

HPS 612: Mind and Medicine

Spring 2018

Monday & Wednesday 9:30 – 10:45 AM

Cathedral of Learning 116

Instructor: Jacob Neal
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Office Hours: Mon. 4:45-5:45pm, Tue. 4:45-5:45pm, and by appointment

Student Contact 1: _____

Student Contact 2: _____
(name) (email) (phone)

- 1. Course Description.** This course is designed as an introduction to the philosophical issues that exist at the intersection of biology and medicine. Among others, we will examine the following questions: What is disease? Can one define disease and disorder purely objectively? Are psychiatric disorders real? How should scientists explain psychiatric disorders and other medical conditions? How do researchers study diseases? What is the relation between the causes of disease and their symptoms? The goal of this class is to provide students with a critical understanding of these philosophical issues. Previous knowledge of biology, neuroscience, or medicine is not needed for this class. Key notions and theories in these fields will be introduced progressively.
- 2. Course Objectives.** By the end of this course, students will be able to
 - Recognize, extract, and critically evaluate philosophical arguments from philosophical and medical texts.
 - Summarize and analyze philosophical arguments in clear and cogent prose.
 - Develop and defend original philosophical arguments both orally and in writing.
 - Charitably and rationally evaluate multiple viewpoints and perspectives in philosophical arguments, especially those that conflict with one's initial intuitions or beliefs.
- 3. Prerequisites.** There are no prerequisites for this course and no background knowledge of either philosophy or medicine is assumed. A core course in the Conceptual Foundations of Medicine certificate, it is likely to be of interest to pre-medical and pre-healthcare students.
- 4. Texts.** Readings for the course will be available on CourseWeb. You should bring copies of all the weekly texts to each class meeting.
- 5. Graded Assignments.**
Homework (20%): For each topic in the course, students will be given worksheets to complete before class that will help them identify the arguments and key points in the required readings. Unless otherwise announced, homework worksheets will be available on CourseWeb one week in advance, and they must be submitted to Turnitin by 9AM on Monday. Since these worksheets will provide the foundation for class discussion and many of the answers will be discussed in class, no late homework will be accepted. There will be 11 in total, and the lowest

score will be dropped. Worksheets will be graded for both completion and correctness. Students are guaranteed a minimum of 50% credit for completion and on-time submission.

Reading Responses (30%): Students will be assigned to groups and will have to prepare and submit four responses to selected readings. The first two reading responses are worth 5% each. They are 400-word summaries of the main argument in the paper, without any critical evaluation. The final two reading responses will each be worth 10%. These will be 600-words in length and include both a presentation of one of the arguments in the reading, as well as a critical evaluation of it. Reading responses are due by 5PM on Sunday prior to our Monday class session. You will have the option to rewrite one of your 600-word reading responses to receive up to 50% of the points lost. The schedule of reading responses is included in the Schedule of Readings below.

Final Paper (40%): Students will produce a 1,400- to 1,600-word essay addressing an important philosophical relevant to the course. Students will be encouraged to choose a topic of interest to them, related to the material covered during the course. More discussion of the term paper goals, guidelines, and rubric will be provided in additional documents later in the course. Students will be graded both on the final written essay (35%) and at various stages during the essay drafting process (5%). Additionally, all students will have the opportunity to revise their final essay in light of instructor feedback to receive up to half of the points lost. (See below for specific deadlines.)

Participation (10%): Since this is a discussion-based course, you should actively participate in class. This means asking questions, contributing to discussions, and working constructively during group activities. Points will be deducted for failing to engage or for disrespectful behavior. In-class participation will count for 7% of your grade. The additional 3% will come from the midterm course survey (1%), midterm participation paper (1%), and final participation paper (1%). (Note: Most students will receive a 5/7 for average in-class participation and so can expect a B (8/10) for their participation grade if they successfully complete the other three assignments.)

Deadlines & Submission Instructions

Fri., Feb. 23: Final Paper Thesis, submitted to Turnitin by 11:59PM

Wed., Feb. 28: Five-Sentence Paper, submitted to Turnitin by 9AM and a paper copy due in class

Wed., Mar. 14: Complete draft of Final Paper, submitted to Turnitin by 9AM and paper copy brought to class

Friday, Mar. 30: Final Paper, submitted to Turnitin by 11:59PM

Friday, Apr. 20: Revisions and Summary of Justification, submitted to Turnitin by 11:59PM

Sunday, variable: Reading Responses, submitted to Turnitin by 5PM on Sunday before class

6. Attendance and Grading Policies

Attendance. Attendance is required, but I allow three absences without penalty (after the first week). Each absence over these two will result in a 3% deduction from your final grade. This is independent of your participation grade.

Late Work. All work is due by the specified date and time. If a reading response or final essay is submitted late, it will be penalized by 10% for each 24h period it is late. Reading responses submitted after the beginning of class will not be accepted. Late homework will not be

accepted. Exceptions may be provided for health, familial, or religious obligations on a case-by-case basis.

Anonymous Grading. I practice anonymous grading for all written work in order to eliminate the effects of implicit bias, which have been shown to affect even those who do not hold explicitly prejudiced beliefs (<http://plato.stanford.edu/entries/implicit-bias/>). We will discuss in class how to anonymize your submissions to Turnitin.com.

7. **Student Preparedness.** Class discussion assumes that students have read the assigned materials. Some of the readings may be challenging, and I strongly encourage you to complete the readings twice before class. Ideally, you should also review the readings after we have discussed them in class. *You are expected to bring copies of all the assigned readings, as well as your notes, to every class session.* As you prepare for each class, try to identify the author's main thesis and the arguments offered in support of it. Also consider any possible objections you might raise to those arguments. Finally, think about the position you would defend with respect to the ethical argument at issue and identify the strongest arguments you can in support of your position. While I do not expect you to fully grasp all the arguments in each reading before class, preparing to discuss each reading in this way will help you to develop your own thought and will also enable you to pinpoint the steps in the author's argument that you do not understand. You will then be able to bring up your questions about the readings and your considered opinions and arguments during class for assistance and feedback from the instructor and your peers.
8. **Classroom Environment.** We may discuss controversial topics in class and some of the readings may present arguments that challenge your beliefs and values. This course is designed to be a safer space for rational consideration, analysis, and discussion of various topics at the intersection of biology and medicine. *Class participation therefore should always be carried out in a respectful manner.* For instance, you should always listen carefully to those voicing other positions, interpret their arguments charitably, and then present any objections to their arguments civilly, without attacking them personally.
9. **Inclusivity Statement.** I am firmly committed to diversity and equality in all areas of academic life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I further believe that our ability to understand and grapple with difficult bioethical topics is improved by respectfully engaging with a variety of diverse viewpoints and perspectives. Each of us brings a unique set of experiences and knowledge into the classroom. One of the pleasures of the study of philosophy is the ability for each of us to learn from the experience and knowledge of others. I believe the responsibility for learning is distributed among all of us, so your preparation and participation in the class will be a key factor in your success and mine. I value and encourage each of your contributions, and I hope that you will always feel comfortable offering opinions, asking questions, and helping everyone get the most out of the course.

To help foster an inclusive learning environment, we begin by ensuring that our language is inclusive. In this class, we will follow the American Philosophy Association's guidelines for non-sexist language (<http://www.apaonlinecsw.org/apa-guidelines-for-non-sexist-use-of-language>). To further promote inclusion and civility, I will make every attempt to acknowledge student contributions by name, and I encourage you to learn your classmates' names and pronouns so that you can do the same.

- 10. Laptop Policy.** Since much of this course is discussion-based, the use of laptops during class is strongly discouraged. Most people overestimate their ability to multi-task and underestimate the extent to which their laptop use distracts others. Further, recent studies have shown that students who take notes electronically tend to transcribe the lecture verbatim rather than processing the information. These results indicate that handwritten note takers, who have to reframe the information in their own words, have improved recall and a better conceptual understanding of the material than electronic note takers (See: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>). You may consult your laptops to access electronic readings during relevant class discussion or if you use it as an accessibility aid for note taking, but otherwise you should try to refrain from using your laptop during class.
- 11. Plagiarism.** Plagiarism, as well as cheating of any kind, will not be tolerated. Please refer to the University of Pittsburgh's policies on academic integrity for details on this subject (<http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>). We will discuss proper academic citations before any papers are due to help you avoid inadvertent plagiarism. All graded assignments are expected to be new for this course.

Students agree that by taking this course all written assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage and Privacy Policies on the Turnitin.com site.

- 12. Writing Center.** Effective written communication is critical to philosophy and to academic discourse. You are strongly encouraged to trade drafts of your writing assignments with your classmates for editing and to make use of the Writing Center at 317B O'Hara Student Center (www.writingcenter.pitt.edu).
- 13. Disability Services and Accommodations.** Your success in this course is important to me, as I believe that every student is entitled to a meaningful and stimulating learning experience. If there are any circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting activities and assignments to meet both your needs and the requirements of the course. Additionally, if you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. For further information on University policy, please visit <https://www.studentaffairs.pitt.edu/drs/>.
- 14. Non-discrimination Policy.** The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support these values consistent with the University's mission.

SCHEDULE OF READINGS*

UNIT 1: HEALTH AND DISEASE		
Mon., Jan. 8	Introduction	<ol style="list-style-type: none"> 1. No required readings** 2. Murphy (2015), 'Concepts of Health and Disease' in <i>Stanford Encyclopedia of Philosophy (SEP)</i>
Wed., Jan. 10	Are Mental Diseases Myths?	<ol style="list-style-type: none"> 1. Szasz (1960), 'The Myth of Mental Illness' 2. Cooper (2007), 'Ch 2. The Nature of Mental Illness', Sec 2.1-2.3, pp. 11-19 in <i>Philosophy and Psychiatry of Science</i> 3. Pickard (2009), 'Mental Illness is Indeed a Myth' 4. Cooper (2007), 'Ch 1. Introduction: Psychiatry and Philosophy of Science' in <i>Philosophy and Psychiatry of Science</i>
Mon., Jan. 15	No Class – MLK Day	
Wed., Jan. 17	Are Mental Diseases Myths?	<ol style="list-style-type: none"> 1. Readings continued from Jan. 10.
Mon., Jan. 22 - Wed., Jan. 24	Objectivist Accounts	<ol style="list-style-type: none"> 1. Boorse (1975), 'On the Distinction Between Disease and Illness' -- RR Group A 2. Boorse (1977), 'Health as a Theoretical Concept' -- RR Group B
Mon., Jan. 29 - Wed., Jan. 31	Normativist Accounts	<ol style="list-style-type: none"> 1. Margolis (1976), 'The Concept of Disease' -- RR Group C 2. Canguilhem (1989 [1966]), 'Physiology and Pathology' in <i>The Normal and the Pathological</i> 3. Conrad (1975), 'The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior' 4. Cartwright (1851), 'Report on the Disease and Peculiarities of the Negro Race'
Mon., Feb. 5 - Wed., Feb. 7	Hybrid Accounts	<ol style="list-style-type: none"> 1. Wakefield (1992), 'The Concept of Mental Disorder' -- RR Group D 2. Ereshefsky (2009), 'Defining "Health" and "Disease"' -- RR Group A
Mon., Feb. 12 - Wed., Feb 14	Normality	<ol style="list-style-type: none"> 1. Amundson (2000), 'Against Normal Function' -- RR Group B 2. Wachbroit (1994), 'Normality as a Biological Concept' --RR Group C 3. Canguilhem (1989 [1966]), 'On Organic Norms in Man' in <i>The Normal and the Pathological</i> 4. Canguilhem (1989 [1966]), 'Norm and Average' in <i>The Normal and the Pathological</i>
Mon., Feb. 19 - Wed., Feb. 21 <i>Thesis due Fri., Feb. 23</i>	Genetic Disease	<ol style="list-style-type: none"> 1. Dekeuwer (2015), 'Defining Genetic Disease' 2. Tabery (2014), 'Ch 7. Dismantling the "Genetic Predisposition to Violence"' in <i>Beyond Versus: The Struggle to Understand the Interaction of Nature and Nurture</i> -- RR Group D 3. Kendler (2005), "'A Gene For...': The Nature of Gene Action in Psychiatric Disorders' -- RR Group A 4. Magnus (2004), 'The Concept of Genetic Disease'

UNIT 2: TOPICS IN PHILOSOPHY OF PSYCHIATRY		
Mon., Feb. 26 - Wed., Feb. 28 <i>Five Sentence Paper due Wed., Feb. 28</i>	Explanation in Psychiatry	<ol style="list-style-type: none"> 1. Aronowitz (2001), 'When Do Symptoms Become a Disease?' --RR Group B 2. Kendler (2011), 'Levels of Explanation in Psychiatric and Substance Use Disorders' -- RR Group C 3. Kendler (2005), 'Towards a Philosophical Structure for Psychiatry' 4. Murphy (2015), 'Philosophy of Psychiatry', Sec 3, pp. 22-43 in <i>SEP</i>
Mon., Mar. 5 - Wed., Mar. 7	No Class – Spring Break	
Mon., Mar. 12	Explanation in Psychiatry	1. Readings continued from Feb. 26.
Wed., Mar. 14 <i>Draft of Final Paper due in class</i>	Writing Workshop	1. No required readings
Mon., Mar. 19 - Wed., Mar. 21	Measuring the Mental	<ol style="list-style-type: none"> 1. Wendt (2014), 'Operationism' 2. Longino (2001), 'What Do We Measure When We Measure Aggression?' -- RR Group D
Mon., Mar. 26 - Wed., Mar. 28 <i>Final Paper due Fri., Mar. 30</i>	Validity & Reliability	<ol style="list-style-type: none"> 1. Kendell & Jablensky (2003), 'Distinguishing Between the Validity and Utility of Psychiatric Diagnoses' -- RR Group A 2. Cooper (2014), 'The Field Trials: DSM-5 and the New Crisis of Reliability'
UNIT 3: REASONING IN A MEDICAL CONTEXT		
Mon., Apr. 2 - Wed., Apr. 4	Decision-making Biases	<ol style="list-style-type: none"> 1. Tversky & Kahneman (1981), 'The Framing of Decisions and the Psychology of Choice' -- RR Group B 2. Tversky & Kahneman (1974), 'Judgment Under Uncertainty' 3. Gigerenzer (2009), 'Knowing Your Chances' 4. Gigerenzer et al. (2009), 'Public Knowledge of Benefits of Breast and Prostate Cancer Screening'
Mon., Apr. 9 - Wed., Apr. 11	Heuristics in Medical Decision-making	<ol style="list-style-type: none"> 1. Dawes et al. (1989), 'Clinical Versus Actuarial Judgment' 2. Dawes (2002), 'The Ethics of Using or Not Using Statistical Prediction Rules' -- RR Group C 3. Pearson et al. (1994), 'Physician Response to a Prediction Rule for the Triage of Emergency Department Patients with Chest Pain'
Mon., Apr. 16 - Wed. Apr. 18	Empathy & Medical Training	<ol style="list-style-type: none"> 1. Neumann et al (2011), 'Empathy Decline and Its Reasons' -- RR Group D 2. Reiss et al. (2012), 'Empathy Training for Resident Physicians' 3. Boodman (2015), 'How to Teach Doctors Empathy' 4. Lee (2018), 'A Lesson in Balancing Education and Empathy'
DATE	No Final Exam	

*The instructor reserves the right to modify this schedule of readings. Any changes to the readings will be made at least two weeks in advance. Check CourseWeb and your University email for updates.

**Required readings are marked in black; recommended readings, which are optional, are marked in gray.