

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

Spring 2004

JLS-200-001 & JLS-200G-001 - DEPRIVATION OF LIBERTY

Tuesdays and Fridays 12:45 PM – 2:00 PM,
Ward 102

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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 40 years, psychiatry now replaces religion and is used by government to justify paternalism, that is, it is used to deprive citizens of liberty. For example, behaviors formerly considered "good" and "bad" are now labeled as 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 Szasz). 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? How could a therapeutic state create a totalitarian state?

Suicide (not "physician-assisted suicide") is considered one of the most controversial and taboo 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 necessarily guarantee our right to self-destruction and death? How might government authoritarianism evolve to ultimately 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 and examine the political and ethical issues involved in the right to suicide. We will study how the Nazis used medical rhetoric to justify persecution and murder in the name of public health—for example, the Nazis launched the first and greatest anti-tobacco campaign of the 20th century, one that was strikingly similar to anti-tobacco crusades today. We will discuss the ways government deprives individuals of liberty in a free society by focusing on the relationship between liberty and responsibility, psychiatry and government, and most important, 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 (JLS-200G) is one of the courses in **Curricular Area 4, Social Institutions and Behavior**, in the university's **General Education Program**. This is a "**Second-level course**." This dimension of the curriculum is designed to broaden understanding of the structures and principles that underlie and sustain political, social, and economic institutions. In addition, students examine the role of the individual in society through sustained analysis of major modes of organization and important theories and models.

Course Goals:

- Understand and critically analyze concepts, patterns, and issues that affect the organization of societies and the relationship between the individual and the society
- Study institutions, systems, and patterns of governance and of economic and social organization that underlie contemporary societies
- Critically analyze classic theories of human organization
- Discuss the values and ethical issues that underlie social, political, and economic organizations
- Examine the formulations of policies and the consequences of different policy options
- Analyze distinctive methods of inquiry appropriate to the study of societal institutions and patterns, using quantitative as well as qualitative techniques

Foundation Courses: Students select a 100-level course in one of the two clusters.

Second-level Courses: Students select a 200-level course in the same cluster as the foundation course.

Cluster Two: Social Behavior

Foundation Courses

- ANTH-150G Anthropology of American Life
- PSYC-105G Psychology: Understanding Human Behavior
- SOCY-100G American Society
- WGST-125G Gender in Society

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 (e.g., drug users and those labeled as mentally ill) are defined as dangerous to themselves and others and deprived of liberty.
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.
5. To understand the basic principles of public policy based in classical liberalism and collectivism.
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	35%
Final examination	35%
Paper	25%
Class participation	5%
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Total = 100%	

Paper

Write an 8 to 10 page paper on any contemporary issue you believe involves the deprivation of liberty. Focus on the relationship between the individual and state. Include 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). References as the books are listed on this syllabus. Make sure your paragraphs are not too long. Make sure there is proper transition between paragraphs and ideas. Make sure you don't introduce new ideas in your conclusion. Make sure your spelling is accurate. Don't rely on colloquialisms. Use a dictionary. You must write complete sentences. Don't begin a sentence with "However," or "Therefore,".

Many readings and notices regarding class will be sent to you by the professor via email. Make sure you are receiving the emails and reading them.

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 three class absences.** (Save your absences in case you get sick.) 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 or anything else, I strongly encourage you to make an appointment to talk with me about it.

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
January 13 & 16	Introduction to the therapeutic state Behavior, explanations, policies, Mental illness and disease	Lecture
January 20 & 23	Medicine Scientific Medicine: Disease Clinical Medicine: Diagnosis	Szasz, Phar.1-3
January 27 & 30	Certifying Medicine Psychiatric Medicine Philosophical Medicine	Szasz, Phar. 4-6
February 3 & 6	Political Medicine	Szasz, Phar. 7
February 10 & 13	Liberation by Oppression	Szasz
February 17 & 20	Liberation by Oppression	Szasz
February 24	Review	
February 27	Mid-term examination	
Note: You must take the mid-term examination on the date assigned. No exceptions.		
March 2 & 5	Origins of Racial Hygiene "Neutral Racism"	Proctor 1-3
March 9 & 12	Political Biology Note: March 5 is the last day to drop this class Spring Break: Read Sterilization Law Control of Women Anti-Semitism	Proctor 4-6
March 16 & 19	Destruction of Lives Organic Vision	Proctor 7-8
March 23 & 26	Medical Resistance Politics of Knowledge	Proctor 9-10
March 30	Papers due	
March 30 & April 2	Individualism and Collectivism	Hayek
April 6 & 9	Central Planning Why the worst get on top	Hayek
April 13 & 16	Planning and Rule of Law,	Hayek
April 20 & 23	Assigned articles, presentations, or review	
April 27	no class, study days	
April 30	Final Examination	11:20am to 1:50pm

Note: You must take the final exam on April 30. No exceptions.