

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF PHILOSOPHY
Undergraduate Course Outline 2016-2017
Winter Term 2017

Philosophy 2044G: Introduction to the Philosophy of Psychiatry

Course Outline

Winter Term 2017	Instructor: Louis C. Charland
Wed 11:30-12:30, Fri 11:30-13:30	Office Hours: Wed 1230-1330, Fri 1330-1430
Classroom: WL-258	Tel: (519) 661-2111 x86445
Office: HSB 214	Email: charland@uwo.ca

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 (1 hour 50 min.)

Feb 3 | Fri 11:30-13:30

Essay-Style Test 2 | Out of 30 marks | Worth 30% final mark |

Written in-class (1 hour 50 min.)

Mar 10 | Fri 1130 – 1330

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

Due in class and online by 9:30 am

Apr 07 | Fri 1130 – 1330

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.

IN-CLASS ESSAY-STYLE TESTS

There will be 2 in-class essay-style tests in this course. Tests will be 1 hour 50 minutes duration. Tests are essay-style and out of 30 full marks. Each single 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 topics. 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. 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. 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.

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:

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

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 the 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 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). 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. Outside readings and special topics might be considered but require written permission of the instructor.

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 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

1/3/2017 10:12 AM

Western University
Department of Philosophy
PHIL 2044G 2016-2017
Wed 11:30-12:30, Fri 11:30-13:30 (001)
Introduction to the Philosophy of Psychiatry
Winter Term 2017

Week 01

Jan 06 | Fri 11:30-13:30

Topic: Course Administration, Film and Discussion

Required Readings:

(1) 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/>

(2) 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>

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 11 | Wed 11:30-12:30

Jan 13 | Fri 11:30-13:30

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

Required Readings:

(1) Charland, Louis C. (2014). John Locke on madness: redressing the intellectualist bias. History of Psychiatry Vol. 25(2) 137–153.

Discussion 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 changes in cultural and medical assumptions might account for the humanitarian reforms that occurred in how we view the ‘mad’ and what made those assumptions possible? (4) How was the nature of proposed treatments for madness tied to the nature of the proposed nature of the condition purportedly being treated? (5) How did Locke define madness and what are the differences between the intellectual and affective conceptions of madness he discusses?

Week 03

Jan 18| Wed 11:30-12:30

Jan 20 | Fri 11:30-13:30

Topics: Diagnostic Inflation. Dr. Allen Frances (Former Chair, DSM IV Task Force) speaking on DSM 5 before its final publication and on ‘Diagnostic Inflation’ more generally.

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?

Week 04

Jan 25| Wed 11:30-12:30

Jan 27 | Fri 11:30-13:30

Topic: BIID Bodily Identity Integrity Disorder: Explorative Case study

- (1). Brugger, Peter et al. (2016). The Desire for Limb Amputation or Paralysis: A Medical Condition? *Disability Desires: A Medical Review*. Volume 3, No. 12, p1176–1186.
- (2). Charland, Louis C. (2004). A Madness for Identity. *Philosophy, Psychiatry, Psychology* 11(4), 335-349.
- (3) Fisher, M.B. & Fisher, C. E. (2012). Body Integrity Identity Disorder: The Persistent Desire to Acquire a Physical Disability. *Psychopathology* 2012; 45:3–14

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 and 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 problem or disorder?

Week 05

Feb 1 | Wed 11:30-12:30 [Week 04 Readings and Discussion Continued.]
Feb 3 | Fri 11:30-13:30 [Test 1 . Duration 1 hour 50 min.]

Week 06

Feb 8 | Wed 11:30-12:30
Feb 10 | 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) Wakefield, Jerome, C. (1992). Disorder as Harmful Dysfunction: A Conceptual Critique of DSM-III-R's Definition of Mental Disorder. *Psychological Review*, 99(2), 232-247.

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

(4) 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 Wakefield’s basic position regarding 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 07

Feb 15 | Wed 11:30-12:30

Feb 17 | Fri 11:30-13:30

Topic: History and Nature of Modern Depression

Required Reading:

(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.

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

(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=43rm31iNk_Y

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 1 | Wed 1130-1230

Mar 3 | 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 Shuaipo 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) Is this kind of medicalization (or ‘medical colonization’, to use a ‘post modern’ phrase) helpful or harmful? In what respects?

Week 09

Mar 08 | Wed 1130-1230

Mar 10 | Fri 1130 – 1330 [Test 1 hour 50 min.]

Week 10

Mar 15 | Wed 1130-1230

Mar 17 | 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). Watters, Ethan. (2010). 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>

If you wish, see also 1914-1918 Shell Shock. Available at
<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 11

Mar 22 | Wed 1130-1230

Mar 24 | 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.

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

[Optional] (4) Walker, Chris. (1993a) Karl Jaspers as a Kantian psychopathologist, I The philosophical origins of the concept of form and content. *History of Psychiatry*, vol. 4, 14: pp. 209-238. First Published Jun 1, 1993.

[Optional] (5) Berrios, G.E. (1992). Phenomenology, psychopathology and Jaspers: a conceptual history. *History of Psychiatry*, vol. 3, 11: pp. 303-327. First Published Sep 1, 1992.

Film questions: 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? (4) How important is the history of delusions in psychiatry to our modern day understanding of delusions?

Week 12

Mar 29 | Wed 1130-1230

Mar 31 | Fri 1130 – 1330

Topic: Topic Delusions and Culture

Required Readings:

(1) Waters, 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 13

Apr 05 | Wed 1130-1230

Apr 07 | Fri 1130 – 1330 [Essays Due]