

**PHIL 3743**  
**Topics in Inter-Disciplinary Problems 跨科哲學探討專題**  
**PHILOSOPHY OF MEDICINE**  
**Course Outline**

**Time : W 1:30pm-3:15pm**

**Location : UCA 312**

**Tutorial Time to be arranged**

**Course overview**

This course considers central theoretical issues discussed in philosophy of medicine (especially in phenomenology, hermeneutics, and bioethics) as well as in medical humanities. It thereby serves as an introduction to the central debates in recent philosophy of medicine, especially as it is practiced from the perspective of Continental philosophy. The course begins with the analysis of biomedicine, conceived as the dominant model in contemporary medical research and praxis. Subjecting this model to a critique, the course inquires into alternative models, which strive to provide a more fitting description of medical goals and praxis. The course follows an interdisciplinary approach, which addresses not only issues central to philosophy of medicine, but which also considers some dominant approaches and themes in medical anthropology, medical sociology, medical psychoanalysis, as well as disability studies. One of the central questions of the course pertains to what philosophical perspectives can offer to, as well as take from, other fields, which deal with issues germane to health care.

Advisory to Majors: to be taken in year 2 or above.

**Learning outcomes**

1. Acquire knowledge in philosophy of medicine.
2. Obtain a good understanding of the central issues in philosophical, anthropological, psychoanalytic and sociological reflections on medicine.
3. Demonstrate familiarity with the primary/secondary sources.
4. Develop the ability to articulate and defend one's own philosophical theses with clarity.
5. Demonstrate the ability in expository and argumentative writing.

**Topics**

1. Introduction: What is Philosophy of Medicine
2. Biomedical Model
3. Biopsychosocial Model
4. Humanistic Model
5. Phenomenological Model
6. Hermeneutical Model
7. Anthropological Model
8. Psychoanalytic Model
9. Sociological Model
10. Bioethics
11. Disability Studies
12. Conclusion: Current perspectives

## Learning activities

In this course, you are expected to

- read and think about the assigned readings;
- develop the skills mentioned in the course outcomes through philosophical discussion and writing (oral presentation, reflective summaries and the final essay);
- attend *all* lectures/tutorials to participate in discussion.

*Activities and workload:*

In-class (mandatory):

1. Lecture/Seminar Discussion: 2 hours each week.
2. Interactive tutorial: one 2-hour session every two weeks.

Out-of-class (average workload per week):

1. Reading: 3–4 hours on the basic and suggested readings.
2. Writing Assignments and Presentation: an average of 2–3 hours each week on preparing for the tutorial presentation as well as writing reflective summaries and the final paper. You should try to design a schedule that allows you to apportion more time on writing and discussing your essay with your tutor/teacher two to three weeks before the essay is due.

## Assessment scheme

Since a major aim of this course is to develop students' ability to interpret, analyze, and generate philosophical arguments through discussion and writing, the assessment methods are designed to encourage participation in tutorial and learning through argumentative writing.

Task nature	Description	Weight
Tutorial presentation and participation	Presentation and Participation	20%
Participation in class discussions	Participation	10%
Two Reflective Summaries	1 page length summaries of the readings	20%
Final Essay	Around 2500 words	50%

Remarks:

1. Tutorial participation: Grading is based on one presentation, one response to a presentation, and active participation in discussions. *Absence will damage your grades.* Detailed guidelines on requirements and assessment method of tutorials will be provided in the briefing session.
2. Participation in class discussions: although absence will damage your grade, what matters is not just your presence. Of importance is the *quality* of the questions you raise and comments you make.
3. Two reflective summaries: for each of these assignments, your task to submit one single-spaced typewritten page. In these assignments, you are supposed to a) provide a 1-2 paragraph long summary of the assigned readings, b) identify what you consider to be the weakest part of the work (philosophically, with argumentation) and explain why (one paragraph), c) identify what you consider the strongest part of the work (philosophically, with argumentation) and explain why (1 paragraph), d) come up with some good questions for discussion in class. Your summaries should be approximately 500 words long.
4. The term paper: you may choose to write on any philosophical problem addressed in this course. You will be asked to submit a preliminary statement on a chosen topic at the end of the semester. You will be expected to do some independent research, to formulate a central thesis as well as to develop arguments in support of it.

### Recommended learning resources

1. Adele Clark, et. al. "Biomedicalization." In *American Sociological Review*, Vol. 68, 2003, 161-194.
2. Atwood Gaines and Robbie Davis-Floyd, "Biomedicine." In *Encyclopedia of Medical Anthropology*. Melvin Ember and Carol Ember, Editors. Kluwer Academic Publishers, 2004, 95-109.
3. George L. Engel. "The Need For a New Medical Model: A Challenge for Biomedicine." In *Science*, New Series, 19/4286, 1977, 129-136.
4. T. Egnew. "Suffering, Meaning, and Healing: Challenges of Contemporary Medicine." In *Annals of Family Medicine*, 7/2, 2009, 170-175.
5. Eric Cassel. "The Nature of Suffering and the Goals of Medicine." In *New England Journal of Medicine*, 306/11, 1982, 639-45.
6. James Marcum. "Reflections on Humanizing Biomedicine." In *Perspectives in Biology and Medicine*, 51/3, 2008, 293-405.
7. S. Kay Toombs. "Phenomenology and Medicine." In *Handbook of Phenomenology and Medicine*. Kluwer, 1-26, 2001.
8. Drew Leder. "A Tale of Two Bodies: The Cartesian Corpse and the Two Bodies." In *The Body in Medical Thought and Practice*. Kluwer, 17-35, 1992.
9. Drew Leder. "Medicine and the Paradigms of Embodiment." In *Journal of Medicine and Philosophy*, 9/1, 1984, 29-44.
10. Sven Sveneus. *The Hermeneutics of Medicine and the Phenomenology of Health*. Springer, 2001.
11. Arthur Kleinman. *Writing at the Margin: Discourse Between Anthropology and Medicine*. University of California Press, 1997.
12. Mary-Joan Gerson. "Embodied Experience: The Psychoanalyst and Medicine." In *Psychologist-Psychoanalyst XXVIII*, 1:15-21, 2008.
13. Thomas Szasz. "The Myth of Mental Illness." In *The American Psychologist*, 15/2, 1960.
14. Paul Farmer. "On Suffering and Structural Violence: A View From Below." In *Daedalus*, 125/1, 1996, 261-283.
15. Peter Conrad and Valerie Leiter, "Medicalization, Markets and Consumers." *Journal of Health and Social Behavior*, 2004, Vol. 45: 158-176.
16. B. Lewis. "Narrative Medicine and Health Care Reform." *Journal of Medical Humanities*, 32/1, 2011, 9-20.
17. Rita Charon, "Narrative and Medicine." In *New England Journal of Medicine*, 350/9, 2004, 862-864.
18. Gary Easthope, "Alternative Medicine." In *Second Opinion*, 3<sup>rd</sup> Edition. Oxford University Press, 2005.
19. James Marcum. *An Introductory Philosophy of Medicine*. Springer, 2008.
20. Lennard J. Davis. "Constructing Normalcy." In *Enforcing Normalcy*. Verso, 1995.
21. Thomas Couser. "Disability, Life Narrative and Representation." *PMLA*, 120/2, 2005.

### Feedback for evaluation

1. Students are strongly encouraged to provide feedback on the course via email or meetings with professor or tutors.
2. Midway through the term, students will also be asked to provide feedback via a brief questionnaire on the course.
3. As with all courses in Philosophy Department, students evaluate the course through a survey and written comments at the end of the term as well as via regular feedback between teacher, tutors, and students. This information is highly valued and is used to revise teaching methods, tasks, and content.

### Course schedule

<i>Week</i>	<i>Topics</i>	<i>Required reading</i>	<i>Tutorials</i>	<i>Remarks</i>
1	Introduction	None		
2	Biomedical Model	Clark, "Biomedicalization" Gaines and Davis-Floyd: "Biomedicine"		
3	Biopsychosocial Model	Engel: "The Need for a New Medical Model: A Challenge for Biomedicine" Egnew: "Suffering, Meaning, and Healing: Challenges of Contemporary Medicine"	Tutorial 1	
4	Humanistic Model	Cassel: "The Nature of Suffering and the Goals of Medicine" Marcum: "Reflections on Humanizing Biomedicine"		
5.	Phenomenological Model (I)	Toombs, "Phenomenology and Medicine"	Tutorial 2	
6.	Phenomenological Model (II)	Leder: "A Tale of Two Bodies" Leder: "Medicine and the Paradigms of Embodiment"		
7.	Hermeneutical Model	Svенеus: <i>The Hermeneutics of Medicine</i>	Tutorial 3	
8.	Anthropological Model	Kleinman: <i>Writing at the Margin: Discourse Between Anthropology and Medicine</i>		
9.	Psychoanalytic Model	Gerson: "Embodied Experience: The Psychoanalyst and Medical Illness" Szasz: "The Myth of Mental Illness"	Tutorial 4	
10.	Sociological Model	Farmer: "On Suffering and Structural Violence" Conrad and Leiter: "Medicalization, Markets, and Consumers"		
11.	Contemporary Struggles	Lewis: "Narrative Medicine and Health Care Reform" R. Charon: "Narrative and Medicine" Easthope: "Alternative Medicine"	Tutorial 5	
12.	Bioethics (I)	Marcum: Origins of Bioethics		
13.	Bioethics (II)	Marcum: Future of Bioethics	Tutorial 6	
14.	Disability Studies	Davis: Constructing Normalcy Couser: Disability, Life Narrative and Representation		

**Details of course website: TBA**

**Contact details for teacher(s) or TA(s)**

<b>Teacher</b>	
Name:	Geniusas, Saulius
Office location:	Room 432, Fung King Hey Building
Telephone:	3943 7147
Email:	geniusas@cuhk.edu.hk

<b>TA</b>	
Name:	
Office location:	
Telephone:	
Email:	

**Academic honesty and plagiarism**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.