

# HPS 0612: Mind and Medicine

Summer 2019  
Tuesday and Thursday 6:00-9:15PM  
216 Cathedral of Learning

Instructor:     **Haixin Dang** (hi-SIN)  
                  Cathedral of Learning 1126B  
                  Office Hours: by appointment

**HAD27@pitt.edu**

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.

Fulfills GEN ED Requirement: philosophical thinking or ethics.

Required for the Conceptual Foundations of Medicine certificate.

## Required Texts:

There are no textbooks required for this course. All readings will be made available on **Course Web**.

## Course Requirements:

Participation **12%**  
3 In-Class Assignments **18%**  
Short Paper 1 **25%**  
Short Paper 2 **25%**  
Final Presentation **20%**

- Participation: This includes participation class discussions, small assignments, case study discussions, and group activities. Because each class is three hours, it is important for you to come to every class. **Attendance is required**. You can also participate by coming to office hours and discussing class materials directly with me. Each unexcused absence will result in the loss of 2% of your final grade.
- 3 In-Class Assignments: These will be short in class writing assignments. Some will ask you to answer questions about the readings and some will ask you to reflect on some topic discussed in class.
- Short Papers: You will be asked to write two short papers, around 1250 words, over the course of the summer. Topics will be provided to you, but you may also propose your own topic.
- Final Presentation: At the end of the semester, you will be asked to become an “expert” on a topic of your choice that is related to course materials. This may be a particular paper, experiment, or some debate. In the final presentation, pretend that you are giving a lecture introducing others to your field of expertise. You will have one hour to organize in whatever way you want. You should prepare Power Point for your presentation.

## Grading Scale:

100-98% A+	97-94% A	93-90% A-	
89-88% B+	87-84% B	83-80% B-	
79-78% C+	77-74% C	73-70% C-	
69-68% D+	67-63% D	63-60% D-	<60% F

## Late Policy:

Class participation and in-class quizzes **cannot** be made up. No late work will be accepted for credit. If for some reason you cannot make your presentation day or hand in your essay that day, you must contact me at least 72 hours in advance with a relevant reason and supporting documentation to reschedule to a different group. Look at the syllabus and plan ahead accordingly.

## Grade Center Policy:

All your grades will be posted within one week of your handing in work in your Grade Center on Course Web. Please monitor your progress through the semester. All grades will be final on Friday August 2, 2019.

### Courtesy:

Lively discussions, like the ones in which we will engage throughout this semester, have the potential to result in intense emotions and hurt feelings. Please keep this in mind and remain civil at all times. Verbal abuse, excessive vulgar language, racial or ethnic slurs, sexual harassment, and so forth will not be tolerated.

### Communication:

Announcements will be made either on Course Web or via email to your university email account. You are required to check this account regularly or set it up so that email will be forwarded to your regular account. I will attempt to respond to all emails within **48 hours** and will try to respond to most within 24 hours.

### Office Hours:

Students who do not participate in class discussion are encouraged to attend office hours. Office hours can be used to talk over assignments, reading, or class performance, or for more freewheeling discussion about the topics at hand. If you are struggling in the course the best thing you can do is explain the situation to me as soon as possible so that we can work out a solution together.

### Writing Resources:

I encourage all of you to take advantage of the Writing Center, located at 317B O'Hara Student Center. For information about the center, visit: [www.writingcenter.pitt.edu](http://www.writingcenter.pitt.edu) You can easily make an appointment with a writing consultant online.

### Cell Phones:

To ensure a respectful and productive environment, please silence your phones and refrain from checking your phone for the duration of the class.

### Academic Integrity:

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.

### 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, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

### Copyright Notice:

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

### Statement on Classroom Recording:

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.

Tues June 25	<b>Introduction</b>
Thurs June 27	<b>Is Mental Illness a Myth?</b> <ul style="list-style-type: none"> <li>• Szaz, “The Myth of Mental Illness”</li> </ul>
Tues July 2	<b>What is a disease? Objectivist and Constructivist Accounts</b> <ul style="list-style-type: none"> <li>• Murphy. <a href="http://plato.stanford.edu">Concepts of Disease and Health</a>. In <i>Stanford Encyclopedia of Philosophy</i> (Available on line <a href="http://plato.stanford.edu">http://plato.stanford.edu</a>)</li> <li>• Boorse, “On the Distinction Between Disease and Illness”</li> <li>• Margolis, “The concept of disease”</li> </ul>
Thurs July 4	<b>Happy Independence Day!</b> No Class
Tues July 9 <b>Assignment #1</b>	<b>Hybrid Accounts</b> <ul style="list-style-type: none"> <li>• Wakefield, “The Concept of Mental Disorder: On the boundary between biological facts and social values.”</li> <li>• Ereshefsky, “Defining ‘Health’ and ‘Disease’.”</li> </ul>
Thurs July 11 <b>Paper #1 Due</b>	<b>Normality as a Biological Concept</b> <ul style="list-style-type: none"> <li>• Amundson, “Against normal functions”</li> <li>• Williams, “The Quest for Medical Normalcy: Who Needs It?”</li> </ul>
Tues July 16 <b>Assignment #2</b>	<b>When Do Symptoms Become a Disease?</b> <ul style="list-style-type: none"> <li>• Aronowitz, “When Do Symptoms Become a Disease?”</li> <li>• Caplan, “The ‘Unnaturalness’ of Aging—Give Me Reason to Live!”</li> </ul>
Thurs July 18	<b>What Does it Mean to Say that a Disease is Genetic?</b> <ul style="list-style-type: none"> <li>• Magnus, “The Concept of Genetic Disease”</li> <li>• Kendler, “A Gene for...The Nature of Gene Action in Psychiatric Disorders”.</li> </ul>
Tues July 23 <b>Assignment #3</b>	<b>The Placebo Effect</b> TBD
Thurs July 25 <b>Paper #2</b>	<b>The Medicalization of Gender</b> <ul style="list-style-type: none"> <li>• McCrea, “The Politics of Menopause: The ‘Discovery’ of a Deficiency Disease”</li> <li>• Dreger, “Ambiguous Sex—or Ambivalent Medicine?”</li> </ul>
Tues July 30	<b>Final Presentations</b>
Thurs August 1	<b>Final Presentations</b>