

Department of Justice, Law and Society
School of Public Affairs
The American University

Fall 2006

ILS-200-002 & 2002-002G - DEPRIVATION OF LIBERTY

Mondays & Thursdays, 2:10 PM to 3:25 PM

Ward 113

Faculty: Dr. Jeffrey A. Schaler

schaler@american.edu

<http://www.schaler.net>

<http://currentideas.blogspot.com>

Office: #257, Dept. of Justice, Law and Society

Ward Building, 2nd floor

Telephone: 202.885.3667

Office hours: (by appointment, send email)

Course Description

"They say that freedom is a constant struggle," sang the Mississippi "freedom fighters" during the Civil Rights movement in the 1960s. Today, there are less visible struggles for freedom, yet they are no less constant. One concerns the right to be left alone--the liberty of individual autonomy against the restraint of government authoritarianism. Is it constitutional for government to protect citizens from themselves and deprive them of liberty in the process?

Freedom *of* and *from* religion were dear to Thomas Jefferson and James Madison. The First Amendment was written, in part, to separate church and state and serves to protect against those who would deprive us of liberty in the name of religion. According to some influential writers over the past forty-five years, institutional psychiatry now replaces religion and is used by government to justify paternalism, that is, it is used to deprive citizens of liberty. Behaviors formerly considered "good" and "bad" are now labeled as medical signs of "mental health" and "mental illness." Psychiatrists are empowered by the state to restore liberty and autonomy in those persons considered "mentally ill"--even if those labeled sick don't want to be "cured." Thus, do we have what has come to be known as "the therapeutic state" (a term created by psychiatrist Thomas Szasz in 1963). To what extent (if at all) has institutional psychiatry, that is, psychiatry sanctioned by the state, replaced the religious tyranny Jefferson and Madison worked so hard to protect us against?

Suicide (not "physician-assisted suicide") is considered one of the most controversial topics for discussion today. Is suicide a symptom of "mental illness?" Does a person have a right to die? If the Constitution guarantees our right to life, liberty and property, doesn't it also guarantee our right to self-destruction and death? How might government authoritarianism evolve to deprive citizens of individualism and liberty in this situation? Might such policies ultimately lead to a totalitarian society? When, if ever, is such deprivation of liberty constitutionally justified?

In this course we examine the answers to those and related questions. We will discuss the political and ethical issues involved in the right to one's body as property. We will study how the Nazis used medical rhetoric to justify persecution and murder in the name of public health. We will explore the ways government deprives individuals of liberty in a free society by focusing on the relationship between liberty and responsibility, psychiatry and government, and the origins of totalitarianism according to F.A. Hayek's critique of socialism and collectivism. Your life is going to change as a result of taking this course. Lecture and discussion format.

DEPRIVATION OF LIBERTY is one of the courses in Curricular Area 4, Social Institutions and Behavior, in the university's General Education Program. This course is taken as part of a two-course sequence. The foundation courses preceding it include Individuals and Organizations (54.105), Psychology: Understanding Human Behavior (57.105), and Justice in America (73.100). DEPRIVATION OF LIBERTY explores in more depth a topic introduced in those three foundation courses.

Course Objectives

1. To improve the student's legal, philosophical and policy-oriented thinking about liberty in a constitutional democracy.
2. To evaluate the values, costs, and logic of the ways in which classes of people (for example, drug users and those labeled as mentally ill) are defined as dangerous to themselves and others.
3. To explore the social, economic and political origins of totalitarianism and their relationship to authoritarian and paternalistic government policies in the US today.
4. To understand the meaning of "the therapeutic state" and what happens in involuntary treatment for mental illness and drug addiction; the structure and function of the insanity defense; and deprivations of due process via psychiatric testimony in the courts.
5. To understand how policy is formulated, developed and implemented based in classical liberal versus collectivist philosophies.
6. To develop skill in debating controversial legal and public policy issues.

Required Texts

- Szasz, T.S. (2002). *Liberation by oppression: A comparative study of slavery and psychiatry*. New Brunswick, NJ: Transaction Publishers.
- Hayek, F.A. (1994). *The road to serfdom*. Chicago: The University of Chicago Press
- Proctor, R.N. (1988). *Racial hygiene: Medicine under the Nazis*. Princeton, N.J: Princeton University Press
- Szasz, T.S. (2001). *Pharmacocracy: Medicine and politics in America*. Westport, CT: Praeger

Course Requirements and Grades

Mid-term examination	30%
Final examination	35%
Paper	25%
Class participation	10% (includes group presentations)
Total =	100%

Paper

Write an eight- to ten-page paper on any contemporary issue you believe involves the deprivation of liberty by the state. Focus on the relationship between the individual and state. Include ideas and principles we've covered in class. State the problem, as you see it, clearly. Differentiate between fact and your opinion. You're encouraged to express your opinion, just make sure you articulate the difference between fact and opinion. Discuss a solution to this problem. Describe possible problems created by your solution. Typed. Double-spaced. In text references like this (Schaler, 2000). Cite quotes this way (Schaler, 2000, p. 3). Use American Psychological Association (APA) format – (author, date, page #). References as the books are listed on this syllabus. Check. We will talk more about this in class.

Many readings and notices for class will be sent to you by the professor via email. Make sure you are receiving the emails and reading them. Check <http://currentideas.blogspot.com> for readings, too.

You will be randomly assigned to groups with other students occasionally to present summaries of readings. This will contribute to your grade for participation.

--> Clear and accurate writing will be taken into account in assigning grades, as well as participation in class discussions. Material discussed in class, or in films, and not in any of the readings, may form the basis for questions on the examinations. **One grade reduction for over four class absences.** Students are responsible for anything covered in class during their absence. Readings must be completed by the session to which they are assigned. Additional readings may be assigned during the course. Students are encouraged to form study groups on their own. Grades: A-=90, B+=89, B-=80, C+=79, C-=70, etc. If you're having trouble with this course please make an appointment to talk with me about it. All meetings with Professor Schaler are established by appointment. Email me at schaler@american.edu to set up an appointment time. It will usually be on Mondays and Thursday from 11:00 AM to 2:00 PM, however, other times may be available after 5:00 PM on Mondays.

Academic Integrity Code

"Standards of academic conduct are set forth in the University's Academic Integrity Code. It is expected that all examinations, tests, written papers, and other assignments will be completed according to the standards set forth in this code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course."

CLASS SCHEDULE

Date	Topic	Reading
August 28	Introduction to the therapeutic state	Lecture
August 31	Behavior, explanations, policies, Mental illness and disease Medicine	Szasz, Phar.1-3
September 7	Scientific Medicine: Disease Clinical Medicine: Diagnosis	
September 11	Lecture on producers and idleness Certifying Medicine	Phar. 4
September 14	Psychiatric Medicine	Phar, 5
September 18	Philosophical Medicine	Phar. 6
September 21	Political Medicine	Finish Phar.
September 25	Psychiatric Slavery: Legal Fiction	LBO 1-3
September 28	Dred Scott to Tarasoff	
October 2	Psychiatric Slavery As Public Health	
October 5	Dangerousness as disease	
October 9	The Psychiatric Will	
October 12	Outpatient commitment	
October 16	Therapeutic jurisprudence	Finish LBO
October 19	Review	
October 23	Mid-term exam	

Note: You must take the mid-term exam on this date.

October 26	Origins of Racial Hygiene "Neutral Racism"	Proctor 1-3
November 2	Political Biology Sterilization Law Control of Women	Proctor 4-6 Proctor 7-8
November 6	Anti-Semitism Destruction of Lives Organic Vision	Proctor 9-10
November 9	Medical Resistance Politics of Knowledge	Finish Proctor
November 13	Introduction and The Abandoned Road The Great Utopia	Hayek
November 16	Individualism and Collectivism The "Inevitability" of Planning Planning and Democracy	
November 20	Planning and the Rule of Law Economic Control and Totalitarianism Who, Whom? Security and Freedom	
November 23	Thanksgiving Read: Economic Control and Totalitarianism Who, Whom? Security and Freedom	
November 27	Why the Worst Get on Top The End of Truth	Hayek
November 30	The Socialist Roots of Naziism The Totalitarians in Our Midst Material Conditions and Ideal Ends	
December 4	The Prospects of International Order	Finish Hayek
December 7	Conclusion and Review	
December 8	Papers due Fall classes end	
December 11	Final exam	2:10 PM to 4:40 PM

Note: You must take the final exam on the date assigned. No exceptions.
