

UNIVERSITY OF RIJEKA  
FACULTY OF HUMANITIES AND SOCIAL  
SCIENCES



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## ERASMUS+ INCOMING STUDENTS COURSE CATALOGUE

### Department of Philosophy

COURSE TITLE: Philosophy of psychiatry		
<b>Course instructor</b>	Luca Malatesti, Associate professor	
<b>Study level</b>	Undergraduate study of philosophy  Note: This course is part of the Erasmus/YUFE module 'Interdisciplinary studies of the mind', which is jointly offered by the Department of Philosophy and the Department of Psychology for Erasmus/YUFE students (primarily Erasmus/YUFE students of philosophy, psychology, and related disciplines).	
<b>Status of the course</b>	Elective	
<b>Year of study</b>	1,2,3	
<b>ECTS credits and manner of instruction</b>	ECTS credits	6
	Number of class hours (Lectures + Exercises + Seminars)	30P+0S+0V

1. COURSE DESCRIPTION
<b>1.1. Course objectives</b>
The aim of the course is to get to know and research some topics in the modern philosophy of psychiatry. We will first focus on philosophical discussions concerning the nature and credibility of the notion of mental disorder. We will then deal with some recent philosophical analyses of the psychiatric explanation.
<b>1.2. Course enrolment requirements and entry competences required for the course</b>
Knowledge of English at least at the B2 level
<b>1.3. Expected course learning outcomes</b>
The course aims at promoting your knowledge of the following notions relative to the topics covered in the lectures (for more details, please see section 4. below): philosophers, views, concepts, arguments. Specifically, the course aims at promoting the following capacities: <ol style="list-style-type: none"> <li>1. <i>Philosophers</i>: capacity to associate them to the specific views, arguments, concepts in philosophy of psychiatry that are considered in the course. Some (rough) idea of when and where they proposed these views or arguments.</li> <li>2. <i>Views</i>: ability to state in a concise, clear, and rigorous way the specific problem they aim to solve and their main theses.</li> <li>3. <i>Concepts</i>: ability to define or characterize them in a concise, clear, and rigorous ways and give appropriate examples. <i>Arguments</i> (for a solution of a philosophical problem, objections and replies): Ability to present their structure, clarify their premises and their conclusion. Ability to assess their validity (whether they logically lead to their conclusion) and soundness (if they are valid, whether their premises are true).</li> </ol>

## 1.4. Course content

1. *Philosopher Authors*: Thomas Szasz, Jerome Wakefield, Michel Foucault, Christopher Boorse, William Fulford, Rachel Cooper, John Campbell.
2. *Views*: Thomas Szasz antipsychiatry, social constructivism, Michel Foucault on psychiatry, medical model of mental illness, biological model of mental illness, mental illness as a failure of ordinary action, naturalism normativism, hybrid theories.
3. *Concepts*: mental disorder, mental cause, symptoms, psychopathology, understanding, mental illness, function and dysfunction, reasons.

*Arguments*: for (or against): antipsychiatry, normativism, naturalism and hybrid theories, understanding and causal explanation in psychiatry.

## 1.5. Manner of instruction

- ✓ Lectures
- ✓ Individual assignments

### 1. Monitoring of student work<sup>1</sup>

1	Class participation		Seminar paper		Experimental work	
1	Oral exam		Essay	2	Research	
	Continuous assessment	2	Report		Practical work	

#### Option 1 without final exam

During classes, an appropriate number of assessment points should be collected through various forms of continuous monitoring and evaluation.

#### Option 2 with final exam

Through all activities during classes, an appropriate number of grade points should be collected in order to be able to access the final exam.

- During classes, a student can achieve from a minimum of 50% to a maximum of 70% of grade points.

- In the final exam, a student can achieve from a maximum of 50% to a minimum of 30% of grade points.

The total grade is based on the total sum of grade points obtained during classes and at the final exam, the final grade is determined according to the following distribution:

**A more detailed elaboration of evaluation and grading of student activities will be shown in the course syllabus.**

### 2. Mandatory literature (at the time of submission of study programme proposal)

- Bolton, D. 2008. *What is mental disorder? An essay in philosophy, science, and values*. Oxford: Oxford University Press. (Chapter 3.)
- Boorse, C. 1975. "On the distinction between disease and illness." *Philosophy and public affairs* 5: 49-68.
- Cooper, R. 2007. *Psychiatry and philosophy of science*. Stocksfield: Acumen. (Chapter 2: pp. 11-27; Chapter 3: pp. 28-42, Chapter 4: pp. 44-58)
- Fulford, K. W. M., Thornton, K., and Graham, G. 2006. *Oxford Textbook of Philosophy and Psychiatry*. Oxford: Oxford University Press. (Chapter 2: pp. 4-21; Box 2.1., pp. 8-10; Chapter 3: pp. 31-50).
- Fulford, K. W. M. 1989. *Moral Theory and Medical Practice*. Cambridge: Cambridge University Press. (Chapter 7: pp. 115-119)
- Gutting, G. 1994. "Foucault and the History of Madness." In Gutting, Gary, ed. *The Cambridge Companion to Foucault*. Cambridge: Cambridge University Press, 47-70.
- Kendell, R. E. 1975. "The Concept of Disease and its Implications for Psychiatry." *British Journal of Psychiatry* 127: 305-315.

<sup>1</sup> IMPORTANT: Enter the appropriate proportion of ECTS credits for each activity so that the total number of credits equals the ECTS value of the course. Use empty fields for additional activities.

- Megone, C. 1998. "Aristotle's Function Argument and the Concept of Mental Illness." *Philosophy, Psychiatry, & Psychology* 5, 3: 187-201.
- Reznek, L. 1991. *The Philosophical Defence of Psychiatry*. New York: Routledge. (Chapter 1: pp. 13-25)
- Szasz, T. 1960. "The Myth of Mental Illness." *American Psychologist*, 15: 113-118. Reprinted in C. D. Green, *Classics in the History of Psychology: An Internet Resource*.
- Wakefield, J. C. 2007. "The concept of mental disorder: diagnostic implication of the harmful dysfunction analysis." *World psychiatry* 6: 149-156.

3. *Optional/additional literature (at the time of submission of the study programme proposal)*

- Broome, M., & Bortolotti, L. (Eds.). (2009). *Psychiatry as Cognitive Neuroscience: Philosophical perspectives*. Oxford University Press.
- Fulford, K. W. M., Thornton, K., and Graham, G. 2006. *Oxford Textbook of Philosophy and Psychiatry*. Oxford: Oxford University Press.
- Glover, J. (2014). *Alien Landscapes?* Harvard University Press.
- Graham, G. (2013). *The Disordered Mind: An Introduction to Philosophy of Mind and Mental Illness* (Second edition). Routledge.
- Thornton, T. 2007. *Essential Philosophy of Psychiatry*. Oxford: Oxford University Press.
- Murphy, D. (2006). *Psychiatry in the Scientific Image*. The MIT Press.

4. *Number of assigned reading copies in relation to the number of students currently attending the course*

Title	Number of copies	Number of students
1. Cooper, R. 2007. <i>Psychiatry and Philosophy of Science</i> . Stocksfield: Acumen. (Chapter 2: pp. 11-27; Chapter 3: pp. 28-42, Chapter 4: pp. 44-58)	1	
2. Fulford, K. W. M., Thornton, K., and Graham, G. 2006. <i>Oxford Textbook of Philosophy and Psychiatry</i> . Oxford: Oxford University Press.	1	

5. *Quality monitoring methods that ensure the acquisition of exit knowledge, skills, and competences*

Regular student evaluation