

HPS 0612 Mind and Medicine

Thursdays 6-8:30pm
130 Cathedral of Learning

Instructor: Nora Mills Boyd

Contact: nb.teaching@gmail.com

Office: 901J Cathedral of Learning

Office hours: Mondays 3-4pm, Thursdays 5-6pm, and by appointment

University Course Description

This course is designed as an introduction to the philosophical issues that exist at the intersection of psychology and medicine. Among others, we will examine the following questions: What does it mean to be healthy? Can one define health and sickness purely objectively? Or does the notion of disease involve value judgments of various sorts? What does it mean to say that a disease is “genetic”? Are diseases always best explained by appealing to lower-level biological details such as genetics and biochemistry? What does it mean to biological “mechanisms” in explaining disease? Should human medical judgments (e.g., clinicians’ judgments) be replaced by purely automatic computerized procedures? Are medical judgments influenced by various biases and can these biases be overcome? Are psychiatric disorders real? How should Scientists best explain psychiatric disorders? Can evolutionary biology be useful to psychiatry? The goal of this class is to provide students with a critical understanding of these philosophical issues. Previous knowledge of biology, psychology, and medicine is not needed for this class. Key notions and theories in these fields will be introduced progressively.

Prerequisites: There are no formal prerequisites for this course. This course is part of a core sequence leading to certification in the Conceptual Foundations of Medicine Program, and is a companion course to HPS 0613 (Morality and Medicine) but may be taken independently. This course is of particular interest to pre-medical and pre-health care students.

Assessments

Please consult the rubrics, posted on CourseWeb for further details

Evidence of Active Reading (2@5pts):	10
Class Reflections (up to 10 out of 14 possible):	10
Discussion Board Posts (3@5pts):	15
Presentation:	30
First Part of the Paper:	10
Worksheet of Peer Feedback:	5
Whole Paper:	15
Worksheet on Statistical Reasoning:	5

Preparing for Class

This class will involve a lot of student-lead discussion. It is therefore essential that you carefully and thoroughly prepare for class. Please do the assigned readings. Philosophically rich material is often best digested in multiple iterations. A good strategy would be to read the material at

least twice, marking it up and taking notes as you go. Please bring topics, questions, reflections that arise for you as you are reading to class so that we can discuss them as a group.

Course Schedule

I will announce any changes to the schedule, readings, or assignments with plenty of advance warning. **Readings are available through CourseWeb.**

Note: Readings marked with a * are available for student presentations.

Date	Reading	Due
1/11	Concepción, David W. 2004. "Reading Philosophy with Background Knowledge and Metacognition." <i>Teaching Philosophy</i> 27 (4): 351-368	
Schizophrenia		
1/18	<p>Rosenhan, D. L. 1973. "On Being Sane in Insane Places." <i>Science</i> 179 (4070): 250-258.</p> <p>*King, Colin. "They diagnosed me a schizophrenic when I was just a Gemini. 'The other side of madness'." In <i>Reconceiving Schizophrenia, International Perspectives in Philosophy and Psychiatry</i>, edited by Man Cheung Chung, K.W.M. (Bill) Fulford, and George Graham, 11-27. Oxford: Oxford University Press, 2007.</p> <p>Watson, Molly. 2015. "Listening to the Wherewho: A Lived Experience of Schizophrenia." <i>Schizophrenia Bulletin</i> 41(1): 6-8.</p>	
1/25	<p>*Szasz, Thomas S. "The Myth of Mental Illness", reprinted in A.L. Caplan, J.J. McCartney and D.A. Sisti (eds.), <i>Health, Disease, and Illness</i>, Washington, DC: Georgetown University Press, 43-50.</p> <p>Kelly, Brendan et al. 2010. "The Myth of Mental Illness: 50 years after publication: What does it mean today?" <i>Irish Journal of Psychological Medicine</i> 27(1): 35-43.</p>	First Evidence of Active Reading
2/1	<p>Lewis, David A. 2014. "Inhibitory Neurons in Human Cortical Circuits: Substrate for Cognitive Dysfunction in Schizophrenia." <i>Current Opinion in Neurobiology</i> 26: 22-26.</p> <p>*Forsyth, Jennifer K and David A Lewis. 2017. "Mapping the Consequences of Impaired Synaptic Plasticity in Schizophrenia through Development: An Integrative Model for Diverse Clinical Features." <i>Trends in Cognitive Sciences</i> 21(10): 760-778.</p>	
Health and Disease: Objective, Constructed, or What?		
2/8	*Boorse, Christopher. 2011. "Concepts of Health and Disease." In <i>Handbook of the Philosophy of Science, Volume 16: Philosophy of Medicine</i> , edited by Fred Gifford, 13-64. Elsevier, 2011.	(Guest lecture: Matthew McDonald)
2/15	*Wachbriot, Robert. 1994. "Normality as a Biological Concept." <i>Philosophy of Science</i> 61(4): 579-591.	

	*Amundson, Ron. 2000. "Against Normal Function." <i>Studies in History and Philosophy of Biological and Biomedical Sciences</i> 31(1): 33-53.	
2/22	*Barnes, Elizabeth. "Constructing Disability." In <i>The Minority Body: A Theory of Disability</i> . Oxford: Oxford University Press, 2016. (47 pages)	
Disease Criteria		
3/1	*Aronowitz, Robert A. "When Do Symptoms Become a Disease?" In <i>Health Disease and Illness: Concepts in Medicine</i> , edited by Arthur L. Caplan, James J. McCartney, and Dominic A. Sisti, 65-72. Washington, D.C.: Georgetown University Press, 2004. Stein, Dan J. et al. 2010. "What is a Mental/Psychiatric Disorder? From DSM IV to DSM-V." <i>Psychological Medicine</i> 40(11): 1759-1765.	First Part of the Paper
3/15	Kendell, Robert and Assen Jablensky. 2003. "Distinguishing Between the Validity and Utility of Psychiatric Diagnoses." <i>American Journal of Psychiatry</i> 160(1): 4-12. *Tabb, Kathryn. 2015. "Psychiatric Progress and the Assumption of Diagnostic Discrimination." <i>Philosophy of Science</i> 82: 1047-1058.	
Are We Our Biology?		
3/22	*Anderson, Holly K. "Reductionism in the Biomedical Sciences." In <i>The Routledge Companion to the Philosophy of Medicine</i> , edited by Miriam Solomon, Jeremy R. Simon, and Harold Kincaid, 81-89. New York/London: Routledge, 2017. Rosoff, Philip and Alex Rosenberg. 2006. "How Darwinian Reductionism Refutes Genetic Determinism." <i>Studies in History and Philosophy of Biological and Biomedical Sciences</i> 37: 122-135. Paul, Diane B. 1999. "What is a Genetic Test and Why Does it Matter?" <i>Endeavour</i> 23: 159-161.	
3/29	<< TBD by students >> e.g. gender, race, addiction, disability, depression, consciousness??	Whole Paper
4/5	Luper, Steven. "Death." In <i>The Routledge Companion to the Philosophy of Medicine</i> , edited by Miriam Solomon, Jeremy R. Simon, and Harold Kincaid, 115-123. New York/London: Routledge, 2017. Miller, Franklin G. and Robert D. Truog. 2010. "Decapitation and the Definition of Death." <i>Journal of Medical Ethics</i> 36(10): 632-634.	

	Lizza, John P. 2011. "Where's Waldo? The 'decapitation gambit' and the definition of death." <i>Journal of Medical Ethics</i> 37(12): 743-746.	
Applied Mind and Medicine		
4/12	Tversky, Amos and Daniel Kahneman. 1981. "The Framing of Decisions and the Psychology of Choice." <i>Science</i> 211(4481): 453-458. Gigerenzer, Gerd et al. 2009. "Knowing Your Chances." <i>Scientific American Mind</i> : 44-51.	
4/19	Wilkes, Michael, Etan Milgrom & Jerome R Hoffman. 2002. "Towards More Empathetic Medical Students: A Medical Student Hospitalization Experience." <i>Medical Education</i> 36: 528-533. Trifiletti, Elena et al. 2014. "Patients are Not Fully Human: A Nurse's Coping Response to Stress." <i>Journal of Applied Social Psychology</i> 44: 768-777.	Worksheet on Statistical Reasoning

University Policies

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services (DRS), call (412) 648-7890 (Voice or TTD), 412-228-5347 for P3 ASL users, drsrecep@pitt.edu, to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Academic Integrity Policy

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

University of Pittsburgh Policy on Academic Integrity. *The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfilment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated, and the resources permissible for use by students during the course of their study and evaluation. The educational process is perceived as a joint faculty-student enterprise which will perform involve professional judgment by faculty and may involve – without penalty- reasoned exception by*

students to the data or views offered by faculty. Senate Committee on Tenure and Academic Freedom, February 1974

Email Communication Policy

Each student is issued a University e-mail (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The university provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, please go to www.bc.pitt.edu/policies/policy/09/09-10-01.html .)

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To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.