Philosophy 2044G: Introduction to the Philosophy of Psychiatry

Course Outline

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<th>Winter Term 2017</th>
<th>Instructor: Louis C. Charland</th>
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<tr>
<td>Wed 11:30-12:30, Fri 11:30-13:30</td>
<td>Office Hours: TBA (Please confirm)</td>
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<tr>
<td>Classroom: WL-258</td>
<td>Tel: (519) 661-2111 x86445</td>
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<tr>
<td>Office: HSB 214</td>
<td>Email: <a href="mailto:charland@uwo.ca">charland@uwo.ca</a></td>
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DESCRIPTION
An introduction to core issues in the philosophy of psychiatry. Topics will usually include: a survey of historical and contemporary theories of the nature of mental disorder and its treatment; case studies designed to highlight controversies surrounding specific mental disorders, most notably, Depressive Disorders, Personality Disorders, Eating Disorders, and the Psychoses.

REQUIRED TEXTS
Assorted Articles on the Course OWL website. (See Course Schedule of Readings.)

OBJECTIVES
• Introduce students to the philosophy of psychiatry
• Encourage students to formulate and defend their own views on these topics
• Develop philosophical, critical thinking, interpretive and evaluative, skills
• Foster general scholarly and professional skills and attitude in all aspects of the course

EVALUATION
Essay-Style Test 1 | Out of 30 marks | Worth 30% final mark |
Written in-class (50 min.)

Essay-Style Test 2 | Out of 30 marks | Worth 30% final mark |
Written in-class (50 min.)

Essay | Out of 100 marks | Worth 40% final mark |
Due in class and online by 9:30 am

CLASS LECTURES
Students are expected to attend class lectures and participate in class discussions. However, class lectures are just an introduction to the topics and arguments in the readings that concern us. It is expected that students will read, analyze, and summarize all class readings on their own, using class lectures as their guide. Doing well in this course requires independent work that goes beyond merely summarizing class lecture material. You must have studied the readings in more depth on your own to do well. Think of your tests along the lines of ‘take-home’ assignments that are based on a set of readings that you must largely prepare for on your own.
**COURSE READINGS**

2 different but related readings will be assigned each week of the course, for each weekly topic. (The exception may be weeks where there are tests or missing classes, holidays, or other absences.) Reading 1, the first reading, will be the focus of class lectures and discussion. Reading 2, will be introduced but not discussed or lectured on in class. However, you are expected to ‘skim read’ and summarize Reading 2 for yourself in preparation for your essay topic. Essay topics will be chosen by you from the total set of readings labeled ‘Reading 2. These readings are listed in your Schedule of Topics and Readings. The general nature of our weekly topics permits a wide latitude of approaches from which you can approach your essay and your specific focus of exposition, interpretation, and critical evaluation. Making up a title of your own for your essay is part of the process of developing and arriving at a specific essay topic for yourself.

**IN-CLASS ESSAY-STYLE TESTS**

There will be 2 in-class essay-style tests in this course. Tests will be 50 minutes duration. Tests are essay-style and out of 30 marks. Each single test is worth 30% of the final mark. Tests will consist of 2 or 3 essay-style questions, taken from our weekly topics. The questions will not be disclosed in class. Some short answer questions may be included in some versions of the test, in which case there will only be 2 mandatory essay-style questions. No warning of this will be given. You are only responsible for readings labeled ‘Reading 1’ and material in class lectures for your tests, including knowledge gained from reflecting on film questions in relation to the films we see. Readings labeled ‘Reading 2’ are for your essay topics.

With proper warning, 1 mandatory essay question may be included in your test. In this case, the subject reading of the question will be announced several weeks before the test. The mandatory question will replace one of the other required essay questions on the test, leaving the general marking scheme unchanged.

**ESSAY TOPICS**

You must select your essay topic from the weekly topics listed in our course schedule of readings. Normally, we will cover only one reading for each topic in class—Reading 1. You are to use Reading 2 to serve as the basis of your chosen essay topic. Essentially, the purpose of your essay is to interpret and evaluate Reading 2 for the weekly essay topic you choose – in light of Reading 1 for that week and anything else in the course that relates directly to that particular reading. Your essay must reflect appropriate knowledge of general issues and other readings that pertain to your topic. The essay is not a straightforward stand-alone assignment on one reading. The essay must interpret and analyze your topic and at the same time demonstrate knowledge of other, relevant and related class materials. The best way to do this – prove this – is to use citations from other class readings.

No help will be provided for the interpretation and evaluation of your chosen Reading 2 subject article. This is because the point of the essay assignment is for you is to apply your new philosophical critical thinking skills learned from class lectures and through your own hard work. If you have any doubt about your topic please send me an email or speak to me about it. Note that you are responsible for all the weekly readings on a given weekly topic in your essays – which must demonstrate knowledge of those readings.

The general purpose of your essay is to ‘interpret and evaluate’ the main points and arguments in your chosen essay article. Roughly 70% of your total essay mark will be devoted to the more
descriptive interpretive aspects of your essay, while the remaining 30% must be devoted to your own personal evaluation of the essay article. Make sure to include detailed examples taken from course lectures and readings to illustrate your arguments. Your essays will be marked according to the following standardized table, taken from the 2014-2015 Western University Academic Calendar:

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<th>University-wide grade descriptors:</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
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<tr>
<td>D</td>
<td>50-59</td>
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<tr>
<td>F</td>
<td>below 50</td>
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You will be marked on how well you display philosophical ‘critical thinking’ skills and mastery of your chosen essay topic and its associated readings. While originality is welcome, essays are mostly expected to reflect knowledge and skills acquired through course and readings. An important aim of the course is to foster philosophical, critical thinking interpretive and evaluative skills.

**ESSAY FORMATTING REQUIREMENTS**
Each essay will be 8-10 pages. Essays must be double-spaced in 12 point font. All pages must be numbered consecutively, except the title page, which counts as ‘0’. The title page should include your name and student number, course name and number, and the essay title. Endnotes may be included on a separate numbered page at the end of your essay. Footnotes in the body of the text are also acceptable. You must include a numbered bibliographical page at the very end of your essay citing the specific readings considered in your essay.

**DIRECT CITATIONS IN YOUR ESSAY**
You must include up to 10 direct citations, sometimes also called ‘quotations’, in your essay. (I will count them!) These should mainly be taken from your essay subject article (Reading 2) but you must also include at least 3 citations from any other readings in the course that have relevant material that, in your judgment, bears on your essay topic and essay. When quoting from those readings you must be careful to format your citations properly. Citation references must take the form: (APA 1999, 153), or (Kendell 2001, 203). The quotes themselves must be enclosed in double quotation marks, except when they are long quotes of more than one sentence, in which case quotes must be indented as separate paragraphs. This is called the “author-date” quotation and citation style.

See Chicago Manual of Style 15th or 16th edition if you need further details. (Available on-line from UWO libraries.) Please be consistent with whatever version or convention of the Chicago Manual you adopt. Essays that do not meet the above criteria will be returned and late penalties will apply. You may lose up to 10 marks for improper or careless essay formatting style: one flaw, one mark. Please consult with a UWO librarian if you need help with essay formatting issues. Note
that this is a research component of your essay and entirely your responsibility. Help is available at the Western Student Development Centre’s Learning Help Centre.

**LATE ESSAYS AND PENALTIES**
Late essays will be penalized one-half letter grade, or equivalent, per day late. Thus, one day late translates to minus one half-letter grade; for example, B+ to B, and so on. All late essays will require a documented excuse from your academic counselor which must be emailed directly to me at charland@uwo.ca. Leave late hard copies at Philosophy Essay Box, Stevenson Hall, Near 1st Floor Elevator

**FILMS**
Films will be shown during regular lecture hours and all students are expected to attend. Due to logistical and practical realities surrounding the availability of films, these can only be shown once. The films are designed to enrich your experience of the materials covered in the course. But like guest lectures or other special events, they are a one-time thing. If you miss a film, do your best to discuss the film with friends. Please note that films are not available for lending under any conditions. Some films may be available through the UWO library. Some may be available on YouTube or other public media. Please check your course website or course outline for film titles and film questions before coming to classes in which films are shown (this will be specified in your course schedule). At times, film questions may be introduced at the start of each film session. The viewing of films involves ‘active’ and ‘critical’ watching and listening on your part.

**AUDIT**
Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

**MENTAL HEALTH AND WELL-BEING**
This course deals with some serious and controversial issues in the area of mental health which may be disturbing for some students. Please speak to myself, or your academic counsellor, if you have any concerns about your own mental health and well-being in relation to course content. Western University has excellent Mental Health and Well-Being services available for students in need of additional guidance and support in this area. See Western’s Health and Wellness information webpage at http://www.health.uwo.ca/mental_health/index.html

**DEPARTMENT OF PHILOSOPHY POLICIES**
The Department of Philosophy Policies which govern the conduct, standards, and expectations for student participation in Philosophy courses is available in the Undergraduate section of the Department of Philosophy website at http://uwo.ca/philosophy/undergraduate/proceduresappeals.html. It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds of appeal.

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

**THIS OUTLINE AND SCHEDULE MAY BE REVISED WITH PRIOR NOTICE DUE TO CLASS ENROLMENT AND OTHER FACTORS**
Week 01
Jan 06 | Fri 11:30-13:30

Topic: Introduction to the Course and the General History of the Topic

Required Reading:


Film: Madness: A History. From Kill or Cure: A History of Medical Treatment. Films for the Humanities and Sciences. DVD Video

Film Questions: (1) Why were the ‘mad’ often considered to be wild animals that were feared and loathed, and needed to be beat and domesticated? (2) Do we still sometimes treat the mentally ill like that today? (3) What accounts for the humanitarian reforms that occurred in how we view the ‘mad’ and what made these possible? (4) Do you think the ‘mad’ are better off today than they were in the past?

Week 02
Jan 11 | Wed 11:30-12:30
Jan 13 | Fri 11:30-13:30

Topic: History of DSMs and the DSM-5 Definition of Mental Disorder

Required Readings:


Film Questions: (1) Do you think and feel this film is biased and out of date? (2) Are SSRI antidepressants a genuine, targeted, medical treatment ('magic bullet's) for a targeted medical disease called “depression?” (3) How much trust do you have in the DSM and the pharmaceutical industry after seeing this film?

Week 03
Jan 18 | Wed 11:30-12:30
Jan 20 | Fri 11:30-13:30

Topic: The Nature and Definition of Mental Disorder

Required Reading:


Discussion questions: (1) Summarize Wakefield’s basic position with regard to the proper definition of mental disorder. (2) Summarize Boorse’s basic position with regards to the proper definition of mental disorder. (3) Is a pure ‘scientific’ value-free definition of mental disorder possible? Give examples for and against this thesis.

Week 04
Jan 25 | Wed 11:30-12:30
Jan 27 | Fri 11:30-13:30

Topic: History of Modern Depression

Required Reading:


Film: The Truth About Depression BBC Documentary. Available online at https://www.youtube.com/watch?v=hNRjFz0oH6o

Film Questions: (1) Is depression a physical or a mental disorder, or both? (2) How does contemporary depression differ from earlier melancholy and melancholia? (3) Is it helpful to distinguish ‘vital’ and ‘endogenous’ depression from ‘reactive’ or ‘neurotic’ depression? Why or why not? (You may have to google around to interpret this question.)

Week 05
Feb 01 | Wed 11:30-12:30
Feb 03 | Fri 11:30-13:30

Topic: DSM-5 Major Depressive Disorder and the Bereavement Exception Debate

(1) DSM-5 Definition of Major Depressive Disorder.


Discussion Questions: (1) How does depression (the medical disease condition) differ from sadness and grief? (2) Do you agree with the duration point for normal grief, after which grief becomes medically treatable as depression? (3) Is the medicalization of sadness and consequent ‘loss of sadness’ that Horwitz and Wakefield speak about a good or a bad thing?

Week 06
Feb 08 | Wed 11:30-12:30
Feb 10 | Fri 11:30-13:30 [In-Class Test]

Topics: Major Depressive Disorder and Cultural Issues

Required Readings:


Discussion Questions: (1) What role do culture and cultural values play in the global spread of DSM major depression? (2) What is Neurasthenia and how did it come to play the role it does in Chinese culture and medicine. (3) Is this kind of medicalization (or ‘medical colonization’, to use a biased phrase) helpful or harmful? In what respects?

**Week 07**
Feb 15 | Wed 11:30-12:30
Feb 17 | Fri 11:30-13:30

Topic: History of Delusions and Delusional Thinking

Required Reading:


Film: The Madness of King George. 2001. Samuel Goldwyn Co. (Excerpt)

Film questions: (1) What does the madness of King George say about the nature and variability of social stigma and the manner in which we treat the ‘mad’? (2) Do we still view some varieties of ‘madness’ as the price of genius and creativity and what does this say about the nature of stigma? (3) In what did the ‘moral treatment’ of King George consist in?

**Week 08 [Reading Week – No Classes]**
Feb 22 Wed 11:30-12:30
Feb 24 Fri 11:30-13:30

**Week 09**
Mar 01 | Wed 11:30-12:30
Mar 03 | Fri 11:30-13:30

Topic: Delusions in Contemporary Psychiatry

Required Readings:

(1) APA 2013. DSM-5 Delusion


Film: Madness and Art.
Film Questions: (1) Do these persons really seem ‘ill’ to you? (2) What are some of the delusions illustrated in the film? (3) How do you feel about this movie? What have you learned from it?

**Week 10**
Mar 08 | Wed 11:30-12:30
Mar 10 | Fri 11:30-13:30

Topic Delusions and Cross Cultural Psychiatry

Required Readings:


Discussion Questions:

**Week 11**
Mar 15 | Wed 11:30-12:30
Mar 17 | Fri 11:30-13:30 (In-Class Test)

Topics: Decision-Making Capacity and Informed Consent

Required Readings:


**Week 12**
Mar 22 | Wed 11:30-12:30
Mar 24 | Fri 11:30-13:30
Topic: Anorexia Nervosa and Culture


Discussion Questions: (1) How susceptible is the diagnosis and expression of Anorexia Nervosa to cultural factors and values? (2) What different varieties of ‘Anorexia’ can you imagine? Think of other self-starving behavioral syndromes. (3) What role does gender play in the diagnosis and expression of Anorexia in different cultural settings?

Week 13
Mar 29 | Wed 11:30-12:30
Mar 31 | Fri 11:30-13:30

Topic: Post-Traumatic Stress Disorder and its History

(1) DSM-5 Definition of Post-Traumatic Stress Disorder


See also 1914-1918 Shell Shock. Available on https://youtu.be/sP2ravKtcY8

Film Questions: (1) Do you agree that it is true and useful to say shell shock is a variety of ‘male hysteria’ and that it is helpful to view modern post traumatic stress disorder in that light? (2) What does the theory of male hysteria reveal about our cultural assumptions about the emotional life of the Western male? (3) What role does gender play in the history of hysteria and how might transgendered persons fit in that history?

Week 14
Apr 05 | Wed 11:30-12:30 [No Class.] Consultation and Essay Research Time.
Apr 07 | Fri 11:30-13:30 [Essays Due In-Class at 11:30am.]