

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF PHILOSOPHY
Undergraduate Course Outline 2017-2018
Winter Term 2018

Philosophy 2044G: Introduction to the Philosophy of Psychiatry

Course Outline

Winter Term 2017 Wed 11:30-12:30, Fri 11:30-13:30 Classroom: SH 3345 Office: HSB 214	Instructor: Louis C. Charland Office Hours: Wed 1230-1330, Fri 1330-1430 Tel: (519) 661-2111 x86445 Email: charland@uwo.ca
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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 Topics Readings.)

<https://owl.uwo.ca/portal>

Assorted excerpts from DSM IV and DSM 5 available at UWO Course Readings website at

<https://ares.lib.uwo.ca/ares/>

Required Book: Ethan Waters. *Crazy Like Us: Globalization of the American of the American Psyche* (New York: Free Press, 2010).

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 (1 hour 50 min.)

Wed Feb 09 | Fri 11:30-13:20

Essay | Out of 100 marks | Worth 40% final mark |

Wed Apr 11 | Due in class and online by 11:30 am

Final Exam | Out of 30 marks | Worth 30 % of final mark

Date and Time TBA

CLASS LECTURES

Students are expected to attend class lectures and participate in class discussions. However, class lectures and discussions are just an introduction to the topics and arguments in the readings that concern us. You need to do the real work on your own. Indeed, 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 and discussion material. You must have studied the readings in more depth on your own to do well. Think of your tests and exams along the lines of ‘take-home’ assignments that are based on a set of readings that you must largely prepare for on your own. Be aware that there are no official class lecture notes (power point slides etc.) in this class. Students with medical accommodation can expect some help in this regard by meeting with the course instructor, if they ask in time.

To repeat: attendance in this course is required and expected and you must read and study all course readings on your own to be adequately prepared for tests, exams, and essays. Think of tests, exams, and essays as teaching devices that are designed to turn you into teachers of your own, where it is you who are teaching the readings in question, to a prospective student. Marking is largely based on how much such a student might ‘take away’ from your exposition of this material (roughly 70 % of your mark), and your own critical opinion and assessment (roughly 30% of your mark).

IN-CLASS TEST AND FINAL EXAM

There will be 1 essay style test in this course. The test will be 1 hour 50 minutes duration and out of 30 full marks . The test is worth 30% of the final mark. Tests will consist of a choice of 2 or 3 essay-style questions out of a possible 3 or 4, taken from our weekly readings. Some short answer questions may be included in some versions of the test, in which case there will only be 2 essay-style questions. No warning of this will be given. Short answer questions will consist of obviously important questions of definition and core theoretical notions.

There will be 1 essay style final exam in this course. This exam will only cover course readings since the mid-term in-class test. The exam is out of 40 full marks, with some short answer questions, in addition to a choice of 3 out of 4-5 possible essay questions. The exam is worth 30% of your total course mark. It will be 3 hours in duration, with no aids.

ESSAY TOPICS

You must select your essay topic from the weekly topics and readings listed in our course schedule of readings. Your essay must reflect appropriate knowledge of general issues and other course 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.

The general purpose of your essay is to ‘interpret and evaluate’ the main points and arguments in your chosen course reading(s). Roughly 70% of your total essay mark will be devoted to the more descriptive interpretive aspects of your reading(s), while the remaining 30% must be devoted to your own personal evaluation of the essay article. Think of yourself as teaching a prospective student about your chosen reading(s). Your essay will be marked out of 100 full marks, according to the following standardized table, taken from the Western University

Academic Calendar:

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Remember that essays must be strictly based on, and directly refer and report on, course readings. Speculations and examples based on materials from other courses are therefore inappropriate in your essay for this course. You may allude to materials in films we have seen, but these cannot form the substance of your discussion, which must be traceable to course readings. Try and choose a topic we have not studied extensively in class, in order to maximize your chances of writing an original essay and not repeating material we know already (which might earn less marks for creativity critical thinking and originality). The overall purpose of your essay is to teach us/me something new and original in our course readings, by discussing those readings. Your mark depends on how successful you are in describing your topic and evaluating the points and arguments make in it. Don't be scared to choose a reading we have not discussed extensively in class. The risk is not only necessary, but worth it!

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. Please use Chicago Manual Style author-date format for your essay, bibliography, and footnotes or endnotes.

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 be taken from the weekly readings you select for your 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). Short quotes must be enclosed in double quotation marks, except when they are longer, 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. Footnotes or endnotes are permitted. 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 You Tube 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

1/3/2018 9:50 AM

Western University
Department of Philosophy
PHIL 2044G 2018-2019
Introduction to the Philosophy of Psychiatry
Winter Term 2018

Schedule of Topics and Readings

Test 1: Feb 09 | Fri 11:30-13:20

Essay Due: Wed Apr 11, 2018, 1130 am. In hard-copy in class or essay box and online.

Final Exam [TBA]

Week 01

Jan 10 | Wed 11:30-12:30

Jan 12 | Fri 11:30-13:30

Topic: Opioid Epidemic

Required Readings:

(1) DSM 5 Criteria for Opioid Use Disorder (available on OWL Course Resources or UWO Course Readings.)

(2) You want a description of Hell? Oxycontin's 12-Hour Problem. By Harriet Ryan, Lisa Girion, and Scott Glover. A Times Investigation. LA Times. Available at <http://www.latimes.com/projects/oxycontin-part1/>

(3) Pharma influence widespread at medical schools: study, by Wendy Glauser. CMAJ September 17, 2013 vol. 185 no. 13 First published August 12, 2013. Available at <http://www.cmaj.ca/content/185/13/1121.full>

(4) How a Little Known Patent sparked Canada's Opioid Crisis, by Grant Robertson and Karen Howlett. December 30, 2016, The Globe and Mail. Available online at: <https://www.theglobeandmail.com/news/investigations/oxycontin/article33448409/>

(5) The Family that Built an Empire of Pain, By Patrick, Radden Keefe, New Yorker, Oct. 30, 2017.

Available online at:

<https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain>

Film: Time Bomb, CBC The Fifth Estate. Available at <http://www.cbc.ca/fifth/episodes/2011-2012/time-bomb>

Discussions Questions: (1) What do you think and how do you feel about this film? (2) Do you know of anyone who has been affected by this epidemic? (3) What is methadone maintenance (also called 'substitution') treatment and how does it work? (4) Are you aware of any recent developments in this domain? The Fentanyl epidemic? (Google this for more on the topic.)

Week 02

Jan 17 | Wed 11:30-12:30

Jan 19 | Fri 11:30-13:30

Topic: The Disease Theory of Addiction and its Critics

Required Readings:

DSM 5 on Substance Related and Addicted Disorders

(1) Alan Leshner (1997). Addiction is a Brain Disease , and it Matters. *Science*,278(5335), 45-47.

(2) Marc Lewis. (2017). Addiction and the Brain: Development, Not Disease. *10*, 7-18.

(3) Carl, Hart. (2017). Viewing Addiction as a Brain Disease Promotes Social Injustice. *Nature Human Behaviour*, Vol. 1, Article Number 0055. For more on Carl Hart see 'Where Drug Myths Die' at <http://drcarlohart.com>

Film: The Hijacked Brain:

Discussion Questions: (1) What are the major issues that separate the disease view of addiction from theories that argue that addiction is not disease? (2) Are there irresistible compulsions in addiction? If not, how do we explain the self-destructive behavior of persons who suffer from addiction? (3) How can addicts be said to suffer from a disease and at the same time be held responsible for their recovery?

Week 03

Jan 24 | Wed 11:30-12:30

Jan 26 | Fri 11:30-13:30

Topic: The Nature and Definition of Mental Disorder

Required Readings:

(1) APA 2013. DSM-5 Def. of Mental Disorder. (Introduction; Use of the Manual; Cautionary Statement for Forensic Use of DSM-5.) Washington D.C. American Psychiatric Publishing. Available from DSM 5 online. Accessible from UWO library. See instructions below or ask a librarian.

(2) Boorse, Christopher. (1976). What a Theory of Mental Health Should Be. *Journal for the Theory of Social Behavior*, 6(1), 61-84.

(3) Fulford, K.W.M. (2001). 'What is (mental) disease?': an open letter to Christopher Boorse. *Journal of Medical Ethics*, 27, 80-85.

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

Week 04

Jan 31 Wed 11:30-12:30

Feb 02 | Fri 11:30-13:30

Topics: Diagnostic Inflation and Anti-Psychiatry

Required Readings:

(1) Frances, Allen. (2012). Diagnosing the DSM, by Allen Frances. *New York Times*, May 11, 2012. Available online at

http://www.nytimes.com/2012/05/12/opinion/break-up-the-psychiatric-monopoly.html?_r=0

(2) Charland, Louis C. (2013). Why Psychiatry Should Fear Medicalization, by Louis C. Charland. In K.W.M. Fulford, Martin Davies, Richard G.T. Gipps, George Graham, John Z. Sadler, Giovanni Stanghellini, and Tim Thornton (eds.) *The Oxford Handbook of Philosophy and Psychiatry* (Oxford: Oxford University Press, 2013), 159-176.

(3) Thomas Szasz. (1960). The Myth of Mental Illness. *American Psychologist*. 13, 115-118.

Film: Allen Frances, *Diagnostic Inflation* (TV Ontario 2012). Available online at

<https://www.youtube.com/watch?v=yuCwVnzSjWA>

Discussion: (1) What is 'diagnostic inflation' (including possible meanings of the economic metaphor) and why is it argued to be a problem, rather than simply the result of better testing and diagnostic categories? (2) Are there too many diagnostic categories now and are we 'medicalizing' too much of normal everyday mental pain and suffering and problems in life? (3) What do you think and how do you feel about statistical claims that "mental disorder affects one in four people" and that the affected all need 'medical treatment' by health professionals? (4) What does Szasz mean when he says mental illness is a myth?

Week 05 [Test 1]

Feb 07 | Wed 11:30-12:30 [Review]

Feb 09 | Fri 11:30-13:30 [Test 1:50 min.]

Week 06

Feb 14 | Wed 11:30-12:30

Feb 16 | Fri 11:30-13:30

Topic: Bodily Identity Integrity Disorder (BIID)

Readings:

(1). The Desire for Limb Amputation or Paralysis: A Medical Condition? Disability Desires: A Medical Review. Brugger, Peter et al. (2016). Volume 3, No. 12, p1176–1186.

(2). Charland, Louis C. (2004). A Madness for Identity. *Philosophy, Psychiatry, Psychology* 11(4), 335-349.

Film: Whole. A Documentary. DVD. By Melody Gilbert. Available by purchase through Frozen Films at

<http://frozenfeetfilm.com/whole/>

Film Questions: (1) Do you believe that BIDD is a genuine mental disorder. Explain why or why not? (2) Do you agree with amputation as a treatment for BIDD, when it is requested by the patient? (3) How has this film affected your view of mental disorder and the people who suffer from this this problem or disorder?

READING WEEK | FEBRUARY 19-23 | No Class

Week 07

Wed Feb 28 | 11:30-13:30

Fri Mar 02 | 11:30-13:30

Topic: History and Nature of Modern Depression

Required Reading:

(1) Horwitz, Allan, V. & Wakefield, Jerome, C. (2007). 'The Concept of Depression', In Alan Horwitz and Jerome Wakefield, *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder*. Oxford: Oxford University Press, pp. 3-26.

(1) Radden, Jennifer. (2000). 'Preface' and 'Introduction: From Melancholic States to Clinical Depression. In Jennifer Radden (ed.) *The Nature of Melancholy: From Aristotle to Kristeva*. Oxford: Oxford University Press, pp. i-xii, 3-51.

(3). The Hamilton Rating Scale for Depression (HAM-D 1960) available at <http://healthnet.umassmed.edu/mhealth/HAMD.pdf>

(4) Beck Depression Inventory BDI 1961 (BDI-II 1996) available at http://www.hr.ucdavis.edu/asap/pdf_files/Beck_Depression_Inventory.pdf

Film: The Truth About Depression BBC Documentary

<https://www.youtube.com/watch?v=sDXIu8IL1rM>

Discussion Questions: (1) Is depression a physical or a mental disorder, or both? (2) How does contemporary depression differ from earlier melancholy and melancholia? (3) What are the diagnostic criteria for DSM 5 Major Depressive Disorder? (4) When do suddenness and grief become depression? (5) How does 'context' figure in the diagnosis of modern depression?

Week 08

Mar 7 | Wed 1130-1230

Mar 09 | Fri 1130 - 1330

Topics: Major Depressive Disorder and Culture

Required Readings:

(1) Watters, Ethan. (2010). The Mega-Marketing of Depression in Japan. In *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press, 187-249.

(2) Lee, Sing. (1999). Diagnosis Postponed: Shengjing Shuairo and the Transformation of Psychiatry in Post-Maoist China. *Culture, Medicine, and Psychiatry*, 23: 349–380.

(3). Dominic T. S. Lee, MD, MRCPsych, Joan Kleinman, MA, and Arthur Kleinman, MD. (2007). Rethinking Depression: An Ethnographic Study of the Experiences of Depression Among Chinese. *Harv Rev Psychiatry*, Vol. 15, No. 1, 1-8

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) How important is language in the globalization of depression? Give examples.

Week 09

Mar 14 | Wed 1130-1230

Mar 16 | Fri 1130 – 1330

Topic: History of Delusions and Delusional Thinking

Required Reading:

(1) APA 2013. *Schizophrenia Spectrum and other Psychotic Disorders: Delusional Disorder, Brief Psychotic Disorder*.

(2) Charland, Louis C. (2015). Jean-Etienne Esquirol (1772-1840). In Robyn Cautin & Scott Lilienfeld (Eds.). *The Encyclopedia of Clinical Psychology* (New York: Blackwell: Wiley), 1106- 1112.

(2) Walker, Christopher. (1991). Delusion: What Did Jaspers Really Say? *British Journal of Psychiatry*, 159 (Suppl. 14), 94-103.

Discussion questions: (1) What is Esquirol's contribution to our understanding of delusions? (2) Explain Esquirol's concept of monomania. (3) What is a delusion according to Jaspers? (4) What kinds of delusions are there according to DSM 5?

Week 10

Mar 21 | Wed 1130-1230

Mar 23 | Fri 1130 – 1330

Topic: Topic Delusions and Culture

Required Readings:

(1) Whitaker, Ethan. (2010). The Shifting Mask of Schizophrenia in Zanzibar. In *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press, 127-187.

(2) Jackson, Mike, Fulford, K.W.M. (1997). Spiritual Experience and Psychopathology, *Philosophy, Psychiatry, Psychology*, 4(1), 41-65.

Discussion Questions: (1) What are some examples of accepted delusional-like religious beliefs? (2) What are some examples of cultural differences in what may count as delusional beliefs? (3) What are some modern Western psychiatric delusions? (4) Is there anything 'objective' to the concept of delusion?

Week 11

Mar 28 | Wed 1130-1230

Mar 30 | Fri 1130 – 1330

Topic: Post-Traumatic Stress Disorder

(1) DSM-5 Trauma and Stressor Related Disorders. Post Traumatic Stress Disorder.

(2) Excerpts from Showalter, Elaine. (1985). *The Female Malady: Women, Madness, and English Culture 1830-1980*. London: Virago Press. Ch. 6 'Feminism and Hysteria (145-164), 'Male Hysteria (167-194).

(2). The Wave That Brought PTSD to Sri Lanka. In *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press, 65-127.

Film: Shell Shock in World War I. by Dr. Alan Brown. Available on YouTube at <https://youtu.be/faM42KMeB5Q>

Discussion 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 non-binary persons fit in that history?

Week 12

Apr 04 | Wed 1130-1230

Apr 06 | Fri 1130 – 1330

Topic: Gender, Sexuality, and Psychopathology

Readings:

(1) H. Englehardt, Tristram Jr. (1981). The Disease of Masturbation: Values and the Concept of Disease.

(2) Jack Dresher. (2015). Out of DSM: Depathologizing Homosexuality. Behavioural Sciences, 5(4), 565-575. Available online at:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4695779/>

(3) DSM 5 Gender Dysphoria. See UWO Course Readings Site.

(4) TBA

Film: TBA

Week 13

Apr 11 | Wed 1130-1230

Essays Due in class and online at 11:30 am.

Online version due by 1130 am.

03/01/2018 9:51 AM