

TENTATIVE SYLLABUS

PHIL 490 A02/Phil 500 A01: Philosophy of Psychiatry

Instructor: Eric Hochstein

CRN: 22585/22587

Time: Wednesdays 3:30 PM – 6:20 PM

Location: Clearihue Building B315

Office Hours: (in Clearihue B330): Tuesday, 2:00-4:00 pm; and by appointment

Email: ehochstein@uvic.ca

Description: This class will explore philosophical questions surrounding the nature of psychiatric disorders, as well as the methodology and practices of psychiatry as a field. What are psychiatric conditions like bipolar disorder and schizophrenia? Are they natural biological kinds, or categories that are largely culturally determined? What makes such disorders *mental* as opposed to *physical*? What determines our *classification* of psychiatric disorders in psychiatry? What is the goal of psychiatry as a field? Is it to understand the metaphysical nature of psychiatric disorders, or to treat people who need help? This class will explore these issues and more.

Structure: The course comprises 1 seminar per week, the contents of which will be based on the assigned external sources. The course will proceed primarily through discussions and presentations. Class participation in discussions is essential for this course.

Evaluation: The course will be graded as follows:

- **FOR GRAD STUDENTS:** 1 in-class presentation worth 15% (this will involve a very brief summary and explanation of a few key points of the reading for that day, and leading class discussion).
- **FOR UNDERGRAD STUDENTS:** 1 early draft of final paper worth 15% (the final paper will be graded on how you respond to comments and suggested revisions on this draft).
- 2 papers, one worth 35% the second 40%
- 10% Class participation and attendance. This includes a brief (one page max) summary of each course reading, **due in class** the day that reading is being covered.

Policy on assignments, tests, and term papers: The term papers are due in class, **in hard copy**, on the announced deadline. Late papers will receive a deduction of 5% per day until handed in. Summaries that are not handed in during class time will not be accepted.

Important to Note: It is expected that students will prepare for and attend class regularly. Students are encouraged to consult the instructor with any problems or concerns about the course early in the semester. Also, **constantly checking and using your cell phone during class is extremely distracting. Please refrain from doing so.**

Grading System:

Percentages	Letter Grade	Grade Point
-------------	--------------	-------------

90 – 100	A+	9
85 – 89	A	8
80 – 84	A-	7

An A+, A, or A- is earned by work which is technically **superior**, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students

77 – 79	B+	6
73 – 76	B	5
70 – 72	B-	4

A B+, B, or B- is earned by work that indicates a **good** comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.

65 – 69	C+	3
60 – 64	C	2

A C+ or C is earned by work that indicates an **adequate** comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities

50 – 59	D	1
---------	---	---

A D is earned by work that indicates **minimal** command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

0 – 49	F	0
--------	---	---

F is earned by work, which after the completion of course requirements, is **inadequate** and unworthy of course credit towards the degree.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor (or TA) in a respectful, open-minded manner. Rest assured that if you still believe the grade you received is unfair you can appeal the matter to the chair of the department.

For additional information regarding grades, please see pp. 51-53 of the most recent (September 2018) edition of the Uvic Undergraduate Calendar.

All evaluations of tests and assignments will be calculated according to percentage scores. Letter grades and grade point scores are listed purely for reference.

Final examinations are the property of Uvic and are not returned. They are available for viewing at the Records Office according to Uvic procedures and regulations (pp. 49-51 of the calendar).

Uvic is committed to providing a safe, supportive learning environment for all members. Further information regarding Uvic policies on human rights, equity, discrimination and harassment are located in the Uvic calendar (p. 15), but if you have any particular concerns in our course please do not hesitate to contact me.

Tentative Schedule of Readings:

Week 1 (Jan 11): Introduction

No Readings

Week 2: (Jan 18): Psychiatry and the DSM

Readings:

- Jonathan Tsu (2022). "A Brief History of the DSM" Excerpt from the paper *Philosophy of Science, Psychiatric Classification, and the DSM*.
- Massimiliano Aragona. (2015). "Rethinking received views on the history of psychiatric nosology: Minor shifts, major continuities"

Optional Readings:

- Ian Hacking (2013). "Lost in the Forest"
- Kenneth Kendler, Kathryn Tabb & John Wright (2022). "The Emergence of Psychiatry: 1650-1850"

Week 3 (Jan 25): What Makes Psychiatric Disorders *Mental* Disorders?

Readings:

- Jerome C. Wakefield. (2006). "What makes a mental disorder mental?"
- Dominic Murphy. (2006). *Psychiatry in the scientific image*. Chapter 3: Sections 3.3 and 3.4

Week 4 (Feb 1): Are Psychiatric Disorders Natural Kinds?

Readings:

- Nick Haslam (2002) "Kinds of Kinds: A Conceptual Taxonomy of Psychiatric Categories"
- Serife Tekin (2016) "Are mental disorders natural kinds? A plea for a new approach to intervention in psychiatry"

Optional Readings:

- Jonathan Tsou (2013). "Depression and Suicide are Natural Kinds: Implications for Physician-Assisted Suicide"
- Rachel Cooper (2013). "Natural Kinds"
- Marion Godman (2013) "Psychiatric disorders qua natural kinds: the case of the 'apathetic children'"

Week 5 (Feb 8): Cross-Cultural Diversity of Psychiatric Conditions

Readings:

- T. M. Luhrmann, R. Padmavati, H. Tharoor and A. Osei (2015). “Differences in voice-hearing experiences of people with psychosis in the USA, India and Ghana: interview-based study”
- Dominic Murphy (2015). “Deviant deviance: Cultural diversity in DSM-5”

Optional Readings:

- Canino, G., & Alegria, M. (2008). “Psychiatric diagnosis – is it universal or relative to culture?”
- Lewis-Fernández, R., Hinton, D. E., Laria, A. J., Patterson, E. H., Hofmann, S. G., Craske, M. G., Stein, D. J., Asnaani, A., & Liao, B. (2010). “Culture and the anxiety disorders: Recommendations for DSM-V.”
- Sumipathala, A., Siribaddana, S. H., & Bhugra, D. (2004). “Culture-bound syndromes: The story of dhat syndrome.”

Week 6 (Feb 15): Looping Effects and Human Kinds

First Term Paper due Feb 14

Readings:

- Ian Hacking (1995). “Looping effects of human kinds.”
- Sofia Kvist Lindholm & Anette Wickström (2020). “‘Looping effects’ related to young people’s mental health: How young people transform the meaning of psychiatric concepts”

Optional Readings:

- Muhammad Ali Khalidi (2010). “Interactive Kinds”
- Jonathan Tsu (2016). “Natural kinds, psychiatric classification and the history of the DSM.”
- Serife Tekin. (2014). “The missing self in Hacking’s looping effects”

Week 7 (Feb 22): Reading Week

No Classes

Week 8 (Mar 1): Psychiatry and the Self

Readings:

- Jennifer Church (2013). “Boundary Problems: Negotiating the Challenges of Responsibility and Loss”
- Serife Tekin (2011). “Self-concept through the diagnostic looking glass: Narratives and mental disorder”

Week 9 (Mar 8): RDoC vs. DSM

Readings:

- Sanislow et al. (2010). “Developing constructs for psychopathology research: Research Domain Criteria”
- Kathryn Tabb (2015). “Psychiatric progress and the assumption of diagnostic discrimination”

Optional Readings:

- William Carpenter (2013) “RDoC and DSM-5: What’s the Fuss?”
- Bruce N Cuthbert and Thomas R Insel (2013). “Toward the future of psychiatric diagnosis: the seven pillars of RDoC”

Week 10 (Mar 15): Economic and Socio-Political Influences on Psychiatry

For Undergraduate Students: Draft of Second Paper is due.

Readings:

- Marcio Pinheiro (1992). “The Selling of Clinical Psychiatry in America.”
- Joanna Moncrieff (2009). “Neoliberalism and biopsychiatry: a marriage of convenience”

Week 11 (Mar 22): Mad Pride

Readings:

- Newsweek, “The Growing Push for ‘Mad Pride’ ”
- Ginger A.Hoffman (2019) “Public mental health without the health? Challenges and contributions from the Mad Pride and neurodiversity paradigms”

Optional Readings:

- Nev Jones (2015) “Inconvenient Complications”
- Summer Schrader, Nev Jones & Mona Shattell (2013) “Mad Pride: Reflections on Sociopolitical Identity and Mental Diversity in the Context of Culturally Competent Psychiatric Care”

Week 12 (Mar 29): Other Ethical Issues Surrounding Psychiatry

Readings:

- Natalia Washington (2015). “Individualism as a Solution to Paternalism in Psychiatric Practice”
- Hanna Pickard (2013). “Responsibility Without Blame: Philosophical Reflections on Clinical Practice.”

Optional Readings:

- Matt King and Joshua May (2018) “Moral responsibility & mental illness: A call for nuance”

Week 13 (Apr 5): Spill Over

Second Term Paper Due April 10th

No Readings

Note on Avoidance of Academic Offenses:

All students registered in the course are expected to know what constitutes an academic offence, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, it will be acknowledged by disciplinary penalties. If you need help in learning how to avoid academic offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. You can find the university’s Policy on Academic Integrity here:

https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V

If you are seeking editing help, please note that the university has recently adopted a strict view about seeking the help of others for editing. They say (this can be found in the link above):

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work.

The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized. Review by fellow students and tutoring that do not include editing are normally permitted.

Note for students with disabilities:

The Centre for Accessible Learning (<http://www.uvic.ca/services/rcsd/>) is a fantastic resource that collaborates with all academic departments to help arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with them at the beginning of each academic term.