselijn. (2007). What is it to be healthy? *Analysis* 67: 128–133.

Recommended: Boorse, Christopher. (1975). On the distinction between disease and illness. *Philosophy and Public Affairs* 5: 49–68. Reprinted in Caplan et al., pp. 77–89.


Further learning: Kingma, Elselijn. (2010). Paracetamol, poison, and polio: Why Boorse's account of function fails to distinguish health and disease. *British Journal for the Philosophy of Science* 61: 241–264.

03 Hybrid theories

13, 15, 20 Sep. Wakefield suggests that the concept of disease is partly scientific and partly social.

NB. Long module.
CT posts due on
Sun. 19 Sep., 6 pm.

Assignments on
module 03 are due
Fri. 24 Sep.

 Wakefield, Jerome C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist* 47: 373–388.

Recommended: Lilienfeld, Scott O. and Lori Marino. (1995). Mental disorder as a Roschian concept: A critique of Wakefield's "harmful dysfunction" analysis. *Journal of Abnormal Psychology* 104: 411–420.

Recommended: Chiong, Winston. (2001). MSJAMA: Diagnosing and defining disease. *Journal of the American Medical Association* 285: 89–90. Reprinted in Caplan et al. as "Diagnosing and defining disease," pp. 128–131.

Further learning: Wakefield, Jerome C. (1999). Evolutionary versus prototype analyses of the concept of mental disorder. *Journal of Abnormal Psychology* 108: 374–399.


Further learning: Further learning: Lilienfeld, Scott O. and Lori Marino (1999). Essentialism revisited: Evolutionary theory and the concept of mental disorder. *Journal of Abnormal Psychology* 108: 400–411.

04 Review session

22 Sep. Before our first seminar session, we'll review the ground we've covered so far.

NB. short module.
CT posts due on
Tue. 21 Sep., 6 pm.


Assignments due
Fri. 01 Oct.

 Ereshefsky, Marc. (2009). Defining "health" and "disease." *Studies in History and Philosophy of Biological and Biomedical Sciences* 40: 221–227.

 First four sections (pp. 221–225); the rest is optional.

05 S Seminar I


27 Sep. We'll discuss your views on classic accounts of health and disease.

 Seminar papers.**II. Biology and Disease**

In this unit, we'll examine the relation between the concept of disease and contemporary biological science, focusing on somatic medicine.

06 Normality as a biological concept

29 Sep., 04 Oct. Boorse argues that diseases are departures from normal functioning. But what does "normal" mean?

 Amundson, Ron. (2000). Against normal function. *Studies in History and Philosophy of Biological and Biomedical Sciences* 31: 33–53.


 Amundson consistently misspells the name of E.J. Slijper (pronounced "sleeper").

Further learning: Wachbroit, Robert. (1994). Normality as a biological concept. *Philosophy of Science* 61: 579–591.

Further learning: Williams, George C. (2000). The quest for medical normalcy: Who needs it? *American Journal of Human Biology* 12: 10–16. Reprinted in Caplan et al., pp. 225–232.

07 Inequities in healthcare

06, 11 Oct. We take a break from our regularly scheduled programming to discuss COVID-19 and what the pandemic response reveals about the inequities of the U.S. healthcare system.

 Valles, Sean A. (2020). The predictable inequities of COVID-19 in the US: Fundamental causes and broken institutions. *Kennedy Institute of Ethics Journal* 30: 191–214. Available at kiej.georgetown.edu/predictable-inequities-covid-19-special-issue/.

Recommended: Bechtel, William and Adele Abrahamsen. 2005. Explanation: A mechanistic alternative. *Studies in History and Philosophy of Biological and Biomedical Sciences* 36: 421–441.

 Read § 1 (pp. 421–426) as background for Nervi.

Recommended: Nervi, Mauro. (2010). Mechanisms, malfunctions, and explanations in medicine. *Biology and Philosophy* 25: 215–228.

Further learning: Moghaddam-Taaheri, Sara. (2011). Understanding pathology in the context of physiological mechanisms: The practicality of the broken-normal view. *Biology and Philosophy* 26: 603–611.

Further learning: Hucklenbroich, Peter. 2014. "Disease entity" as the key theoretical concept of medicine. *Journal of Medicine and Philosophy* 39: 609–633.


o8 Genetic diseases and genetic accounts of disease

13, 18 Oct.

Some scholars have said that “all disease is genetic disease.” But what can that mean? What is a genetic disease? And might our understanding of genetics cause us to reconsider what a disease is or can be?

Kendler, Kenneth S. (2005). “A gene for...”: The nature of gene action in psychiatric disorders. *American Journal of Psychiatry* 162: 1243–1252.

 Just read the first major section, pp. 1243–1244; the rest is optional.

 Juengst, Eric T. (2000). Concepts of disease after the Human Genome Project. In Stephen Wear, James J. Bono, Gerald Logue, and Adrienne McEvoy (Eds.), *Ethical Issues in Health Care on the Frontiers of the Twenty-first Century* (Dordrecht: Kluwer Academic Publishers), pp. 127–154. Reprinted in Caplan et al., pp. 243–262.

Recommended: Abumrad, Jad and Robert Krulwich (hosts). (2008, November 21). Why so many sperm? [Radio broadcast/podcast episode]. In WNYC (producer), *Radiolab*. New York: WNYC. Available at radiolab.org/story/91647-why-so-many-sperm/.


Further learning: Magnus, David. (2004). The concept of genetic disease. In Caplan et al., pp. 233–242.

Further learning: Darrason, Marie. (2013). Unifying diseases from a genetic point of view: The example of the genetic theory of infectious diseases. *Theoretical Medicine and Bioethics* 34: 327–344.

o9 Seminar II

20, 25 Oct.

We’ll discuss your views on the relation between disease and biological science.

 Seminar papers.

Make a CT posts
by 6 pm the day
before each class.

You should have a
rough plan for your
final paper/project
around now.


III. Medicine and Society

In the final unit of the course we'll examine the relations between concepts of disease and social institutions, with special attention to mental illness and disability.

10 The myth of mental illness and the anti-psychiatry movement

27 Oct., 01 Nov. Are mental illnesses really medical conditions, or something else? We will critically examine Szasz's influential discussion.

Background: Kendell, Robert Evan (2001). The distinction between mental and physical illness. *British Journal of Psychiatry* 178: 490–493. Reprinted in Caplan et al., pp. 110–116.

 Szasz. (1960). The myth of mental illness. *American Psychologist* 15: 113–118. Reprinted in Caplan et al., pp. 43–50.

Recommended: Pickard, Hanna. (2009). Mental illness is indeed a myth. In Matthew R. Broome and Lisa Bortolotti (Eds.), *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives* (pp. 83–101). Oxford: Oxford University Press.

Further learning: Szasz, Thomas. (2010). Fifty years after *The Myth of Mental Illness*. New preface to Thomas Szasz, *The Myth of Mental Illness: Foundations for a Personal Theory of Conduct*, 50th anniv. Ed. (pp. ix–xxx). New York: Harper Perennial. Available at www.upstate.edu/psych/pdf/szasz/pies-50years-myth-mental-illness.pdf.


Further learning: Cooper, Rachel. (2007). Is mental illness a myth? In *Psychiatry and Philosophy of Science*. Stocksfield, UK: Acumen.

 Section 2.3 "Is mental illness a moral, rather than medical, problem?," pp. 16–19.

11 Psychiatric explanation and classification

03, 08 Nov. How do we decide which mental illnesses there are, or who has them? This week we'll examine some of the history of those decisions, as well as contemporary controversies.

Andreasen, Nancy C. (2007). DSM and the death of phenomenology in America: An example of unintended consequences. *Schizophrenia Bulletin* 33: 108–112.

 Tabb, Kathryn. (manuscript). Psychiatric progress and the assumption of diagnostic discrimination. Published with changes in 2015 in *Philosophy of Science* 82: 1047–1058.

Zachar, Peter and Kenneth S. Kendler. (2014). A Diagnostic and Statistical Manual of Mental Disorders history of premenstrual dysphoric disorder. *The Journal of Nervous and Mental Disease* 202: 346–352.

Recommended: Kendler, Kenneth S. (2013). What psychiatric genetics has taught us about the nature of psychiatric illness and what is left to learn. *Molecular Psychiatry* 18: 1058–1066.

You should have a rough plan for your final paper/project around now.

12


Disability pride

10, 15 Nov.

Stigma and stereotypes can make people feel bad, but can they limit your thinking, even if you reject them? Barnes thinks so, and recommends pride as a corrective.

Note that this a Wed–Mon week. Make a CT post by 6 pm, Sun. 01 Nov.

Assignments on week 11 x are due Friday, 06 Nov.

 Barnes, Elizabeth. (2016). Disability pride. In *The Minority Body: A Theory of Disability* (pp. 168–186). Oxford: Oxford University Press.

Further learning: Amundson, Ron. (2005). Disability, ideology, and quality of life: A bias in biomedical ethics. In David Wasserman, Jerome Bickerbach, and Robert Wachbroit (Eds.), *Quality of Life and Human Difference: Genetic Testing, Healthcare, and Disability* (pp. 101–124). Cambridge: Cambridge University Press.

Further learning: Wasserman, David, Adrienne Asch, Jeffrey Blustein and Daniel Putnam. (2016). Disability: Definitions, models, experience. In Edward N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy*, (Summer 2016 ed.). Retrieved from <http://plato.stanford.edu/entries/disability/>.

13


Deafness


17 Nov.

This week we’ll examine the topic of disability more carefully, focusing on how disabled people think of themselves and their relations with the medical profession.

Short module. Make a CT post by Tue. 16 Nov., 6 pm.

Assignments on module 11 a are due Friday, 19 Nov.

 Weisberg, Roger (Producer) and Josh Aronson (Director). (2000). *Sound and Fury: The Communication Wars of the Deaf* [Documentary film]. United States: Next Wave Films. 92 minutes.

 I will organize an evening viewing sometime before our discussion. The film can also be streamed online through the TCU library website


Recommended: Aronson, Josh (Producer/director). (2006). *Sound and Fury: Six Years Later* [Documentary film]. United States: Next Wave Films. 29 minutes.

14

Seminar III

29 Nov., 01 Dec. We’ll discuss your views on medicine and society.

Make a CT posts by 6 pm the day before each class.

 Seminar papers.


15 Social factors in treatment and nosology

06, 08 Dec. For our final discussion we'll examine the commonsense division between social problems and medical problems, and consider the social effects of labeling something as a disease.

Mon–Wed module.

CT posts due on
Tue. 07 Dec., 6 pm.

Last skill-building
assignments and
short papers due
Fri. 10 Dec.

 Engel, George L. (1977). The need for a new medical model: A challenge for biomedicine. *Science* 196: 129–136. Reprinted in Caplan et al., pp. 51–64.

Abumrad, Jad and Robert Krulwich (hosts). (2011, January 25). You are here [Radio broadcast/podcast episode]. In WNYC (producer), *Radiolab*. New York: WNYC. Available at www.radiolab.org/story/110165-you-are-here/.

Recommended: Ware, Norma C. (1992). Suffering and the social construction of illness: The delegitimation of illness experience in chronic fatigue syndrome. *Medical Anthropology Quarterly* 6: 347–361. Reprinted in Caplan et al., pp. 163–175.

Further learning: Borrell-Carrió, Francesc, Anthony L. Suchman, and Ronald M. Epstein. (2004). The biopsychosocial model 25 years later: Principles, practice, and scientific inquiry. *Annals of Family Medicine* 2: 576–582.

13 Dec. **Final papers/projects due Monday at 5 pm. See me if you need an extension.**

15 Dec. **Final exam, 2–4:30 pm.**

HCOL 41013

Disease, Disorder, and Disability

Syllabus Appendices

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Appendix A: Assignment Guidelines

Most of the points you earn will be through written assignments. Skill-building assignments and reflection papers must be about the most recently completed module, so you cannot submit those assignments about topics we discussed many weeks ago. Before composing an assignment, please review the guidelines below.

It is your responsibility to set goals and manage your time so that by the end of the semester, you have the grade you want.

Submission

Please submit assignments in the appropriate dropbox in TCU Online.

- ☞ Click on the “Activities” tab under the course title and select “Assignments” in the drop-down menu.
- ☞ Select the appropriate dropbox (e.g. “Identifying ideas”) to upload your file.
- ☞ Please submit files readable by MS Word (e.g. .docx, .doc, .odf, .rtf) or, only if necessary, PDF (.pdf) files (they’re harder to comment on). I reserve the right to reject work submitted in other formats for senseless, authoritarian reasons.

Short presentation



Length: ≤ five minutes.

Due: module 01 OR beginning of class on any week; sign up on the class schedule.

Topic: Describe an outside source or event and its connection to class topics.

Instructions Prepare and give a short presentation in order to build up the class's background knowledge. I encourage you to select topics that you already know about, or in which you already have some interest. Presentations should last **no more than five minutes**. Each connection presentation is worth **2 points**, and you can earn credit for up to three during the semester. To make a short presentation, sign up on the class schedule.

The default topic in this class will be **conditions of interest to medicine**—diseases, disorders, illnesses, disabilities, or other conditions of the body or mind relevant to medical science or practice. However, other topics are also welcome, e.g. an example of a connection between topics related to class and something outside of class (an event in the news, a story or television show you found, or whatever). If your presentation is on a condition of interest to medicine, please answer the following questions (if applicable):

- ☞ What symptoms and signs are associated with the condition? How does the condition affect its bearer?
- ☞ What causes the condition?
- ☞ How is the condition treated?
- ☞ Does the condition come in varieties?
- ☞ What did you find most interesting in your research?
- ☞ What connections can you make between this condition and the views discussed so far in class?

Conventions Please prepare a **visual aid**, such as a single PowerPoint slide or a one-page handout (no longer!). PowerPoint slides can also be emailed to Dr. Akagi by 8:30 am the day of your presentation, so that they can be incorporated into the slides for class.

Suggested topics You may choose a topic from the following list, or come up with your own. Note that some topics have special relevance for particular weeks of the course; I encourage you to choose those topics if possible (they are listed on the course schedule).

- | | | |
|--|----------------------------|--|
| ➤ syphilis | ➤ tinnitus | ➤ cerebral palsy |
| ➤ hypertension/high blood pressure | ➤ diabetes | ➤ chronic traumatic encephalopathy (CTE) |
| ➤ dyslexia | ➤ measles | ➤ schizophrenia |
| ➤ autism spectrum disorder (ASD) | ➤ “fever” | ➤ major depressive disorder (MDD) |
| ➤ Lyme disease | ➤ “hysteria” | ➤ obsessive-compulsive disorder (OCD) |
| ➤ premenstrual dysphoric disorder (PMDD) | ➤ Hansen’s disease | ➤ dissociative identity disorder (DID) |
| ➤ endometriosis | ➤ HIV/AIDS | ➤ post-traumatic stress disorder (PTSD) |
| ➤ chronic fatigue syndrome (CFS/ME) | ➤ Alzheimer’s disease (AD) | ➤ delayed sleep phase. |
| | ➤ cystic fibrosis (CF) | |
| | ➤ multiple sclerosis (MS) | |
| | ➤ lupus | |
| | ➤ Down syndrome | |

Leading discussion



- Length:** one class session.
- Due:** in class on any week; sign up on the class schedule.
- Topic:** Guide in-class discussion on a topic week or a round of seminar papers.

Discussion days (typically the second class meeting of a module) are led by students. Discussion leaders are prepared with critical comments and questions about the week’s topic. Note that leading discussion is not lecturing—discussion leaders should draw on the comments made online in order to foster a lively conversation by asking questions and encouraging participation. Stimulating discussion requires more careful preparation than a presentation. Please sign up for slots on the **class schedule** (link on TCU Online, in the ‘Content’ area, under ‘Course resources’).

Extra presentation materials (e.g. handouts, slides) are welcome but not required. Discussion leadership is assessed based on the leader’s degree of preparation. Each successful turn at leading discussion is worth **4 points**.

Identifying ideas

- **Length:** ≤ 1 page.
- **Due:** 5 pm on Friday after discussion (two Fridays after lecture).
- **Topic:** Identify three concepts, three claims, and one argument from the week’s reading.

Prep Review the differences between **concepts**, **claims**, and **arguments** in the “Philosophical Methods” reading from week 1.

Instructions Under the first heading on your page, list **three concepts** from the week’s reading or lecture. Under a second heading, list **three claims**. Finally, under a third heading, articulate **one argument** as briefly as possible (ideally in one sentence). You do not need to define, describe, or explain any of these items; just list them. Prominent concepts, claims, and arguments (that we talked about a lot) are best.

If you are unsure about whether your selections are appropriate, please ask me and I will be happy to advise you, but I will not make selections for you; judging appropriately is part of the assignment.

Rubric for identifying ideas

3	2+	2	1
All listed items are good examples of concepts, claims, or arguments. It is clear which is which.	There are one or two minor errors.	Some of the listed items are not examples of the right kinds of ideas.	The assignment was not submitted, or was not comprehensible.

Argument map



Length: ≤ 1 page.

Due: 5 pm on Friday after discussion (two Fridays after lecture).

Topic: Map an argument, distinguishing premises and conclusions.

Rationale This is an unusual and challenging assignment, but it forces you to develop skills that will be useful in this class and in life generally. The rules of the assignment are not arbitrary; they are rules for thinking clearly about arguments.

Prep Review the advice for argument maps (handout on TCU Online: in the “Content” area, in “Course Documents” folder). I will grade this assignment in light of the rules and guidelines described there.

Instructions Select an **argument** that is prominent in one of the week’s readings. If you are unsure about whether your selection is appropriate, please ask me and I will advise, but I will not select an argument for you; judging appropriately is part of the assignment.

Construct an argument map of your chosen argument, identifying the **conclusion** at the top of the page and at least two **premises** underneath it, observing the rabbit rule and holding hands. An example:

Brains are gross.

because...

- Brains are squishy and moist.
- If something is squishy and moist, then it is gross.

Conventions Please also include a citation *with page numbers*. You may use direct quotes in your map, but often it is clearer to lightly rephrase things in your own words.

Advice Note that premises and conclusions are kinds of claims, so each line should be expressed as a complete declarative sentence (e.g. “Brains are squishy and moist,” but not simply “squishy and moist”). Each claim should be **clear and precise**. You must be very selective about which details you include. Do not embroider your description unless it adds necessary clarity. Do not use complicated words or phrases unless you have to. The use of nonsense language will have a strong negative effect on your grade. Pay special attention to **quantifiers** (e.g. *all, every, each, many, some, one, none*) and **modal** terms (e.g. *necessarily, must, possibly, might, could, will, sufficient*).



Collaboration Since this is an unusual and difficult assignment, I encourage you to help each other. *However*, each student is responsible for submitting their own assignment, which should not be too similar to any other submitted assignment. E.g. Hille may help Ada on her map, but Hille and Ada cannot submit the same map (or maps with only minor changes in wording). Perhaps if Hille helps Ada on her map, then Ada can help Hille with a different map. *Also*, the skills required for constructing maps will be essential in later assignments, so it is important that you understand the process.

Rubric for argument map

4	3	2+	2
TOPIC SELECTION			
The argument selected is thematically central in the week's target reading.	The argument selected is thematically central in the week's target reading.	The argument selected is from the week's reading.	The map does not express an argument from the week's reading.
PRECISION			
The argument is mapped completely and accurately. Implicit assumptions are made explicit. There may be some extra structure (e.g. sub-arguments).	The argument is mapped well and accurately. The rabbit rule and holding hands are observed. Implicit assumptions are made explicit.	The argument is comprehensible but not mapped correctly. Mapping rules may not be observed, or implicit assumptions may be missing.	The argument is not mapped correctly; mapping rules are not observed.
CONTENT			
All claims are attributable to the argument's proponent. There are no content errors.	All claims are attributable to the argument's proponent. There are no content errors.	Claims may reflect some misunderstanding of weekly course material.	Claims may reflect some misunderstanding of weekly course material.
CLARITY			
All claims are complete declarative sentences with no internal reasoning. Prose is clear, precise, and stylish.	All claims are complete declarative sentences with no internal reasoning. Prose is mostly clear and precise.	Prose is mostly clear and precise. There may be some significantly imprecise wording.	Prose is unclear or imprecise wording is distracting, hard to understand.
FLUENCY AND CONVENTIONS			
There are few or no spelling or grammatical errors. Citations are accurate.	There are few or no spelling or grammatical errors. Citations are accurate.	There may be some spelling or grammatical errors. Citations are accurate.	There may be distracting grammatical errors. Citations are incomplete or absent.

Short paper



Length: ≤ 600 words. Please include an accurate word count.

Due: 5 pm on Friday after discussion (two Fridays after lecture).

Topic: Precisely describe an argument from the reading, then propose an original objection.

Instructions Select an **argument** that is prominent in one of the week's readings. This is the "target argument." If you are unsure about whether your selection is appropriate, please ask me and I will advise, but I will not select an argument for you; judging appropriately is part of the assignment.

Describe the argument, taking care to be clear and precise as in an argument map. Essentially, describe the argument in a paragraph instead of in bullet points. To describe an argument properly you must make it clear which claim is the **conclusion**, and which claims are part of the author's **reason** (i.e. the premises). In describing the author's reason, you will answer the question: *why* does the author think I should agree with her? Try to focus on *one* reason in detail, even if the author gives several reasons for a single conclusion. You may have to be much clearer than the original author, identifying implicit premises.

Then describe an original **objection**, describing your reasoning carefully as you did with the target argument. An objection is a reason that you don't have to accept the conclusion of a target argument; it is distinct from a *counterargument* (i.e. an argument against the target argument's conclusion, but that does not engage with the reasons of the target argument).

To describe an objection properly, you must explain how the objection disrupts the target argument. For example, you might show that one of the **assumptions is false**, or that the **conclusion does not follow** from the premises (the easiest way to do this is by describing a counterexample, e.g. by describing a case where the premises are all true but the conclusion is false).

If the objection is a strong one, then the argument cannot be saved by a small alteration (e.g. replacing a premise with a similar one that is worded slightly differently). Implicit premises are often the easiest to challenge. Your objection may have limitations—e.g. you may rely on a controversial premise. It is best to acknowledge these limitations frankly rather than ignoring or hiding them.

It may help to think of an objection as a kind of *meta-argument* (an argument about another argument, i.e. the target argument). The conclusion of the objection is that the target argument is *unsound*. You must support your objection with strong reasons, just as you would any other argument.

Conventions The entire paper must be no more than 600 words.

- ☞ Do not bother writing an introduction or a conclusion for these papers, and don't bother naming your source in the main text (but do cite it!).
- ☞ Please provide full citations, with page references wherever possible. Note that bibliographic information for course readings can be copied directly from the schedule of readings.
- ☞ You must include an accurate word count for this assignment. Only the main text counts against the word total (so headers, footers, and citations do not count; substantive footnotes do).

Advice Your description should be comprehensible to an educated but non-specialist reader. That means you must clarify special terminology where appropriate, by offering **definitions** (e.g. of technical terms or terms of art) or making **distinctions** (between what the author means and what she might be mistaken for meaning).

It may help to review the "Guidelines on Writing" from the student skills packet. Ignore the advice on introductions and conclusions.

Rubric for short paper

4	3	2+	2
TOPIC SELECTION			
Summarizes a thematically central argument in the target article. There are no extraneous details.	Summarizes a thematically central argument in the target article. There are no extraneous details.	Summarizes a prominent argument in the target article. There may be some lack of focus.	Doesn't distinguish clearly between arguments and claims. There are unnecessary details.
PRECISION			
Argument is described clearly, completely, and accurately. Implicit premises described. No unanswered rhetorical questions.	Argument is described clearly and completely. Any errors are minor or subtle. Implicit premises described. No rhetorical questions.	Argument is described well and fairly accurately. There may be some significant omissions.	Topics may be described unclearly or incompletely.
CRITICAL THINKING			
Proposes an insightful objection, going beyond material covered in class. Assumptions and limitations of objection are clearly acknowledged.	All claims are attributable to the argument's proponent. There are no content errors. Some assumptions and limitations may not be acknowledged.	Claims may reflect some misunderstanding of weekly course material. Assumptions and limitations may not be acknowledged.	Claims may reflect some misunderstanding of weekly course material. Reasons may be absent, or may not support the conclusion.
CONTENT			
Demonstrates comfortable mastery over any/all course material.	Demonstrates understanding of weekly course material.	May demonstrate some misunderstanding of weekly course material.	May demonstrate serious misunderstanding of course material.
CLARITY			
Prose is clear, precise, and stylish. Special terms are explained. Subtle distinctions are made.	Prose is mostly clear and precise. Special terms are explained.	Prose is mostly clear and precise. There may be some significantly imprecise wording.	Prose is unclear or imprecise wording is distracting, hard to understand.
FLUENCY AND CONVENTIONS			
There are few or no spelling or grammatical errors. The word limit is observed. Citations are accurate and consistent.	There are few or no spelling or grammatical errors. The word limit is observed. Citations are accurate and consistent.	There may be some grammatical errors. The word limit is observed. Citations are accurate.	There may be distracting grammatical errors. The paper may be over-length. Citations are incomplete or absent.

Seminar paper



Length: Approx. 1000–2000 words.

Due: 12 pm two days before class (Tuesday or Sunday), or whatever we decide in class.

Topic: Describe and comment on an argument from that is prominent in the Unit's reading.

Instructions Select an **argument** that is prominent in one of the weekly readings from the current Unit. If you are unsure about whether your selection is appropriate, please ask me and I will advise, but I will not select an argument for you; judging appropriately is part of the assignment.

Describe the argument carefully as you would in the short paper assignment, then provide original **commentary**. The paper need not be in a formal style (you are writing primarily for your classmates), but should be clear and precise, as in the short paper. **Your commentary, not your summary, is the most important component of your paper**, so plan your summary based on your commentary. Commentary must exhibit evidence of critical or integrative thinking regarding the argument you choose. Generally speaking, most commentary will fall into one of three general categories: an *objection*, an *interpretive question*, or an *illuminating connection* (as in Critical thinking posts; see Appendix B, p. 38).

Your commentary may be an expanded version of a comment from your Online Discussion, if you wish. In any case, however, your seminar paper must contain a substantial original component, not simply summary of authors or your classmates. A paper is not sufficiently original if it merely summarizes the reading or your classmates, poses a question that can be answered through minimally diligent reading, or expresses a personal reaction *with no accompanying argument or reasoning* (e.g. “Socrates is totally a jerk” or “I liked Wakefield’s view more than Boorse’s view”).

To receive top marks you should not only discuss your chosen argument, but acknowledge connections to other course material when it is relevant. You need not discuss these other connections in detail, but noting them helps to stoke discussion and demonstrates your mastery of the course material.

Conventions Have fun writing these papers! You’re writing for your classmates, so there’s no reason to be formal or stilted (though you should be precise). The length guideline is flexible.

👉 Please provide full citations, with page references wherever possible. Note that bibliographic information for course readings can be copied directly from the schedule of readings.

👉 Please include an accurate word count for this assignment.

Advice Your description should be comprehensible to an educated but non-specialist reader. That means you must clarify special terminology where appropriate, by offering **definitions** (e.g. of technical terms or terms of art) or making **distinctions** (between what the author means and what she might be mistaken for meaning).

It may help to review the “Guidelines on Writing” from the student skills packet. Seminar papers should have introductions and conclusions.

Rubric for seminar paper

4	3	2+	2
TOPIC SELECTION			
Summarizes a thematically central argument fr. the unit.	Summarizes a thematically central argument fr. the unit.	Summarizes a prominent argument fr. the unit.	Doesn't distinguish clearly between arguments & claims.
PRECISION			
Argument is described clearly, completely, and accurately. Implicit premises described. No unanswered rhetorical questions. No unnecessary details except for style or fun.	Argument is described clearly and completely. Any errors are minor or subtle. Implicit premises described. No rhetorical questions. Paper is well-focused, with few unnecessary details.	Argument is described well and fairly accurately. There may be some significant omissions. Paper is mostly well-focused.	Topics may be described unclearly or incompletely. Paper may be somewhat unfocused.
CRITICAL THINKING			
Commentary is insightful, going beyond material covered in class. Assumptions and limitations of discussion are clearly acknowledged.	Commentary reflects appreciation of previous class discussion. Some assumptions and limitations may not be acknowledged.	Commentary may not go far beyond class discussion. Assumptions and limitations may not be acknowledged.	Includes commentary, but it may be minimal, or it may mostly recap class discussion. Reasons may be absent, or may not support the conclusion.
CONTENT			
Demonstrates comfortable mastery over any/all course material.	Demonstrates understanding of course material.	May demonstrate some misunderstanding of course material.	May demonstrate serious misunderstanding of course material.
CLARITY			
Prose is clear, precise, and stylish. Special terms are explained. Subtle distinctions are made.	Prose is mostly clear and precise. Special terms are explained.	Prose is mostly clear and precise. There may be some significantly imprecise wording.	Prose is unclear or imprecise wording is distracting, hard to understand.
FLUENCY AND CONVENTIONS			
There are few or no spelling or grammatical errors. The word limit is observed. Citations are accurate and consistent.	There are few or no spelling or grammatical errors. The word limit is observed. Citations are accurate and consistent.	There may be some grammatical errors. The word limit is observed. Citations are accurate.	There may be distracting grammatical errors. The paper may be over-length. Citations are incomplete or absent.

Reflection papers



Length: Approx. 500–750 words.

Due: 5 pm on Friday after discussion (two Fridays after lecture).

Topic: Describe a personal reaction to an idea from the reading.

Instructions Select an idea (i.e. a concept, claim, or argument) that is prominent in the week’s reading. If you are unsure about whether your selection is appropriate, please ask me and I will advise, but I will not select a topic for you; judging appropriately is part of the assignment.

Describe the idea clearly and precisely in your own words, and also describe a personal reaction. Many types of personal reactions are appropriate, including (but not limited to):

- **Agreement** or **disagreement** with a claim or argument in the reading. You should back up your (dis)agreement with an argument, e.g. by describing an example or counterexample, or by identifying a flawed assumption or inference in the author’s argument, or a compelling consequence of the author’s claims.
- **Interpretive questions** about the reading—e.g. what does the author mean by “X”? Or why does she say one thing here and seem to contradict herself there? Or how would the author’s claim apply to some specific situation? If you pose an interpretive question, try your best to answer it, too.
- **Illuminating connections** between multiple readings, or between the reading and an outside source or your personal experience.
- **How you’ve changed your mind** about something based on what an author said. Please explain why, citing factors beyond what is in the reading.

Note that the main point of this paper is to describe **your reaction** to the idea you selected. You must describe the idea well, but your reaction should be the focus of your reflection paper. Avoid the temptation to summarize an entire reading rather than a single idea (or a small number of related ideas). And avoid the impulse to spend most of the paper on summary with a quick reaction at the end, rather than focusing on your reaction.

Conventions The paper should be about 500–750 words, but the word limit is not strict.

- ☞ Do not bother writing an introduction or a conclusion for these papers, and don’t bother naming your source in the main text (but do cite it!).
- ☞ Please provide full citations, with page references wherever possible. Note that bibliographic information for course readings can be copied directly from the schedule of readings.
- ☞ You must include an accurate word count for this assignment. Only the main text counts against the word total (so headers, footers, and citations do not count; substantive footnotes do).

Advice Your description should be comprehensible to an educated but non-specialist reader. That means you must clarify special terminology where appropriate, by offering **definitions** (e.g. of technical terms or terms of art) or making **distinctions** (between what the author means and what she might be mistaken for meaning).

It may help to review the “Guidelines on Writing” from the student skills packet. Ignore the advice on introductions and conclusions.

Rubric for reflection papers

4	3	2+	2
TOPIC SELECTION			
Summarizes a thematically central idea in the target article.	Summarizes a prominent idea in the target article.	Summarizes an idea in the target article.	May not be focused on an appropriately specific idea or set of ideas.
PRECISION			
Idea is described clearly, completely, and accurately.	Idea is described clearly and accurately.	Idea is described well and fairly accurately.	Ideas may be described unclearly or incompletely.
REFLECTION			
Proposes an insightful personal reflection, going far beyond material covered in class.	Describes an original and thoughtful reflection, accounting for ideas discussed in class.	Proposes a reaction, but it may not go beyond material covered in class or it is a small part of the paper.	The reaction may be absent, unoriginal, or difficult to understand.
CONTENT			
Demonstrates comfortable mastery over any/all course material.	Demonstrates understanding of weekly course material.	May demonstrate some misunderstanding of weekly course material.	May demonstrate serious misunderstanding of course material.
CLARITY			
Prose is clear, precise, and stylish. Special terms are explained. Subtle distinctions are made.	Prose is mostly clear and precise. Special terms are explained.	Prose is mostly clear and precise. There may be some significantly imprecise wording.	Prose is unclear or imprecise wording is distracting, hard to understand.
FLUENCY AND CONVENTIONS			
There are few or no spelling or grammatical errors. Citations are accurate and consistent.	There are few or no spelling or grammatical errors. Citations are accurate and consistent.	There may be some grammatical errors. Citations are accurate.	There may be distracting grammatical errors. Citations are incomplete or absent.

Final paper/project proposal



- Length:** Approx. one page.
Due: 27 October by email
Topic: Propose a topic for the final paper.

Instructions Briefly describe a topic for your final paper or project. If you are writing a paper, your proposal should specify (A1) your media source, (A2) the syllabus reading(s) you'll discuss in detail, and (A3) how you see them as related. If you're doing a creative project, describe (B1) what you'll create, (B2) the syllabus reading(s) to which it is most relevant, and (B3) how you see them as related. Note that you should only submit a final paper *or* a project, not both (though the project should be accompanied by a brief paper). The proposal should only be a few paragraphs long, and should be submitted to me by email. Please write your proposal in the body of the email, not in an attachment.

Final paper



- Length:** Approx. 3000–6000 words. Please include an accurate word count.
Due: 5 pm on Monday, 13 December. See me if you need an extension.
Topic: Describe an argument from the reading and relate it to an external source.

Instructions Select a **media source** not on the syllabus that **relates significantly** to a target argument from class, and provide a critical discussion of the source, the target argument, and the relation.

☞ The **media source** may come from any sort of media: academic papers, articles in traditional newspapers or magazines, articles in online outlets or blogs, podcasts, YouTube videos, short stories, films, television shows, newscasts, threads on social media, &c. It might be easier to use a group of related sources (e.g. a few videos from a YouTube channel). If you're not sure whether a source is suitable, please discuss it with me in advance.

☞ A source **relates significantly** to the class material if either (a) you can use an argument from class to evaluate the media source (explaining why the source is somehow good or bad), or (b) you can use the source as a focal example to critically discuss the class material (explaining why an argument from class is somehow good or bad, or adapting an author's view to a new kind of case).

For example, you might use Wakefield's harmful dysfunction account to explain why an editorial is misguided, or you might use an example from a film to explain why Szasz's criticism of MENTAL ILLNESS is unsatisfying, or you might explain why a story from a podcast illustrates how Barnes' concept of disability pride applies to learning disability.

I encourage you to be creative in your choice of sources and relations, and to choose a topic that especially interests you. If you're having trouble understanding what I'm looking for, I keep a list of examples on my website at www.mikioakagi.net/teaching/current/.

It may help to review the "Guidelines on Writing" from the student skills packet. Ignore the advice on introductions and conclusions.

Paper components Your paper must include

- ☞ a concise presentation of relevant information about the source, as in the short paper
- ☞ a concise summary of an argument from class, and
- ☞ a critical discussion of the significant relation (not necessarily in that order).

Be sure to include what you think. Does the source support or undermine a view we discussed in class? Does a view we discussed in class support or undermine a claim or implication in the source? Is it more complicated than that? If so how? Be sure to support your critical discussion with arguments. Take care not to misrepresent your source or the class material, but also do not include more detail or discussion than is necessary. You must be judicious in choosing what to include.

Final creative project



Length: Project and a paper of approx. 1000 words. Please include an accurate word count.

Due: 5 pm on Monday, 13 December. See me if you need an extension.

Topic: Create a creative work related to ideas from class.

Instructions Instead of a final paper, you may make a final **creative project** that **relates significantly** to a topic from the course. The project must be accompanied by a short paper that explains its relevance to specific readings or works.

- ☞ The **creative project** must bear some significant relation to the course material (it effectively takes the place of a media source in the Final Paper option), and should accomplish something that cannot be accomplished in a paper. For example, it *may not* be an informative website that expresses only what could be expressed in a paper, but less well. It *may* be a video essay about the relation between a class topic and a popular film (using clips or stills from the film).

The project may be in any medium or genre. For example, you may produce a short audio documentary, a brief film, a video essay, a brief work of fiction or poetry, a short play, a website, a mixtape, &c. Or you may envision a more ambitious work, and submit a proposal or pitch for such a work; e.g. you might describe a curated exhibition that does not happen, pitch a full-length play or feature film you do not produce, &c. I can help you to come up with a suitable project that is ambitious enough, but not too ambitious.

- ☞ A source **relates significantly** to the class material if either (a) you can use an argument from class to evaluate the media source (explaining why the source is somehow good or bad), or (b) you can use the source as a focal example to critically discuss the class material (explaining why an argument from class is somehow good or bad, or adapting an author's view to a new kind of case).

Paper components Your project should be accompanied by a short paper describing its significance to class material. This short paper need not be as polished or complete as a final paper; it mostly serves as a way for you to clarify the relevance of your project to the course (since not all creative projects speak for themselves), and helps me to evaluate your project. The paper should, however, include proper citations.

Rubric for final paper

4	3	2+	2
OVERALL			
Demonstrates mastery over course material, as well as exceptional creativity in arguments, examples, and commentary.	Demonstrates mastery over course material, as well as creativity in arguments, examples, and commentary.	Demonstrates understanding and critical thinking in exegesis, arguments, examples, and commentary.	Demonstrates some misunderstanding or little critical thinking in exegesis, arguments, examples, and commentary.
TOPIC SELECTION			
Media source is well-chosen and bears an insightful relation to themes from the course.	Media source is well-chosen and relevant to themes from the readings or class discussions.	Media source is well-chosen and relevant to themes from the readings or class discussions.	Media source bears only a tangential relation to themes in the readings or class discussions.
Summarizes a thematically central argument from the course. Summary is focused.	Summarizes a thematically central argument from the course. Summary is focused.	Summarizes a prominent argument from the course. There may be some lack of focus.	Summarizes ideas from the course, but doesn't distinguish clearly between arguments and claims.
CRITICAL THINKING			
Proposes an insightful significant relation, going far beyond material covered in class.	Proposes an insightful significant relation, going beyond material covered in class.	Proposes an interesting significant relation, reflecting an appreciation of in-class discussion.	Proposes a significant relation, but does not go beyond material covered in class.
Original arguments are compelling and insightful, drawing on original examples, sophisticated abstract reasoning, or historical events.	Original arguments are compelling and insightful, drawing on examples, abstract reasoning, or historical events.	Original arguments are persuasive, drawing on plausible examples or considerations from class. Reasons support the conclusions well.	Original arguments may be confused, drawing on implausible considerations or examples. The reasons may not support the conclusions.
Assumptions and weaknesses of arguments are clearly acknowledged and explored.	Assumptions and weaknesses of arguments are clearly acknowledged.	Some assumptions and weaknesses of arguments may not be acknowledged.	Reasons may be absent or confusing. Assumptions and weaknesses may not be acknowledged.

(Rubric continues on next page...)

Rubric for final paper (continued)

4	3	2+	2
PRECISION			
Arguments are described clearly, completely, and with remarkable subtlety.	Arguments are described clearly and completely. Implicit assumptions are made explicit.	Arguments are described well and accurately. There may be some minor omissions.	Topics may be described unclearly or incompletely.
CONTENT			
Demonstrates comfortable mastery over any/all course material.	Demonstrates comfortable mastery over any/all course material.	Demonstrates understanding of course material.	May demonstrate serious misunderstanding of course material.
All claims and arguments are contextualized well with respect to specific class readings or other views.	All claims and arguments are contextualized well with respect to specific class readings or other views.	There may be some missing context. Some connections might be missed.	References to class content are vague. There is missing context.
CLARITY			
Paper is well-organized, easy to follow, always on topic.	Paper is well-organized, easy to follow, always on topic.	Paper is well-organized, easy to follow, always on topic.	Paper may be somewhat disorganized.
Prose is clear, precise, and stylish. Special terms are explained. Subtle distinctions are made.	Prose is mostly clear and precise. Special terms are explained.	Prose is mostly clear and precise. There may be some significantly imprecise wording.	Prose is unclear or imprecise wording is distracting, hard to understand.
FLUENCY AND CONVENTIONS			
There are few or no spelling or grammatical errors. Citations are accurate and consistent.	There are few or no spelling or grammatical errors. Citations are accurate and consistent.	There are few or no spelling or grammatical errors. Citations are accurate and consistent.	There may be distracting grammatical errors. Citations are incomplete or absent.

Appendix B: Online Discussion



You will prepare for class each week by discussing the readings online. Online discussion nudges you to think carefully about the reading, and allows you to seek help from your classmates. Post comprehension questions, critical comments, and reply to each other.

You get one point for each post you make (including replies), unless the post merely repeats what has been posted before, or (dis)agrees with earlier posts without adding anything. **You must also make at least one “critical thinking” post per week by Sunday at 6 pm.** You lose one point each module you fail to make a critical thinking post by the deadline. You can get up to 40 points for online discussion, but I recommend aiming for about 30. If you post at least twice per week, including a critical thinking post by the deadline, you’ll be in good shape.

Guidelines for online discussion



Successful discussion posts Good posts will generally include references to an assigned text (please include page numbers! This helps others engage with you) and will usually be about 3–6 sentences long. Longer posts do not get you extra points, and a clear, organized post is more impressive than a rambling post. Most discussion posts should be about the current module’s reading, but they can be about any topic related to the course.

A post earns a point if it adds something new, but not if it just agrees (or disagrees) with another post without adding a new argument or observation. To earn multiple points in a module, make different observations or reply to different posts.

Successful posts can take a number of forms:

- Asking how to understand a difficult passage, or answering such a post.
- Asking for help with technical or unusual vocabulary, or answering such a post.
- If you looked up some vocabulary or reference on your own, you might share your findings.
- You can offer personal reflections on how a reading makes you feel, or whether you find it convincing.
- Critical thinking posts (see below).



Forum access Forums are accessed via TCU Online. Click on the “Activities” tab under the course title, then click “Discussions” in the drop-down menu. There will be a forum called “Weekly Reading Responses” that contains a topic for each module. Each topic is labeled with a module number and a module title corresponding to the Schedule of Readings (p. 19). If all goes as planned, the top-most topic listed will always be for the current or upcoming module. New topics will become available immediately after finishing the previous module. If the correct topic is not displaying, contact me immediately and I will fix it as soon as possible.

Click the “**Start a New Thread**” button to start a new discussion thread in the weekly topic, or you can reply to others. To reply, first click the title of the thread you would like to reply to, then click the “**Reply to Thread**” button. If you are the first to post, start a new thread. A field will appear in which you can compose your post. When you are finished, click the “**Post**” button. You may subscribe to threads by checking a box, so that you receive notifications if anyone replies to the thread.



Critical thinking posts At least one of your posts for each module should be a **critical thinking** post that exhibits evidence of critical or integrative thinking about the current class topic. These posts should reflect that you have thought critically about your reading (see “Guidelines for Reading” in the student skills packet). A post does not count as a critical thinking post if it merely summarizes the reading, poses a question that can be answered through minimally diligent reading (e.g. “What is Tabb’s first name?”), or expresses a personal reaction *with no accompanying argument or reasoning* (e.g. “Socrates is totally a jerk” or “I liked Wakefield’s view more than Boorse’s view”). There is a **one-point penalty** each time you fail to make a critical thinking post by the weekly deadline.

The general rule for critical thinking posts is just: say or ask something substantive, that’s not about basic comprehension. (Comprehension questions and answers make for good posts, but they don’t count as critical thinking posts.) If you want more specific guidance, critical thinking posts will generally fall into one of three categories:

- **Objections** to a claim or argument in the reading, e.g. counterexamples, or criticism of an author’s assumptions or inferences.
- **Interpretive questions** about the reading—e.g. what does the author mean by “X?” Or why does she say one thing here and seem to contradict herself there? Or how would the author’s claim apply to some specific situation? Interpretive questions should **not** resemble questions on a reading comprehension quiz (e.g. “Is Wakefield’s account of DYSFUNCTION evolutionary or causal?”). If you pose an interpretive question, try your best to answer it, too. If it is difficult to come up with a satisfactory answer, explain why.
- **Illuminating connections** between multiple readings, or between the reading and an outside source or your personal experience. For example, you might compare concepts across authors (e.g. “Does Wakefield mean the same thing by ‘disorder’ that Boorse means by ‘disease?’”), or note an inconsistency between authors (e.g. “If Amundson is right about NORMALITY, then Boorse must be wrong”).

Or you may reply to a critical thinking post with a **helpful suggestion**—defending the author from another student’s objection, seeking the best answer an interpretive question, or expanding on an illuminating connection. If you’re making a good faith effort but not getting the hang of it, I will let you know before it affects your grade. Or you can come talk to me.



Feedback on posts You may **vote up** a post (click the ⊕ icon to the left of the post) to indicate that you found it interesting or thought-provoking. (Let’s borrow a norm from Twitter that up-votes do not have to mean you agree with a post—just that you found it valuable!) I will not generally give specific feedback on posts, but I read them all and adjust my plans for class accordingly. I may post occasionally, but mostly I want you to talk with each other.



Post where others will see Points earned from online discussion are for the semester, not for any specific module, so there is no benefit to posting comments in an old module, where it’s less likely to be seen by your classmates. Post in the current module or the upcoming module so others will see.



Assessing online discussion Since the discussion forums are supposed to be a space for you to ask questions and discuss freely, there is no penalty for making factual or interpretive errors. (On the other hand, I will generally not correct errors on the discussion board, and I may or may not do so in class—you should correct each other!) You should feel free to ask honest questions and seek the help of your classmates.

Here's how the grading works:

- ☞ You **earn one point** for each post you make. More precisely, you get a point for each time you make a new observation, pose a different question, or reply to a post by someone else.
- ☞ Posts **earn no points** if they are insubstantial (e.g. repeat posts, small corrections of previous posts, or agreement/disagreement that adds no further argument or observation. It is fine to make these kinds of posts; they just don't earn points.
- ☞ You **lose one point** for each week you don't make a "critical thinking" post by the deadline.
- ☞ You can earn up to **40 points** through online discussion throughout the semester, though I recommend aiming for about **30 points**. If you post at least twice per week, including a critical thinking post by the deadline, you'll be in good shape. But if you habitually fail to make critical thinking posts by the deadline, your grade will suffer.
- ☞ Total online discussion points will be updated regularly in the gradebook on TCU Online, usually once a week over the weekend. If you have questions about your weekly point totals and penalties, you can write me to ask.

Appendix C: Taking Care of Yourself during a Global Pandemic



We have made progress controlling the COVID-19 pandemic, but it is not yet safe to return to “normal” life. If you are not yet vaccinated, I urge you to get a vaccine (unless you have some specific medical exception such as allergies to components of all available vaccines). The vaccines with FDA emergency authorization are safe for almost everybody and highly effective: they substantially reduce your risk of infection and (for breakthrough infections) your risk of serious illness.

Nevertheless, vaccines do not offer perfect protection, and vaccines alone are not sufficient to stop the spread of the SARS-CoV-2 virus. Only about half of Texans are vaccinated, and the current high infection rate in Tarrant County presents a danger to everyone, including to those who have been immunized.

If you are trying to manage your risk in daily life, remember the following guideline. As long as community spread remains high, safe gatherings must generally observe at least three of the following four precautions:

- ☞ everyone is vaccinated;
- ☞ everyone is wearing a mask;
- ☞ people from different households are at least two meters (six feet) apart;
- ☞ people are outside where there is good airflow.

In addition, until the infection rate goes down it is advisable for us as a community to

- ☞ wash hands frequently (with soap for at least twenty seconds, or with sanitizer that is at least 60% alcohol);
- ☞ trace close contacts;
- ☞ quarantine (anyone who has symptoms or a positive COVID test, or who has been recently exposed to someone with symptoms or a positive COVID test).

I will do my best to protect you by following safe practices. Please protect each other by doing the same.

I know this is a difficult time for many of you. If you feel overwhelmed, try to focus on what you can control now in your everyday life and please reach out for help if you need to—to friends and family, to me, or to professional counselors. More articles and resources:

- “Taking care of your mental health in the face of uncertainty” (AFSP)
afsp.org/taking-care-of-your-mental-health-in-the-face-of-uncertainty/
- “Expert offers practical advice to manage your coronavirus anxiety” (*UVA Today*)
news.virginia.edu/content/expert-offers-practical-advice-manage-your-coronavirus-anxiety
- “It’s important to take breaks during this coronavirus health crisis” (*Inside Higher Ed*)
www.insidehighered.com/advice/2020/03/13/its-important-take-breaks-during-coronavirus-health-crisis-opinion
- TCU Counseling & Mental Health Center *Need to Talk?* helpline (817) 257-7233 (available 24/7)
- TCU Counseling & Mental Health Center *Let’s Talk* consultations (817) 257-7389 (Mon–Thu, 10 am–4 pm)

Appendix D: Using Zoom



In special circumstances, classes may be conducted remotely using Zoom. You may also use Zoom to attend office hours remotely. Please download the client to your personal computer or use the web interface. You can find user resources on Zoom at it.tcu.edu/zoom/ (including a download link for the desktop client and instructional videos).

Note that Chat is easier to use on the desktop and web versions of Zoom than on mobile, and nonverbal feedback is unavailable in some mobile versions. If possible, please use Zoom on a desktop, laptop, or in your browser.



Selective presence I encourage you to participate in class through **video and audio**; it helps to create a sense of community and presence, and it helps your classmates get to know you. However, I recognize that you may have reasons to keep your camera off, including a desire for more privacy or a slow internet connection. You may wish to **mute your audio** (your mic) when you are not speaking; this helps to cut down background noise (if you're in a noisy location) and to avoid loud and distressing audio feedback loops.

The controls for video and audio are in the bottom left-hand corner of the window. You can set your default preferences in the settings, so that your audio is muted when you sign on (this setting specific to each copy of the software—e.g. it must be set separately on your desktop, your tablet, &c.).

Pro-tip: you can also arrange your settings so that you can quickly unmute your audio. Hold the spacebar to do this on desktop or browser versions, and release it to re-mute your audio. On mobile versions you can swipe right to access a button that unmute your audio only while its held.



Chat During class meetings, I encourage you to make use of the **chat** feature to make comments, ask questions, &c. Sometimes it's easier than raising your hand (see below). To access chat in the desktop or web clients, click Chat at the bottom of the window. To access chat in the mobile app, tap Participants, then tap the Chats button in the bottom left-hand corner. Please send your messages to "Everyone" or to me (though I suppose you can simulate distracting side-conversations with directed chats). I'll do my best to follow the conversation in chat, but if I seem to have missed a message (yours or someone else's), feel free to bring it to my attention.



Nonverbal feedback I also encourage you to use the **nonverbal feedback** features built into Zoom. You can communicate with me (and your classmates) by selecting a status:

- raise hand
- yes
- no
- go slower
- go faster






To access these features, click or tap Participants at the bottom of the screen. Note that nonverbal feedback features might not be enabled for mobile apps.



Audio feedback If you're having problems with audio feedback on Zoom, check out this advice:

blog.zoom.us/wordpress/2014/03/20/troubleshooting-audio-feedback-zoom. I am happy to help you if I can, but I might not be your best resource here. The thing that helps me most is to use headphones or earbuds. Over-ear headphones are better for your hearing, but if you experience disorientation from wearing headphones over prolonged periods you might choose to wear an earbud in one ear.

Hardware Various configurations are acceptable:

-  **Device:** a laptop or desktop computer is preferred over mobile devices, because it provides easier access to Zoom's chat and nonverbal feedback features.
-  **Speaker/headphones:** essential; you must be able to hear people during meetings. Headphones are best because speakers can contribute to audio feedback loops. For sound, a set of earbuds with a built-in microphone (the kind that comes with many phones) would be perfect.
-  **Microphone:** desirable but not essential; a built-in device mic or headphone mic is great.
-  **Camera:** desirable but not essential; a built-in webcam or front-facing camera would be great. It's nice for me and your classmates to see your face during class, but you may have good reason to keep your camera off (e.g. limited bandwidth or privacy at home).
-  **Internet access:** high speed internet access is desirable. If you have connectivity problems, you might find it easier to communicate via chat rather than a microphone. At the very least you can connect via "phone" and listen to the class while following along with slides on TCU Online (though this is far from ideal). If you need to connect this way, please let me know in advance so that I can put slides on TCU Online before class.

Appendix E: Detailed Course Policies

Basic course policies can be found in the Syllabus Proper (pp. 9–10). Here you can find expanded course policies, including general university policies.

Safety



Campus life will be different this year

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.



Health and wellness Have you gotten the COVID-19 vaccine? Let TCU know.

Fill out the vaccine survey by scanning the QR code:



Are you feeling unwell? Let TCU know. If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class, and provide any

assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.



Face masks Face masks are currently required in TCU classrooms, per the TCU

Campus Readiness Task Force: Face Mask Policy. Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.



Emergency response Please review

TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures.

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location.

In the event of an emergency, call the TCU Police Department at 817-257-7777.

Download the Frogshield Campus Safety App to your phone.

Technology policies



Email Only the official TCU student email address will be used for course notifications.

It is your responsibility to check your TCU email on a regular basis.



Lecture slides I am happy to make pdf versions of lecture slides available. Slides for a particular lecture will be posted only by specific request (unless someone requires otherwise as accommodation for disability). Requests should be made by email (or else I will forget.) Any slides I've posted will be available on TCU Online, in the "Content" area (near the readings). Please do not distribute these files without my permission.






Using digital course materials TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Code of Student Conduct (this policy may be found in the Student Handbook), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the Undergraduate Catalog). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.



TCU Online TCU Online will be used to manage content for this course. Enter the area for this course by logging into your homepage and clicking the tile with the course name on it. Once inside, **find readings and other course documents** by clicking on the "content" tab near the top left. There are sections for each week of the course. The syllabus can be found in the "Overview" section. Other important documents can be found in the "Course resources" folder. Find Zoom links for class in the calendar; look in the lower-right part of the course home page. **Access the discussion forums** by clicking the "Activities" menu and selecting "Discussions." This is where you will make your online discussion posts. **Submit assignments** by clicking the "Activities" menu and selecting "Assignments." **Check your grades** by clicking the "Assessment" menu.

To get started with TCU Online:

-  Access via my.tcu.edu > Student Quick Links > TCU Online; OR log in at <http://d2l.tcu.edu>. Enter your TCU network credentials (the same you use for MyTCU).
-  For information about logging into TCU Online, view these instructions.
-  If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Orientations" semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

Getting help with TCU Online If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

- Phone: (877) 325-7778

- ▶ **Chat:** Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the **HELP DESK** to resolve a technical issue, make sure to keep me updated on the troubleshooting progress. If you have a course-related issue (course content, grades) please contact me.

Personal settings and notifications As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Student success tools for TCU Online

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here.

Anti-discrimination and Title IX



Student access and accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with Student Access and Accommodation and have their requested accommodations evaluated. If approved for

ReadSpeaker includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here.




"Netiquette" Guidelines for respectful behavior (p. 5) apply online as well as in class. All members of the class are expected to follow rules of common courtesy in email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I may forward the message to Associate Dean of the Honors College and appropriate action will be taken, not excluding expulsion from the course. Please take a moment and read the basic information about netiquette.

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review TCU's guidelines on electronic communications (email, text messages, social networks, etc.) from the Student Handbook.

accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at www.tcu.edu/access-accommodation, or by calling (817) 257-6567.


Audio recording notification: Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.


 **TCU's non-discrimination policy** TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. **The Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.


To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or [click here](#): Make a Report.

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident [click here](https://inclusion.tcu.edu/campus-community-response-team/): <https://inclusion.tcu.edu/campus-community-response-team/>.

 **Title IX** TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report here. Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

 **Mandatory reporters** All TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Dr. Akagi is a mandatory reporter.

 **Confidential on-campus resources** If you would like to speak to someone confidentially about discrimination, harassment, or sexual misconduct, the following resources are available.

- Campus Advocacy, Resources & Education
www.care.tcu.edu | 817-257-5225
- Counseling & Mental Health Center
www.counseling.tcu.edu | 817-257-7863
- Religious & Spiritual Life
www.faith.tcu.edu | 817-257-7830

Religious observations and holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the TCU Policy for Religious Observations & Holidays [webpage](#).

Other resources and information



University life Universities are large, complicated institutions whose inner workings are not easy to understand. University life and work are governed by complex norms that often seem natural those familiar with them, but that are not intuitive to newcomers and rarely communicated explicitly. This puts many of you in a tough spot. I sympathize! I promise to do my best to answer any questions you may have—in class or in private—*without judgment*. I, too, was once a confused student, and I do not come from an academic family.

There are many topics that you may wonder about. Honestly, your Honors Advisor will probably give the most helpful advice. But you are welcome to ask me, if you like, about anything, including:

- Any weird terminology
- Email etiquette and proper forms of address
- How TCU is organized (colleges, departments, Deans, &c.)
- Academic writing (journal articles, edited volumes, studies, meta-analyses)
- How to take notes, in class and when reading
- How to avoid plagiarism
- What are disability accommodations
- What is Title IX and why is it important



Student Perception of Teaching Near the end of the term you will receive an email asking you to complete your “Student Perception of Teaching” (SPOT) survey for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in your email or in TCU Online when SPOT surveys open.



Academic misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct

are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog and Graduate Catalog. Specific examples include, but are not limited to:

- **Cheating** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. **Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.** Assignments may be checked upon submission with plagiarism-detection software such as Turnitin.
- **Collusion** The unauthorized collaboration with another in preparing work offered for credit. All written work submitted for this course must be the sole work of the author.
- **Abuse of resource materials** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse** Unauthorized or illegal use of computer software or hardware through TCU IT or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification

involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

- **Multiple submission** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct** Helping another to commit an act of academic misconduct.
- **Bearing false witness** Knowingly and falsely accusing another student of academic misconduct.

Support for TCU students

Many resources exist on the TCU campus that may be helpful to students:

- Academic advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)
- TCU Police (817) 257-8400 Non-emergency | (817) 257-7777 Emergency | www.police.tcu.edu





TCU mental health resources

Please also be aware of the various mental health resources on campus.



- The **Counseling Center** (Samuelson Hall, M–W 8–8pm; Th & F 8–5 pm) provides appointments with on-campus psychiatrists, psychologists, or licensed counselors, included in tuition, and offers support groups such as a Stress Meditation. To schedule an appointment, call 817-257-7863. Walk-ins are welcome M–F 10:00–11:30 and 1:00–3:00.
- The **Wellness Center** (Rec Center, Lower Level) provides wellness education programs to organizations on campus and helps students figure out which campus wellness resource is best for their situation. Also assists students with physical and nutritional wellness.
- **Religious & Spiritual Life** (Jarvis Hall, First Floor) provides pastoral care, an open multi-faith meditation room, and support groups, such as a Grief Group and “Alphabet Soup” for LGBTQ students. Email faith.tcu.edu.
- **Alcohol and Drug Education** (Samuelson Hall) provides one-on-one appointments with an alcohol and drug education counselor and offers support groups such as the Drug and Alcohol Recovery Group and the Ripple Effect. To schedule an appointment, call 817-257-7940.
- The **Health Center** (M–F 8am–5pm) provides appointments with physicians and certified nurses, fills prescriptions, and offers services such as men’s and women’s specialized health, immunizations, and STI testing. To schedule an appointment, call 817-257-7940.
- **Campus Life** (Sadler Hall 2006) assists students when mental health severely impacts their academics and has a Dean on call in case of


emergencies. To schedule an appointment, call 817-257-7926 or email campuslife@tcu.edu.

 **TCU mission statement** To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

 **Honors College mission statement** Dedicated to enriching the intellectual life of TCU, the John V. Roach Honors College seeks to empower, inspire, and motivate high-achieving students to become leaders in our global society.

To accomplish the mission, the TCU Honors College will:

-  Promote self-discovery, critical thinking and conscientious understanding of world cultures through rigorous academic endeavors and creative inquiry in the context of big questions, great ideas, and relevant issues that transcend the curriculum.
-  Offer unique residential, curricular, and co-curricular opportunities, fostering a community of scholars for whom vigorous engagement with local, national, and global communities becomes a way of life.

 **Attribution** The active disability icon is available at accessibleicon.org, and was designed by Tim Ferguson-Saunders, Brian Glenney, & Sara Hendren. The Creative Commons logo, the Zoom logo, and TCU-related emblems are property of their respective owners. Other icons throughout this document were found on flaticon.com; they were designed (variously) by Freepik, Kiranshastry, Pixel perfect, Dave Gandy, Gregor Cresnar, Becris, Chanut, Catalin Fertu, Eucalyp, IcongEEK26, mynamepong, Roundicons, Smashicons, and Those Icons.

Appendix F: Detailed Learning Outcomes and Action Steps

This course is designed around the following learning outcomes and action steps, consistent with requirements of the TCU Core Curriculum, the TCU Honors College curriculum, and the CRES Department curriculum.

Primary learning outcome

Students will demonstrate the ability to critically assess claims and arguments about health, disease, and disability in light of diverse theoretical perspectives, and to develop thoughtful, considered arguments about the same topics.

Honors Colloquium learning outcome

Students will demonstrate the ability to discover and explore connections across disciplines, fields of study, or perspectives. More specifically, students will discover and explore connections across health-related disciplines, especially the medical humanities.

Student action steps

Students in this course will

- ☞ Explore and evaluate texts from various theoretical and disciplinary perspectives.
- ☞ Discern, articulate, and critically assess diverse arguments in philosophical and scientific texts.
- ☞ Compare and contrast theoretical and scientific perspectives on health, disease, and disability.
- ☞ Articulate and explain the effects of various theoretical and scientific perspectives on the analysis and assessment of situations in news media, entertainment media, or personal experience.
- ☞ Respond thoughtfully and respectfully to differing opinions.
- ☞ Express ideas precisely and critically, both orally and in writing.

Connection table for action steps and assessments

Action steps	Curriculum attributes	Assessments
In this course, students will...		
Explore and evaluate texts from various theoretical and disciplinary perspectives.	Honors Colloquium	Online discussion Classroom discussion Reflection papers Final paper/project Final presentation
Discern, articulate, and critically assess diverse arguments in philosophical and scientific texts.	Honors Colloquium	Classroom discussion Argument map Short paper Seminar paper Final paper/project
Compare and contrast theoretical and scientific perspectives on health, disease, and disability.	Honors Colloquium	Online discussion Classroom discussion Seminar paper Final paper/project
Articulate and explain the effects of various theoretical and scientific perspectives on the analysis and assessment of situations in news media, entertainment media, or personal experience.	Honors Colloquium	Online discussion Classroom discussion Short presentations Reflection papers Final paper/project
Respond thoughtfully and respectfully to differing opinions.	Honors Colloquium	Classroom discussion Respectful behavior Short paper Final paper/project Final presentation
Express ideas precisely and critically, both orally and in writing.		Classroom discussion Argument map Short paper Seminar paper Reflection papers Final paper/project