

## **HPS 0612: MIND AND MEDICINE**

### **Course Syllabus**

---

#### **Course Information**

Credit hours: 3	Instructor: Professor Emily Jane O'Dell
	Email: Emily.odell@scupi.cn
	Office: Zone 3 Room 317
	Office hours: TBA & By appointment
	Class time: Monday 6:30-9:05
Room: Zone 3-101	Prerequisites: None

Required Text: *Course Pack* prepared by instructor (on Blackboard)

This History and Philosophy of Science course is designed as an introduction to the philosophical issues that exist at the intersections of psychology, medicine, and anthropology. Among others, we will examine the following questions: What is “mind”? What is “medicine”? What does it mean to be “healthy” or “well”? Can one define health and sickness purely objectively? What is the nature of medical expertise and how is the practice of psychology embedded in systems of power? How should scientists explain psychiatric disorders and how should they be treated? How do psychological problems and treatments differ across cultures? What do neurological disorders tell us about how the brain works and how humans cope? We will also consider how addiction, pain, and trauma are treated and learn about the latest technologies to resurrect brain tissue, upload consciousness, and create cyborgs with brain-computer interface technologies. The goal of this class is to provide students with a critical understanding of these philosophical and bioethical issues.

#### **Student Learning Outcomes**

With successful completion of this course, students will be able to:

- comprehend theoretical, cultural, and scientific understandings of “mind” and “medicine”
- grasp the history of the fields of psychiatry and psychology and their relations to power
- understand a number of different “mind” and “brain” disorders
- analyze different cultural manifestations and approaches to mind disturbances
- employ critical strategies in considering traditional healing modalities
- discuss the latest technological advances in treating brain disorders and posthuman/cyborg approaches to augmenting the capabilities of the mind
- critique and discuss cinematic representations of the mind and medicine in film

**Assignments and Evaluation:**

You will be evaluated in the following tentative activities according to the grading policy. Activities can include:

Short Response Paper	A short response to the course material (films)	15%
Midterm	Exam on the material	30%
Final	Exam on the material	30%
Classwork and Participation	This may include routine writing, group work, forum posts on Blackboard. To be decided by instructor.	25%
Total		100%

**Schedule:**

	<b>Topic(s)</b>	<b>Materials</b>	<b>Major Assignments</b>
<b>Week 1</b>	Introduction: What is Mind? What is Medicine?	In-class writing assignments	<ul style="list-style-type: none"> <li>• “Brain-gut Connection”</li> </ul>
<b>Week 2</b>	Chinese Medicine	<i>The Science of Acupuncture</i>	<p>We will consider the cultural, social, and economic constructions and understandings of “mind,” “medicine,” “health,” and “wellness.”</p> <ul style="list-style-type: none"> <li>• “Medicine in Motion”</li> <li>• “Traditional Chinese Medicine as a Basis for Treating Psychiatric Disorders: A Review of Theory with Illustrative Cases”</li> </ul>
<b>Week 3</b>	Mysteries of the Mind	<i>Awakenings</i>	<p>We will discuss “sleeping sickness” and Dr. Oliver Sacks “cure” for it as portrayed in the film <i>Awakenings</i>.</p> <ul style="list-style-type: none"> <li>• Awakenings (Best Nonfiction)</li> <li>• Oliver Sacks Obituary</li> </ul>
<b>Week 4</b>	The Dark History of Psychiatry	<i>One Flew Over the Cuckoo’s Nest</i>	<p>We will look at the dark history of psychiatric “cures” in America and discuss the how psychiatry and psychology in America are wedded to mechanisms and systems of power, control, gender, and surveillance.</p> <ul style="list-style-type: none"> <li>• “The Troubled History of Psychiatry”</li> <li>• How One Flew Over the Cuckoo’s Nest Changed Psychiatry</li> <li>• One Flew Over the Cuckoo’s Nest: Review</li> </ul>

<b>Week 5</b>	Psychological Disorders	<i>Girl, Interrupted</i>	<p>We will discuss the intersections of psychology and gender, with special attention paid to Borderline Personality Disorder. We will also look at Bipolar Disorder treatments.</p> <ul style="list-style-type: none"> <li>• Kay Redfield Jamison, <i>An Unquiet Mind &amp; Night Falls Fast</i></li> <li>• <i>Girl, Interrupted</i>, Susanna Kaysen</li> <li>• Borderline Girlhoods: Mental Illness, Adolescence, and Femininity in <i>Girl, Interrupted</i></li> <li>• Sexism In Psych Wards: The Gendered Legacy Of “Girl, Interrupted”</li> </ul>
<b>Week 6</b>	Schizophrenia	<i>A Beautiful Mind</i>	<p>We will look at schizophrenia as portrayed in the film <i>A Beautiful Mind</i> and analyze how it manifests differently in various cultures.</p> <ul style="list-style-type: none"> <li>• Elyn Saks, <i>The Center Cannot Hold: My Journey Through Madness</i></li> <li>• “When Hearing Voices Is a Good Thing”</li> </ul>
<b>Week 7</b>	Addiction & Psychedelic Treatments	<p><i>When a Man Loves a Woman</i></p> <p>&amp; / or</p> <p><i>Cake</i></p>	<p>We will look at how addiction is treated and also look at how psychedelic treatments are being developed and tested. We will discuss economic considerations of why these new drug treatments are being developed.</p> <ul style="list-style-type: none"> <li>• “Taking Psychedelics Seriously, Ira Byock, MD in J Palliat Med. 2018 Apr 1; 21(4): 417–421”</li> <li>• “Psychedelic renaissance: could MDMA help with PTSD, depression and anxiety?”</li> <li>• “Hitting the Brain's Reset Button: Doctors are investigating MDMA, LSD, and psilocybin as treatments for a range of psychiatric disorders”</li> </ul>
<b>Week 8</b>	Post-Traumatic Stress Disorder (PTSD) and Treatments	<i>Born on the 4<sup>th</sup> of July</i>	<p>We will look at Post-Traumatic Stress Disorder treatments, with special attention paid to the high suicide rate among US military personnel—and how this population of “wounded warriors” drives research funding in America. Special attention will be paid to the intersections of imperialism and mental health.</p> <ul style="list-style-type: none"> <li>• “Dive Warriors”</li> </ul>

			<ul style="list-style-type: none"> <li>• “House Passes Bill to Fund Service Dogs”</li> <li>• “Getting Back to Nature: How Forest Bathing Can Make Us Feel Better”</li> </ul>
<b>Week 9</b>	Therapy / Anti-Psychiatry Movement	<i>Good Will Hunting</i>	We will look at different types of therapy and also discuss the anti-psychiatry movement.
<b>Week 10</b>	Shamanism & Meditation	<i>A Bigger World</i>	We will analyze recent studies of the brain related to consciousness and dissociative states with special attention paid to shamanism and meditation.
<b>Week 11</b>	Pain	<i>The Sea Inside</i>  <i>Cake</i>  <i>You Don't Know Jack</i>	<p>We will look at pain management, palliative care, and the dying process from physical, cultural, economic, and social perspectives. We will also look at the issue of euthanasia.</p> <ul style="list-style-type: none"> <li>• “How One Woman Changed how People Die in Mongolia”</li> <li>• “In Pain? Mindfulness Can Help”</li> <li>• “Tailoring Deep Brain Stimulation to Treat Chronic Pain”</li> <li>• “Practicing mindfulness can actually help ease physical pain, finds new study”</li> <li>• “Can You Reshape Your Brain's Response To Pain?”</li> </ul>
<b>Week 12</b>	Cyborgs	<i>Upgrade</i>	<p>We will look at the latest developments in brain science to see how technological advances are making brain-controlled prostheses and exoskeletons a reality.</p> <ul style="list-style-type: none"> <li>• “Neuroscience researchers receive \$3.4 million NIH grant to develop brain-controlled prosthetic limbs”</li> <li>• “Paralysed man walks using mind-controlled exoskeleton”</li> <li>• “Brain Network Lets Three People Communicate With Their Thoughts”</li> </ul>
<b>Week 13</b>	Resurrecting Brains / Reproducing Consciousness	<i>Her</i>	<p>We will look at the latest bioethical issues related to brain-technology advances.</p> <ul style="list-style-type: none"> <li>• Scientists Are Giving Dead Brains New Life. What Could Go Wrong? (NYTimes 2019)</li> <li>• Yale experiment to reanimate dead brains promises 'living hell' for humans (Telegraph)</li> <li>• The ethics of experimenting with human brain tissue, <a href="https://www.nature.com/articles/d41586-018-04813-x">https://www.nature.com/articles/d41586-018-04813-x</a></li> </ul>

<b>Week 14</b>	Final Presentations		<ul style="list-style-type: none"> <li>• “From depression to dementia, inflammation is medicine’s new frontier”</li> <li>• “Medicine and the Mind— The Consequences of Psychiatry’s Identity Crisis”</li> </ul>
<b>Week 15</b>	Final Presentations		<ul style="list-style-type: none"> <li>• “Brain on Fire”</li> <li>• Henry Marsh, <i>Do No Harm: Stories of Life, Death, and Brain Surgery</i></li> </ul>
<b>Week 16</b>	Final Review		

Note: This schedule is subject to change based on the needs of the class at the instructor’s discretion.

**Student Use of Electronic Technology Policy:**

Students must use electronic technology (including cell phones, laptops, tablets, and iPads) in appropriate ways during classes. Out of respect, cell phones should generally be turned off or on silent and stored out of sight. They should not be used during classroom activities unless the instructor has given permission. Electronic devices are forbidden during quizzes, tests or other in-class graded assignments, unless the instructor has given permission.

Technology use in this class is meant to improve the learning environment for all students. Please be respectful of your instructor and classmates and use the technology appropriately.

If you have questions about what this means, please talk to your individual instructor.

**Recording:**

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

**Make-up Policy for Missed Assignments and Tests:**

Students are responsible for the assignments in their classes. Assignments include in-class activities, quizzes, tests, homework, and any other work related to classes.

- If you are absent from class, you should try to contact one of the students in your class to find out what work was missed.
- If you cannot find out from another student about what work you have missed, when you return to class you must talk to your instructors about the missed work and if/when you can make up the work. You are responsible for talking to your teacher; your teacher is not responsible for reminding you about missed work.
- If you are absent from class on the due date of an assignment, you must hand in the assignment and be prepared to make up tests the day that you return to class or on a date decided with your teacher.

- If you know you will be absent, talk to your teacher before you leave or email your teacher to find out about the work that you will miss while you are away.
- If you have not been absent from class and you want to hand in an assignment late, you must first discuss the reason with your teacher before or on the due date. Do not assume that your teacher will accept late assignments. Also, you will lose points for late work in this situation.
- If you and your teacher arrange to meet so that you can make up an assignment and you miss that meeting, you will receive a “0” for that assignment.

### **SCUPI Honor Code:**

Students in this course must follow the SCUPI Honor Code. This includes:

- must not get help from anyone to do his/her work without the teacher’s permission.
- must not get help from any outside sources to do his/her work without the teacher’s permission.
- must not copy the words of another and present those words as his/her own work.

Participating in these activities can result in an F. Turning in work that is not your own can result in an F.

Writing Center Policy: first instance will result in failure in assignment with option of re-write; second instance will result in failure of assignment and meeting with Writing Center director; third instance will result in failure in the course and referral to university officials for Honor Code violation.

### **Participation:**

Active participation is crucial for language learning. Participating in class makes you an engaged learner of English. In this class, participation means:

- arriving to class on time
- staying on task (including appropriate use of technology)
- actively listening to your classmates and teacher when they speak in class
- asking questions
- bringing all class materials
- attending class regularly
- completing all homework on time
- actively and constructively participating in class activities
- being prepared to answer questions
- using only English in class