Phil 173 - Philosophy of Medicine

Syllabus – Spring 2019 - UCLA

Basic information

Instructor: Professor Roush roush@ucla.edu
Office: Dodd Hall 394
Office Hours: Thursday 12-1, Friday 10:30 – 11:30
Teaching Assistant: Ally Peabody Smith apeabody@humnet.ucla.edu
Office: Dodd Hall 343
Office Hours: Wednesday 12:30-1:30, Thursday 3-4
Lecture time and venue: W, F 11-12:15, 2242 Public Affairs Building
Discussion sections times and venues: Thursday 1pm, 2 pm, Dodd Hall 178

Course Description

This course in general philosophy of medicine approaches questions about medical classification and care by focusing on the socratic questions What is health? What is well-being? What is mental disorder? and What is disability? We consider types of definitions of these concepts, including a variety of naturalistic, normative, and social constructivist options, and error theories. We consider the roles that fact, value, statistical norms, normal variation, normal function, and harm might have in these concepts. We study in particular the consequences of different accounts of these concepts for the judgment and appropriate care of people with minority bodies, minds, and sexualities, and for decisions about cure, enhancement, and reproduction.

Objectives

-- Textually-referenced knowledge of some of the main problems in defining health, well-being, disability, and mental disorder and the consequences of various solutions

-- Ability to apply the philosophical technique of dimensional conceptual analysis and some argumentative strategies that can be used to discuss problems about concepts

-- Ability to use dimensional analysis to define new concepts

-- Appreciation of the potential for concepts to affect culture and vice versa

-- Transferable skills of formulating and evaluating arguments both for and against various other kinds of philosophical positions

-- Understanding of the place of some of the issues of the course within philosophy generally
Syllabus of topics and readings by week

1. Concepts of Health and Disease: Naturalism

   QUIZ – Wednesday, April 10, on naturalist concept of health

2. Normal Variation and Reference Classes: Homosexuality
   Willingness to Help Kin and Non-kin in Samoan Fa’afafine” *Psychological Science*

3. Concepts of Health and Disease: Normativism
   Cooper, R. (2010) “Aristotelian Accounts of Disease; what are they good for?”
   *Philosophical Papers*.

   QUIZ – Wednesday, April 24, on vital-goals concept of health

4. Concepts of Health and Illness: Phenomenology and Theories of Well-Being
   Edward N. Zalta (ed.), URL =

5. Mental Health and Mental Illness
   harmful dysfunction analysis,” *World Psychiatry* (6):149-156.

   Midterm Exam – May 8, in class

6. Concepts of Mental Disorder: Homosexuality as a Test Case

7. What is Disability? Diversity within Minority
   Press. Chapters 1 & 2.

   QUIZ – Wednesday, May 22, on Barnes on disability
8. Disability: Harm and Equality

9. Enhancement and its Ethics
Quigley, M. and Harris, J. (2010), “To Fail to Enhance is to Disable”, in D.C. Ralston, J. Ho (eds.), Philosophical Reflections on Disability, Philosophy and Medicine 104.

10. Neurodiversity: Diversity within Diversity

Final Exam in exam period: Wednesday, June 12, 8–11 am

Course Requirements
Your work will be assessed by two quizzes (two best of three), two exams (one midterm and one final), participation in section, where attendance is mandatory, and participation in the opt-in system in lecture). Exams will include short-answer and essay questions. The readings listed under each week are expected to be completed before the first class for which they are assigned.

★ Attendance in section and participation in the opt-in system are required, and will be incorporated into the participation portion of your final grade. See below.

★ To receive a passing grade in the course you must complete both exams.

Grading
Your grade will break down as follows:

In-class quizzes ———— 12%
Midterm exam ———— 33%
Final exam ———— 43%
Participation ———— 12%
Your participation grade will be based on section attendance and participation, and participation in the opt-in system in lecture. (Section attendance and opt-in participation are mandatory, and opting-in five times fully satisfies 4% of your final grade – i.e., 1/3 of your participation grade. Relatedly, not opting-in at all will lose you 4% of your grade.) For the opt-in system, print out the opt-in file from the (front page of the) website and turn in a card with your name on it at the beginning of each of six lectures. This indicates your willingness to be called on in lecture. Download the opt-in file on CCLE for more details.

**Texts**

All required readings will be posted on our CCLE webpage, or available through a UCLA connection.

**Disabilities**

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825 1501 or in person at Murphy Hall A255. In order to ensure accommodations, students need to contact the CAE within the first two weeks of the term.

If you wish me to know about accommodations you need for any physical, psychological, or learning disability or if you want me to have emergency medical information, please speak to me as soon as possible, either after class, or during office hours, or by email.

**Statement on Academic Integrity, Citation, and Plagiarism**

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your professor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis. Many styles of citation may be acceptable as long as they are applied consistently throughout a piece of work.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage
from a publication or web site, you would normally indent it and use single spacing, and in either case you would cite the original source. However, you shouldn’t plan to use quotations in quizzes or exams, which are the method of evaluation in this course.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from the professor or TA beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments, and of thinking for yourself, and help to protect and promote academic integrity at UCLA. The consequences of cheating and academic dishonesty – including punishment and a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school – are simply not worth it. The whole issue is taken more seriously than you may imagine, in all professional areas. Think of it on analogy with a criminal record.

Resources available to you at UCLA:

Title IX Resources
UCLA prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, there are a variety of resources to assist you.

CONFIDENTIAL RESOURCES: You can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. Counseling and Psychological Services (CAPS) also provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.

NON-CONFIDENTIAL RESOURCES: You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. These offices may be required to pursue an official investigation.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator—A NON-CONFIDENTIAL RESOURCE—should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Psychological Health, Well-Being and Resilience
UCLA is renowned for academic excellence, and yet we know that many students feel overwhelmed at times by demands to succeed academically, socially and personally. Our campus community is committed to helping all students thrive, learn to cope with stress, and
build resilience. Remember, self-care is a skill that is critical to your long-term success. Here are some of the many resources available at UCLA to support you:

(CAPS): [https://www.counseling.ucla.edu](https://www.counseling.ucla.edu) Provides counseling and other psychological/mental health services to students. Walk-in hours are Monday-Thursday 8am-4:30pm and Friday 9am-4:30pm in John Wooden Center West. Crisis counseling is also available 24 hours/day at (310) 825-0768.

Ashe Student Health and Wellness Center: [http://www.studenthealth.ucla.edu](http://www.studenthealth.ucla.edu) Provides high quality and accessible ambulatory healthcare and education by caring professionals to support the academic success and personal development of all UCLA students.

Healthy Campus Initiative (HCI): [https://healthy.ucla.edu](https://healthy.ucla.edu) Provides links to a wide variety of resources for enhancing physical and psychological well-being, positive social interactions, healthy sleep, healthy eating, healthy physical activity and more.

Campus and Student Resilience: [https://www.resilience.ucla.edu](https://www.resilience.ucla.edu) Provides programs to promote resilience and trains students to help support their peers.

UCLA Recreation: [https://www.recreation.ucla.edu](https://www.recreation.ucla.edu) Offers a broad array of services and programs including fitness, yoga, dance, martial arts, meditation, sports, and much more.

Equity, Diversity and Inclusion: [https://equity.ucla.edu](https://equity.ucla.edu) Committed to providing an equal learning, working and living environment at UCLA and supports a range of programs to promote these goals campus-wide.

UCLA GRIT Coaching Program: [https://www.grit.ucla.edu](https://www.grit.ucla.edu) GRIT stands for Guidance, Resilience, Integrity and Transformation. In this program, UCLA students receive individualized support from trained peer coaches to manage stress, fostering positive social connections, set goals, and navigate campus resources.

**Resources for Students Dealing with Financial Stress**

Bruin Shelter [http://www.bruinshelter.org](http://www.bruinshelter.org) Provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.

The CPO Food Shelter: [http://www.cpo.ucla.edu/cpo/foodcloset](http://www.cpo.ucla.edu/cpo/foodcloset) Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardship.

**Resources for Academic Matters**

Academic Counseling [https://www.registrar.ucla.edu/Academics/Academic-Counseling](https://www.registrar.ucla.edu/Academics/Academic-Counseling) Provides advice on how to choose major, how to plan classes to fulfill requirements, etc.

Academic Support [https://reslife.ucla.edu/academics/](https://reslife.ucla.edu/academics/) Provides places to study and print, learning groups, and support for academic tasks, for example, writing. (See next item.)
Undergraduate Writing Center [https://wp.ucla.edu/wc/](https://wp.ucla.edu/wc/) Provides instruction on how to improve writing.

*Peer Advising*

Visit a peer advisor for help with career planning, academic support, financial aid, and writing skills.

5PM - 7PM at tables in front of dining halls:
- ASK Peer Counselors (De Neve on Mondays, Covel on Tuesdays)
- Writing Programs (De Neve on Mondays)
- Career Center (De Neve on Tuesdays)
- Financial Aid (De Neve on Wednesdays)