

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number

Philosophy 98T

Course Title

Philosophy of Addiction

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

x

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

Foundations of Scientific Inquiry

- Physical Science
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course aims to provide students with a fundamental look at our ordinary category of addiction.

This will allow them to understand how biological and other features of addiction relate to issues of responsibility and free choice.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Jesse Summers (Teaching Fellow)

Pamela Hieronymi (Associate Professor)

4. Indicate when do you anticipate teaching this course over the next three years:

2010-2011 x Winter Enrollment x Spring Enrollment

5. GE Course Units

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

□ General Knowledge	Addiction is a commonly used category, and this course will increase the students' understanding of what addiction most fundamentally is and how it relates to other psychological, ethical, and social issues.
□ Integrative Learning	Literature, psychology, biology, and philosophy are integrated to give the students a robust picture of addiction considered from many angles.
□ Ethical Implications	"Addiction" is an ethically charged term, and it is related to central ethical issues that we will directly consider, e.g., choice and responsibility.
□ Cultural Diversity	The students consider the social construction of some of our basic psychological categories by seeing what various cultures consider to count as addictive.
□ Critical Thinking	Students will examine good philosophical writing that presents clear arguments on deep issues. They will be asked to produce their own arguments regularly.
□ Rhetorical Effectiveness	Students will be expected to give presentations that focus on presenting an argument on a difficult topic clearly and concisely.
□ Problem-solving	Students will consider fundamental problems that arise in ethics and law, particularly about whether and how addicts may be responsible for their actions.
□ Library & Information Literacy	Students will consider literature from many fields and will be exposed to the different assumptions and approaches of each.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>5</u>	(hours)
3. Group Projects:	<u>1</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>1</u>	(hours)
7. Research Activity:	<u>4</u>	(hours)

(B) TOTAL Out-of-class time per week **12** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**



Course Description

Why do addicts act the way they do? Why don't they stop? Are they irrational? Is addiction uncontrollable? Do addicts even choose? Are addicts who can't stop responsible for their actions?

In this course, we will explore addiction by trying to understand the addict and how she makes her decisions. We will begin with clinical and biological accounts of addiction. We then move on to more philosophical topics. These topics include whether addiction can ever be rational and what an irresistible desire is. Finally, we'll consider the broader philosophical issues related to addiction: self-control, choice, and responsibility.

Jesse Summers
jssummers@ucla.edu
Dodd 398

Course Time:
Office Hours:

Course Structure

Meetings will consist of both student and instructor presentations.

Each student is expected to make a total of two 15-minute presentations over the quarter. Each presentation will be designed to answer a central question, which the instructor will provide a week ahead of time, from the *main* reading. Presentations will be graded on how clearly the material is presented and the assigned central question is answered.

For six of the weeks in which a student does not present, she will submit an approximately 1 page response to the *supplementary* reading of that week. These responses will be designed to answer a central question from the supplementary reading. Those questions will also be provided a week ahead of time. Weekly writing will be graded on how clearly the assigned question is answered.

Both student presentations and weekly writing assignments will focus on presenting an argument clearly and concisely, with a secondary emphasis on assessing those arguments. Class discussion will serve to question and develop those arguments.

The final paper will be an extended assessment of an argument we have considered during the term, or a development and assessment of an argument related to those considered during term. Students should begin considering their paper topics early and should discuss their paper ideas with me early.

Students are required to submit to me a brief outline of their paper – about half a page which I will approve or reject with suggestions within 2 days. The final paper will not be accepted unless the outline is *approved* by the end of the 8th week, which means it should be submitted far enough in advance that changes can be made if necessary. A penalty (1/3 of a letter grade per day, including weekends, applied to the grade on the final paper) will be applied for late outline submission, and no final paper will be accepted without an approved outline.

Grading

Grades will be assigned in the following proportions:

Presentations: 10%

Weekly writing: 40%

Final 15-18-page paper: 50%

Schedule

- Week 1** Introduction to addiction from the addict’s point of view: How do addicts experience their own addictions? What is it like to feel like your choice is out of your control? What is it like to live an addicted life?
Discussion: De Quincey, Knapp, W. Burroughs, A. Burroughs
- Week 2** Clinical diagnoses: Does the DSM-IV define addiction? What are the common elements of various addictive and compulsive disorders? How do the proposed changes under consideration for the DSM-V change what is diagnosed?
Main reading: DSM-IV entries on Substance-Related Disorders
Supplementary reading: DSM-IV entries on Impulse-Control Disorders and Obsessive-Compulsive Disorders; Block
- Week 3** Biological theories of addiction: What does neurological research show about addiction? What is the biological difference between wanting and liking? How do addictive drugs work differently, and the same as, natural rewards? What is the connection between addiction and impulsivity?
Main reading: Robinson and Berridge
Supplementary reading: Nestler, Robbins and Everitt, Jentsch and Taylor
- Week 4** Rationality and irrationality: How can addictive behavior be modeled? Can addiction be thought of usefully as a rational response to the addict’s options? What is the sense of “rational” used in such models of addiction?
Main reading: Becker and Murphy
Supplementary reading: Skog, Herrnstein and Prelec

- Week 5** Philosophical theories of addiction: What are the key philosophical issues in addiction? What would an irresistible desire be? What is the sense of “rational” used by philosophers?
Main reading: Yaffe
Supplementary reading: Schroeder, Watson
- Week 6** Akrasia and Weakness of Will: Can we do what we think isn't best? What happens when we do what we resolved not to do? Is this necessary for an addiction?
Main reading: Holton
Supplementary reading: Davidson, Stocker
- Week 7** Irresistible desires: Are cravings different from ordinary desires? Can one do what one doesn't want to do? When are our desires our own and when are they intrusive?
Main reading: Loewenstein
Supplementary reading: Wallace, Elster
- Week 8** Self-Control: What controls what in self-control? Are there different ways to control oneself? Is self-control always rational?
Main reading: Baumeister, et al.
Supplementary reading: Mele, Schelling
- Week 9** Choice: Do addicts choose? What is the evidence that addicts do choose? What is the evidence that they don't? Is there a way to decide between the two, or is “choice” just ambiguous?
Main reading: Ainslie
Supplementary reading: Heyman
- Week 10** Responsibility: Are addicts responsible for their actions? Is this the same as asking if they are to be blamed for their actions? If addicts aren't to blame, is it because they aren't themselves? Does understanding the addict's action as a result of internal forces affect responsibility?
Main reading: Hanson
Supplementary reading: Frankfurt

List of Main and Supplementary Readings (selections to be specified)

- American Psychiatric Association, and American Psychiatric Association Task Force on DSM-IV. *Diagnostic and Statistical Manual of Mental Disorders : DSM-IV-TR*. 4th ed. Washington, DC: American Psychiatric Association, 2000.
- Baumeister, Roy F., Todd F. Heatherton, and Dianne M. Tice. *Losing Control : How and Why People Fail at Self-Regulation*. San Diego: Academic Press, 1994.
- Block, Jerald J. "Issues for DSM-V: Internet Addiction." *Am J Psychiatry* 165, no. 3 (2008): 306-07.
- Burroughs, Augusten. *Dry: A Memoir*: Picador USA, 2004.
- Burroughs, William S. *Junky: The Definitive Text of Junk*. 50th Anniversary ed. New York: Penguin, 2003.
- Davidson, Donald. "How Is Weakness of the Will Possible?" In *Essays on Actions and Events*, 21-42. Oxford: Oxford University Press, 2001.
- De Quincey, Thomas, and Barry Milligan. *Confessions of an English Opium-Eater and Other Writings*, Penguin Classics. London: Penguin, 2003.
- Elster, Jon. *Strong Feelings: Emotion, Addiction, and Human Behavior*. Edited by François Recanatì, The Jean Nicod Lectures. Cambridge, Massachusetts: The MIT Press, 1999.
- Frankfurt, Harry. "Freedom of the Will and the Concept of a Person." In *The Importance of What We Care About*, 11-25. Cambridge: Cambridge University Press, 1988.
- Hanson, Craig A. *Thinking About Addiction: Hyperbolic Discounting and Responsible Agency*. Amsterdam: Rodopi, 2009.
- Herrnstein, Richard J, and Drazen Prelec. "A Theory of Addiction." In *Choice over Time*, edited by George Loewenstein and Jon Elster, 331-60. New York: Russell Sage Foundation, 1992.
- Holton, Richard. *Willing, Wanting, Waiting*. Oxford: Oxford University Press, 2009.
- Jentsch, J. D., and J. R. Taylor. "Impulsivity Resulting from Frontostriatal Dysfunction in Drug Abuse: Implications for the Control of Behavior by Reward-Related Stimuli." *Psychopharmacology* 146, no. 4 (1999): 373-90.
- Knapp, Caroline. *Drinking : A Love Story*. New York: Dial Press, 1996.
- Loewenstein, George. "A Visceral Account of Addiction." In *Getting Hooked: Rationality and Addiction*, edited by Jon Elster and Ole-Jørgen Skog, 235-64. Cambridge: Cambridge University Press, 1999.

- Mele, Alfred R. "Akraotics and Addicts." *American Philosophical Quarterly* 39, no. 2 (2002): 153-67.
- Nestler, Eric J. "Is There a Common Molecular Pathway for Addiction?" *Nat Neurosci* 8, no. 11 (2005): 1445-49.
- Robbins, Trevor W., and Barry J. Everitt. "Drug Addiction: Bad Habits Add Up." *Nature* 398, no. 6728 (1999): 567-70.
- Robinson, Terry E., and Kent C. Berridge. "Addiction." *Annual Review of Psychology* 54, (2003): 25-53.
- Schroeder, Timothy. "Irrational Action and Addiction." 2009.
- Skog, Ole-Jørgen. "Rationality, Irrationality, and Addiction--Notes on Becker and Murphy's Theory of Addiction." In *Getting Hooked: Rationality and Addiction*, edited by Jon Elster and Ole-Jørgen Skog, 173-207. Cambridge: Cambridge University Press, 1999.
- Stocker, Michael. "Desiring the Bad: An Essay in Moral Psychology." *The Journal of Philosophy* 76, no. 12 (1979): 738-53.
- Wallace, R. Jay. "Addiction as Defect of the Will: Some Philosophical Reflections." In *Free Will (2nd Ed.)*, edited by Gary Watson, 424-52. Oxford: Oxford University Press, 2003.
- Watson, Gary. "Disordered Appetites: Addiction, Compulsion, and Dependence." In *Agency and Answerability*, 59-87. Oxford: Clarendon Press, 2004.
- Yaffe, Gideon. "Recent Work on Addiction and Responsible Agency." *Philosophy and Public Affairs* 30, no. 2 (2001): 178-221.



New Course Proposal

	Philosophy 98T Philosophy of Addiction			
<u>Course Number</u>	Philosophy 98T			
<u>Title</u>	Philosophy of Addiction			
<u>Short Title</u>	PHILOS OF ADDICTION			
<u>Units</u>	Fixed: 5			
<u>Grading Basis</u>	Letter grade only			
<u>Instructional Format</u>	Seminar - 3 hours per week			
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]			
<u>GE Requirement</u>	Yes			
<u>Major or Minor Requirement</u>	No			
<u>Requisites</u>	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
<u>Course Description</u>	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Why do addicts act like they do? Why don't they stop? Are they irrational? Is addiction uncontrollable? Do addicts even choose? Are addicts who can't stop responsible for their actions? Exploration of addiction by understanding decisions of addicts. Letter grading.			
<u>Justification</u>	Part of the series of seminars offered through the Collegium of University of Teaching Fellows.			
<u>Syllabus</u>	File Philosophy 98T syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.			
<u>Supplemental Information</u>	Professor Pamela Hieronymi is the faculty mentor for this seminar.			
<u>Grading Structure</u>	presentation: 10% weekly writing: 40% final 15-19 page paper: 50%			
<u>Effective Date</u>	Spring 2011			
<u>Discontinue Date</u>	Summer 1 2011			
<u>Instructor</u>	Name	Title		
	Jesse S. Summers	Teaching Fellow		
<u>Quarters Taught</u>	Fall	Winter	Spring	Summer
<u>Department</u>	Philosophy			
<u>Contact</u>	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
<u>Routing Help</u>				

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status:	Added to SRS on 9/10/2010 3:02:24 PM
Changes:	Title, Description
Comments:	Edited course description into official version; corrected title.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 9/7/2010 6:34:55 PM
Changes:	Short Title
Comments:	No Comments
Role:	FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 9/1/2010 12:41:16 PM
Changes:	No Changes Made
Comments:	Routing to Registrar's Office
Role:	FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918
Status:	Approved on 9/1/2010 12:08:01 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 9/1/2010 11:21:31 AM
Changes:	No Changes Made
Comments:	Routing to Vice Chair Muriel McClendon for FEC approval
Role:	Dean College/School or Designee - Stowell, Timothy A (tstowell@college.ucla.edu) - 54856
Status:	Approved on 8/25/2010 4:18:18 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 8/25/2010 11:15:39 AM
Changes:	No Changes Made
Comments:	Routing to Dean Stowell for approval
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/13/2010 10:47:15 AM
Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Fellows
Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Submitted on 5/13/2010 10:46:03 AM
Comments:	Initiated a New Course Proposal

[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045