

depth on your own to do well. Think of your tests along the lines of 'take-home' assignments that are based on a set of readings that you must largely prepare for on your own.

IN-CLASS ESSAY-STYLE TESTS

There will be 2 in-class essay-style tests in this course. Tests will be 1 hour 50 minutes duration. Tests are essay-style and out of 30 full marks. Each single test is worth 30% of the final mark. Tests will consist of

evaluative skills.

ESSAY FORMATTING REQUIREMENTS

Each essay will be 8-10 pages. Essays must be double-spaced in 12 point font. All pages must be numbered consecutively, except the title page, which counts as '0'. The title page should include your name and student number, course name and number, and the essay title. Endnotes may be included on a separate numbered page at the end of your essay. Footnotes in the body of the text are also acceptable. You must include a numbered bibliographical page at the very end of your essay citing the specific readings considered in your essay.

DIRECT CITATIONS IN YOUR ESSAY

You must include up to 10 direct citations, sometimes also called 'quotations', in your essay. (I will count them!) These should be taken from the weekly readings you select for your essay.

When quoting from those readings you must be careful to format your citations properly.

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AUDIT

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

MENTAL HEALTH AND WELL-BEING

This course deals with some serious and controversial issues in the area of mental health which may be disturbing for some students. Please speak to myself, or your academic counsellor, if you have any concerns about your own mental health and well-being in relation to course content. Western University has excellent Mental Health and Well-Being services available for students in need of additional guidance and support in this area. See Western's Health and Wellness information webpage at http://www.health.uwo.ca/mental_health/index.html

DEPARTMENT OF PHILOSOPHY POLICIES

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses is available in the Undergraduate section of the Department of Philosophy website at <http://uwo.ca/philosophy/undergraduate/proceduresappeals.html>. It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds of appeal.

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

THIS OUTLINE AND SCHEDULE MAY BE REVISED WITH PRIOR NOTICE DUE TO CLASS ENROLMENT AND OTHER FACTORS

1/3/2017 10:12 AM

Western University
Department of Philosophy
PHIL 2044G 2016/2017
Wed 11:30-12:30, Fri 11:30-13:30 (001)
Introduction to the Philosophy of Psychiatry
Winter Term 2017

Topic: BIID Bodily Identity Integrity Disorder: Explorative Case study

(1). Brugger, Peter et al. (2016). The Desire for Limb Amputation or Paralysis: A Medical Condition? Disability Desires: A Medical Review Volume 3, No. 12, p1176–1186.

(2). Charland, Louis C. (2004). A Madness for Identity. Philosophy, Psychiatry, Psychology 11(4), 335–349.

(3) Fisher, M.B. & Fisher, C. E. (2012). Body Integrity Identity Disorder: The Persistent Desire to Acquire a Physical Disability Psychopathology 2012; 45:3–14

Film: Whole. A Documentary. DVD. By Melody Gilbert. Available by purchase through Frozen Films at <http://frozenfeetfilm.com/whole/>

Film Questions: (1) Do you believe that BIDD is a genuine mental disorder and why or why not?
(2) Do you agree with amputation as a treatment for BIDD, when it is requested by t2 502.2 *(e)4(m/0

(3) Boorse, Christopher. (1976). What a Theory of Mental Health Should Be. *Journal for the Theory of Social Behavior*, 6(1), 64.

(4) Fulford, K.W.M. (2001). 'What is (mental) disease?': an open letter to Christopher Boorse. *Journal of Medical Ethics*, 27, 85.

Week 08

Mar 1 | Wed 1130-230

Mar 3 | Fri 1130-1330

Topics: Major Depressive Disorder and Culture

Required Readings:

(1) Watters, Ethan. (2010). The Marketing of Depression in Japan. In *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press, 219-247.

(2) Lee, Sing. (1999). Diagnosis Postponed: Shengjing Shuairou and the Transformation of Psychiatry in Post-Maoist China. *Culture, Medicine, and Psychiatry*, 23: 349

(2). Watters, Ethan. (2010). The Wave That Brought PTSD to the World. In Crazy Like Us: The Globalization of the American Psyche. New York: Free Press. \$27.50

Film: Shell Shock in World War I. by Dr. Alan Brown. Available on YouTube at <https://youtu.be/faM42KMeB5Q>

If you wish, see also 1914-1918 Shell Shock. Available at
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Film questions: Film: Madness and Art

Film Questions: (1) Do these persons really seem 'ill' to you? (2) What are some of the delusions illustrated in the film? (3) How do you feel about this movie? (4) How important is the history of delusions in psychiatry to our modern day understanding of delusions?