

FRAN 6200, 2012-2013
Critical Psychologies

Instructor: Professor Carla Rice

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Office Hours: Thursday 9:30 to 11:30 am, By appointment

Course Time: Thursday 11:30AM - 02:20PM

Course Location: MACS, Room

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Course Overview

This is a graduate level course exploring principles and practices of critical and feminist psychologies, theories of difference and identity development, and poststructuralist and postcolonial accounts of subjectivity and self-other relations. Focus of seminars is on constructivist, post colonial, and feminist critiques of psychology and contributions to psychology. Topics related to the psychology of women, gender, and race across the life span will be highlighted. Application of relational, critical, post colonial, and narrative approaches to diverse problems and social groups is emphasized throughout course readings and requirements.

Course Themes and Topics

Topics examined in the course include: histories and methods of feminist and critical psychologies; theories of difference and self-other relations; difference attribution and identity development across the life span; theoretical approaches to emotion; theorizing selves from experiences of injury, adversity, and capacity; and genealogies of harmful practices and problems in families, institutions, communities, and nations. Throughout classroom discussions, we consider how social relations and symbolic systems constitute the subjectivities and identities of diverse people.

The course is organized into four parts:

Part 1: Histories and Methods

Short History of Otherness and Madness

Critical Race and Post/colonial Psychology

Feminist Theories of Therapy and Development

Constructivist and Narrative Psychologies

Part 2: Theories of Identity and Difference

Difference and Identity I: Gender, Sex, and Sexuality

Difference and Identity II: Race, Class, and Disability

Part 3: Theorizing From Experiences of Trauma and Adversity

Feminist Approaches to Feeling: Stress, Sadness, Love, & Loss

The Experiences and Effects of Violence

Migration and Marginalisation

Part 4: Genealogies of Problems

Substance Use, Self-Injury, Suicidality, & Sanctuary

Body Projects / Body Politics

Course Objectives

This course has eight objectives:

1. For students to become familiar with a range of critical perspectives on pathologizing constructions of people and problems;
2. For students to engage with feminist relational, post-colonial, and constructivist theoretical approaches to understanding subjectivities, identities, and differences across the life span;
3. For students to examine important questions and concerns related to gender, race, disability, and other difference in contemporary psychology and therapy praxis;
4. For students to examine critical theories for understanding injury and adversity, and principles for facilitating agency, creativity, and community of diverse people and populations;
5. For students and instructor to contribute to a community of learners engaged in critical and respectful dialogue on issues of suffering, diagnosis, response and intervention, and mental difference;
6. For students and instructor to practice ethical commitment to privileging the perspectives and self-representations of marginalized individuals, groups, and communities in question;
7. For students and instructor to practice critical self-reflectivity in order to uncover some of the ways that issues of power, identity, and difference shape how they think, feel, act, and interact in their professional roles and daily lives; and
8. For students to develop critical reading, writing, communication, presentation, facilitation, and self-evaluation skills.

Required Texts

We will work with **four** texts and course readings. The following course readings will be available for purchase from the Bookstore and/or accessed through the library:

Dossa, P. (2004). *Politics and poetics of migration: Narratives of Iranian women from the diaspora*. Toronto: Canadian Scholars Press.

hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Cambridge, MA: South End Press.

McClintock, A. (2001). *Double crossings: Madness, sexuality and imperialism*. Vancouver: Ronsdale Press.

Brown, L. (2010). *Feminist therapy*. Washington, DC: The American Psychological Association. [BOOK]

Assignments	Weighting	Due Date
1 st Reflection Due	20%	Oct 11 (in class)
2 nd Reflection Due	20%	Nov 15 (in class)
Presentation (self evaluation)	20%	As assigned
Participation	20%	As assigned
Presentation Write-Up	20%	Nov 29 (in class)

Explanation of Assignments

Students are expected to do assignments using interdisciplinary and intersectional approaches to critical and feminist scholarship in undertaking course work. These involve:

- Understanding of differences among people in their constitution of subjectivity and identity, in their experiences of and responses to adversity, as well as in their diagnoses, treatment, and positioning within systems. Ability to use variables such as gender, sex, class, race, ethnicity, age, place, culture, nation, ability, aboriginality, and sexuality in analyses of psychological problems.
- Emphasis on complexity in analyzing topics, demonstrating proficiency in applying varied theories and practices introduced in the course.
- Considering agency, capacity, and creativity of individuals and groups in responding to social privilege / suffering / exclusions and in constituting alternative accounts of themselves.

Class Presentation (Self Evaluation)

Topics assigned in week 2

This assignment is mandatory. As part of the assignment, you will be asked to submit a one-page written self-evaluation of your presentation along with a letter grade. Choose a topic that engages you. Develop and facilitate a workshop that includes your reflections on the topic, and selected readings for the week. Your facilitation should include a brief introduction to the topic, an outline of feminist/critical/post colonial critiques of conventional approaches and of alternative approaches to the topic, and a discussion starter. You can use visual aids short films or film clips, ice breakers, small group exercises, experiential approaches, and/or questions to engage the class. Presentations should be well researched and well organized. The assignment is intended for you to enter into generative conversations and get valuable feedback about key theoretical issues and practice dilemmas in your area of interest.

Self Evaluation: Please submit your one-page written self-evaluation of your presentation along with a letter grade one week after your presentation. Along with this, submit a copy of the visuals, discussion questions, ice breakers, or experiential exercises you use, and copies of handouts given to the class.

Reflection Papers

Write two polished reflection papers of **6 to 8 pages** each on the readings you completed during the previous section of the course. Choose themes that interest, engage, move, challenge, puzzle, or bother you or some association and connection a reading has triggered for you. Reflections will be graded on *writing quality*, *originality*, *synthesis skills*, and *sensitivity of analyses*. I strongly advise that you draft responses when you are immersed in the readings and then edit your reflections before submission. Demonstration of reading comprehension, writing clarity, and consistency of effort is critical to success in this assignment.

Presentation Write Up

In this assignment, you are required to write a **6 to 8 page** report on your presentation that brings at least one of the theoretical frameworks introduced in the course together with your topic. Your write up should summarize and synthesize the content of your presentation (properly cited); outline the critical questions you have about your topic; consider what student and instructor responses have taught you about your subject area; and identify gaps and spaces you may now see in your own thinking and possible directions for further development of this work. In addition to *writing quality*, *originality*, *synthesis skills*, and *sensitivity of analyses*, you will be graded on your self-reflectivity—your recognition how your position might shape your interest in, and approach to, your topic, and inform your scope of knowledge and areas of not knowing and uncertainty in relation to it.

Participation

Regular attendance is required and students must demonstrate they have done the reading.

Commitment to Class Discussions and Course Materials

The course is structured as a weekly 3-hour seminar, which works best when students are prepared to participate fully in discussions. Course assignments emphasize student engagement with course material.

Note on Difficulty of Course Content

In this class, we explore the difficult emotional and social terrain of child and woman abuse, structural and symbolic violence, experiences of marginalisation and exclusion, effects of histories of colonisation and forced assimilation, institutional abuse, as well as emotions of sadness and shame, and coping strategies of substance use, self-injury, and suicidality. Some of the films we watch over the semester can evoke strong emotions

and responses in audiences. You are in the best position to decide whether this is right course at this time. If you have any questions or concerns, please talk to me before deciding on this class.

Course Policies on Late Submission of Work

Assignments are accepted before or on the due date. Extensions are provided only if you contact me ahead of time or provide documentation of a medical or life emergency. Otherwise, there is a 2% penalty per day for late assignments.

Academic Misconduct

All members of the University of Guelph community are required to be familiar of what constitutes academic misconduct. Students are encouraged to become familiar with academic integrity issues and to consult the University of Guelph's policy regarding academic misconduct, which is available in the University Graduate Calendar at: www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1340.shtml Pursuant to University policy, suspected cases of academic misconduct will be forwarded to the Department Chair.

Email Contacts

Every student is expected to have a Guelph email address and to check it regularly. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you will be sent an email on your Guelph account. It is your responsibility to attend class and if you have missed a class, seek out one of your classmates to inquire about missed course material. Email can be used to set up appointments with me, or to ask practical questions that require brief answers. You are welcome to ask questions requiring detailed responses during class or office hours.

Feminist- and Social Justice-Informed Classroom Interactions

This is a feminist and social justice oriented classroom, where we aim to engage with each other in respectful and thoughtful conversations about the relationship between social relations and injustices and social differences/identities including sex, class, race, age, culture, disability, aboriginality, and sexuality, and sense of self. Attendance is mandatory. Because a significant part of the course will be classroom discussion, a major assignment is keeping up with readings, participating in dialogue an informed way, and providing ethical feedback to other students. You should come to class not only having done the assigned reading, but also having thought about it and having prepared some points/questions for discussion. Your responses to other students should not be negative. As an engaged learner, your job is to enter into conversations about what was read/heard, and your responses to the ideas presented. You are asked to structure your responses along the following:

- Identifying the ideas that engage you

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As you read texts or listen to the lectures, presentations, and discussions which ideas caught your attention or captured your imagination? Which ones stuck a chord for you?

- Describing the intentions of the writers or speakers
What values and principles regarding people, their identities and selves, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' or speakers' purposes and commitments?
- Situating your responses
What is it about your own life experiences or interests that account for why these ideas caught your attention? Do you have a sense of which aspects of your own experiences resonated with these ideas?
- Identifying gaps and spaces
What are some gaps and spaces that you notice in each reading? What areas do you think need further exploration in this topic area? What remains confusing, unclear, or underdeveloped? What suggestions in the form of other authors and ideas can you offer to help the analysis along?
- Recognising your movement
How have you been moved on account of engaging with these ideas? Where have these ideas taken you? How have you shifted as a result of listening to and participating in the development of these ideas?

(Response guidelines adapted from White, M. (2002). Outsider witness responses. In Narrative therapy. Toronto: Gail Appel Institute.)

**Critical Psychologies
Schedule of Topics and Readings Fall 2012**

Part 1: Histories and Methods

Sept 6: Introductory class

Review of course syllabus, grading system, and major assignments for course;
Assignment of texts and topics for student presentations

September 13: Short History of Otherness and Madness

Feminist and anti-oppression critiques of mainstream medical models, conventional diagnostic categories, and mental health systems

1. McClintock, A. (2001). *Double crossings: Madness, sexuality and imperialism*. Vancouver: Ronsdale Press. [BOOK]
2. Frame, J. (2010). Excerpt from *An Angel at my Table*. London: Little, Brown. [COURSEPACK]
3. Hare-Mustin, R. & Marecek, J. (2009). Clinical psychology: The politics of madness. In D. Fox, I. Prilleltensky, and S. Austin (Eds.). *Critical psychology: An introduction 2nd Edition* (pp. 75-92). Thousand Oaks, CA: Sage Publications. [COURSEPACK]
4. Poland, J. & Caplan, P.J. (2004). The deep structure of bias in psychiatric diagnosis. In P.J. Caplan & L. Cosgrove (Eds.). *Bias in psychiatric diagnosis* (pp. 9-23). Lanham, MD: Jason Aronson. [COURSEPACK]
5. Huygens, I. (2009). From colonization to globalization: Continuities in colonial "common sense." In D. Fox, I. Prilleltensky, and S. Austin (Eds.). *Critical psychology: An introduction 2nd Edition* (pp. 267-284). Thousand Oaks, CA: Sage Publications. [COURSEPACK]

Optional Film Resources

An Angel at my Table, Part 2 (Dir. Jane Campion, New Line Features, 1989), 50 mins.
The Lobotomist (Dir. Barak Goodman, PBS and Ark Media, 2008), 60 mins.

September 20: Critical Race and Post/colonial Psychology

Practices and possibilities of critical and post-colonial psychologies; Critical consciousness for self-recovery, community, and social change

6. Hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Cambridge, MA: South End Press. Interview with bell hooks (xi-xx); Preface: Reflections of light (xxxi-xxxv); Introduction: Healing darkness (1-9); Chapter 1: Seeking after truth (11-20); Chapter 10: Sweet communion (113-124). [BOOK]

7. Kirmayer, L. Tait, C. and Simpson, C. (2009). The mental health of Aboriginal peoples in Canada: Transformations of identity and community. In L. Kirmayer and G. Guthrie Valaskakis, (Eds.) *Healing traditions: The mental health of Aboriginal peoples in Canada* (pp. 3-35). Vancouver, BC: UBC Press. [COURSEPACK]
8. Shepard, B., O'Neill, L., & Guenette, F. (2006). Counselling with First Nations women: Considerations of oppression and renewal. *International Journal for the Advancement of Counselling*, 28 (3), 227-240. [COURSEPACK]
9. Narayan, U. (2000). Undoing the "package picture" of cultures. *Signs: A Journal of Women in Culture and Society*, 25 (4), 1083-1086. [COURSEPACK]
10. Sanchez-Hucles, J. & Jones, N. (2005) Breaking the silence around race in training, practice and research. *The Clinical Psychologist*, 33 (4), 547-558. [COURSEPACK]
11. Akinyela, M. (2002). De-colonizing our lives: Divining a post-colonial therapy. *International Journal of Narrative Counselling and Community work*, 2, 32-43. [COURSEPACK]
12. Waldegrave, C. (2003). 'Just Therapy' with families and communities. In C. Waldegrave, K. Tamasese, F. Tuhaka, & W. Campbell, (eds.) *Just therapy – A journey* (pp. 63-78). Adelaide, South Australia: Dulwich Centre Publications. [COURSEPACK]

Optional Film Resources

- Qallunaat: Why white people are funny (Dir. Mark Sandiford, National Film Board of Canada and Beachwalker Films, 2006), 50 mins.
- Black Skin, White Mask (Dir. Isaac Julien, Mark Nash for the Arts Council of England, 1996), 52 mins
- Rabbit-Proof Fence (Dir. Phillip Noyce, Alliance Atlantis, 2004), 40 mins.

September 27: Feminist Theories of Therapy and Development

The role of relationships and social context in women's and men's identity development

13. Jordan, J. (2010). *Relational-cultural therapy* (pp. 1-67). Washington, DC: The American Psychological Association. [COURSEPACK]
14. Brown, L. (2010). Theory. In L. Brown, *Feminist therapy* (pp. 1-76). Washington, DC: The American Psychological Association. [BOOK]
15. Brown, A. L. (2008). I too am feminist: The journey of a Black male transformative feminist family therapist, *Journal of Feminist Family Therapy*, 20 (1), 1-20. [COURSEPACK]

Optional Film Resources

Angry Boy, Historic Psychiatric Therapy Films, (Quality Information Publishers, 2006), 15 mins.

October 4: Constructivist and Narrative Psychologies

Social construction of selves through language, image, culture, and story

16. Marecek, J. (2001). Unfinished business: Postmodern feminism in personality psychology. In M. Ballou & L. Brown, (Eds.) *Rethinking mental health & disorder: Feminist perspectives* (pp. 3-28). New York: Guilford Press. [COURSEPACK]

17. Drewery, W. & Winslade, G. (1997). The theoretical story of narrative therapy. In G. Monk, J. Winslade, K. Crocket, & D. Epston, (Eds.), *Narrative therapy in practice: The archeology of hope* (pp. 32-52). San Francisco, CA: Jossey-Bass Publishers. [COURSEPACK]

18. Madigan, S. (2010). Theory. In *Narrative therapy* (pp. 29-70). Washington, DC: The American Psychological Association. [COURSEPACK]

19. Dulwich Centre Community Mental Health Project with Brigitte, Sue, Mem, & Veronica (1998). *Introducing narrative therapy: Collection of practice-based Writings*. Adelaide, Australia: Dulwich Centre Publications. Part 1: Companions on a journey (pp. 1-15); Part 4: Power to our journeys (pp. 203-210) by Brigitte, Sue, Mem, & Veronica. [COURSEPACK]

Optional Film Resources

Tree of Life: A narrative approach to working with vulnerable children (Developed by Ncazelo Ncube & David Denborough, Dulwich Centre Institute of Community Practice), 60 mins.

Dialogues with madwomen (Dir. Allie Light, New York: Women Make Movies, 1993), 90 mins.

Part 2: Theories of Identity and Difference

October 11: Difference and Identity I: Gender, Sex, and Sexuality [FIRST WEEKLY REFLECTIONS DUE]

Creating diverse gender, sex, and sexual identities within dualistic systems; Analyzing discourses of normalcy, ethnicity, nationality, heteronormativity, and compulsory heterosexuality that shape and constrain sexuality.

*American Psychiatric Association (2000). Gender identity disorders. *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*. Washington, DC: American Psychiatric Association, 576-582. [COURSEPACK]

20. Tilsen, J. Nylund, D. & Grieves, L. and Okumura, A. (2007). "The gender binary: Theory and lived experience" and "No turning back: Male to female transgender journeys of getting through tough times," *The International Journal of Narrative Therapy and Community Work*, 3, 47-66 [COURSEPACK]

21. Sennott, S. (2011). Gender disorder as gender oppression: A transfeminist approach to rethinking the pathologization of gender non-conformity. *Women & Therapy*, 34, 93–113. [COURSEPACK]

hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Toronto: Between the Lines Press. Chapter 8: Moved by passion: Eros and responsibility (85-96). [BOOK]

22. Hammoud-Beckett, S. (2007). Azima ila Hayati –An invitation in to my life: Narrative conversations about sexual identity. *The International Journal of Narrative Therapy and Community Work*, 1, 29-39. [COURSEPACK]

23. Working Group for a New View of Women's Sexual Problems (2001). A new view of women's sexual problems. *Women & Therapy*, 24 (1 & 2), 1-7. [COURSEPACK]

24. Pascoe, C.J. (2012). "Making masculinity: Adolescence, Identity and high school" and "Compulsory heterosexuality." In C. J. Pascoe, *Dude, You're a fag: Masculinity and sexuality in high school* (pp. 1-16; pp. 84-114). Los Angeles: University of California Press. [COURSEPACK]

* Excerpts from the American Psychiatric Association's DSM IV are included to give you a sense of conventional categories used in western psychiatry and psychology for distinguishing mental health from illness. They are meant for reference and discussion purposes only.

Optional Film Resources

Ma Vie En Rose (My Life in Pink) (Dir. Alain Berliner, Haut et Court, 1997)

533 Statements: A Road Trip Documentary About Queer Canadian Women (Dir. Tori Foster, 2006), 70 min

A Boy Named Sue (Dir. Julie Wyman, New York: Women Make Movies, 2000), 57 mins.

Fish Can't Fly: Conversations about God and Struggling to be Gay (Dir. Tom Murray, T. Joe Murray Productions, 2005), 83 mins.

I Exist: Voices from the Lesbian and Gay Middle Eastern Community in the US (Dir. Peter Barbosa, Arab Film Distribution and Eye Bite, 2004), 90 mins.

5 Girls (Dir. Maria Finitzo, Kartemquin Films, 2001), 120 mins.

Western Eyes. (Dir. Anne Shin, Montreal: National Film Board of Canada, 2000), 40 mins.

Double the Trouble, Twice the Fun. (Dir. Pratibha Parmar, London: Channel Four Television, 1992), 25 minutes.

Transgeneration, Episodes 7 & 8 (Dir. Jeremy Simmons, A World of Wonder Productions, 2006), Episode 7: 25 min; Episode 8: 50 mins
No Cinderella Story: Stories of Sex, Relationships and Sex Image (Brooklyn, New York: Reel Works, 2005), 39 mins.

October 18: Difference and Identity II: Race, Class, and Disability

Theorizing differences and identities within and across bodies, subjectivities, communities, cultures, and nations

25. Suyemoto, K. (2002). Constructing identities: A feminist, culturally contextualized alternative to “personality.” In M. Ballou & L. Brown, (Eds.) *Rethinking mental health & disorder: Feminist perspectives* (pp. 71-95). New York: Guilford Press. [COURSEPACK]

26. Mama, A. (1995). *Beyond the masks: Race, gender, and subjectivity*. New York: Routledge. Chapter 6: Black British subjects (pp. 111-121); Chapter 8: Black femininity (pp. 145-156). [COURSEPACK]

27. Reeve, D. (2006). Toward a psychology of disability: The emotional effects of living in a disabling society. In D. Goodley and R. Lawthom, Eds. *Disability & Psychology: Critical introductions and reflections* (pp. 94-107). New York: Palgrave Macmillan. [COURSEPACK]

28. Rice, C. (in press). Chapter 3: Invisible in full view. *Becoming women: The search for self in image culture*. Toronto: UT Press. [COURSEPACK]

29. Allison, D. (2001). A question of class. In R. Coles, R. Testa and M. Coles, (Eds.) *Growing up poor: A literary anthology* (pp. 75-87). New York: The New Press. [COURSEPACK]

Optional Film Resources

Mohawk Girls (Dir. Tracey Deer, Rezolution Pictures International and National Film Board of Canada, 2005), 53 mins.

The Grace Lee Project (Dir. Grace Lee, New York: Women Make Movies, 2005), 68 mins.

Between: Living in the Hyphen (Dir. Anne Marie Nakagawa, National Film board of Canada, 2006), 42 mins.

My Flesh and Blood (Dir. Jonathan Karsh, Docurama) 83 mins. *A Girl Like Me: Stories of Race* (Brooklyn, New York: Reel Works, 2005), 25 mins.

Shameless: The ART of Disability (Directed by Bonnie Sherr Klein, Montreal: National Film Board of Canada, 2006), 70 mins.

Part 3: Theorizing From Experiences of Trauma and Adversity

October 25: Feminist Approaches to Feeling: Stress, Sadness, Love, & Loss

Situating emotions in cultural contexts and social relations; Considering the historical genealogies and cultural meanings of love and loss; Pathologization and paradoxes of pain

hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Cambridge, MA: South End Press. Chapter 2: Tongues of fire (21-28); Chapter 3: Work makes life sweet (29-38); Chapter 4: Knowing peace: An end to stress (39-48). Chapter 7: Facing and feeling loss (75-84); Chapter 9: Living to love (97-112). [BOOK]

*American Psychiatric Association (2000). "Mood episodes" and "Panic disorder". *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*. Washington, DC: American Psychiatric Association, 349-356; 433-440. [COURSEPACK]

30. Stoppard, J. Scattolon, Y. & Gammell, D. (2000). Understanding depression from the standpoint of women who have been depressed. B. Miedema, J. Stoppard, & V. Anderson, (Eds.) *Women's bodies, women's lives: Health, well-being and body image* (pp. 82-102). Toronto: Sumach Press. [COURSEPACK]

31. Ussher, J. (2010). Are we medicalizing women's misery? A critical review of women's higher rates of reported depression. *Feminism & Psychology*, 20(1), 9–35.

32. Wingard, B. (2001). Finding our own ways to grieve, to remember, and to heal. Grief: Remember, reflect, reveal. In B. Wingard & J. Lester, *Telling our stories in ways that make us stronger* (pp. 45-55). Adelaide, Australia: Dulwich Centre Publications. [COURSEPACK]

33. Weingarten, K. (1999). The politics of illness narratives: Who tells, who listens, and who cares? In Dulwich Centre Publications, *Narrative therapy and community work: A conference collection* (pp. 13-26). Adelaide, Australia: Dulwich Centre Publications. [COURSEPACK]

Optional Film Resources

The Medicated Child, (PBS and Rainmedia, 2008) 60 mins.

Wit (Dir. Mike Nichols, HBO Films and Avenue Pictures Production, 2001), 99 minutes

M.A.M.A.: Mothers, Medicine and Madness (Dir. Amy Sommer, Fifth Estate Productions, 2004) 100 mins [About Munchausen Syndrome]

Refrigerator Mothers (Dir. David Simpson, Kartemquin Educational Films, 2002), [History of Mother Blaming in Psychiatry]

November 1: Experiences and Effects of Violence

Contexts, experiences, and consequences of violence, especially against especially girls and women

34. Brinton Lykes, M. & Coquillon, E. (2009). Psychosocial trauma, poverty and human rights in communities emerging from war. In D. Fox, I. Prilleltensky, and S. Austin (Eds.). *Critical psychology: An introduction*, 2nd Edition (pp. 285-299). Thousand Oaks, CA: Sage Publications. [COURSEPACK]
35. Dylan, A., Regehr, C., and Alaggia, R. (2008). And justice for all? Aboriginal victims of sexual violence. *Violence Against Women*, 14 (6), 678-696. [COURSEPACK]
36. Doe, J. (2004). *The story of Jane Doe*. Toronto: Vintage Canada. Background (xv-xvii); Preliminary note from Jane Doe and civil trial journal (2-4, 7-8); Safe at home in bed (9-16); How to survive a rape trial (62-80); How I became Jane Doe (90-94); The ultimate rape victim (118-128). [COURSEPACK]
37. Gavey, N. (2005). Unsexy sex?: Unwanted sex, sexual coercion, and rape. In *Just sex? The cultural scaffolding of rape* (pp. 136-165). New York: Routledge. [COURSEPACK]
38. Augusta-Scott, T. (2006). Talking with men who have used violence in intimate relationships *The International Journal of Narrative Therapy and Community Work*, 4, 23-30.
- *American Psychiatric Association (2000). "Post traumatic Stress Disorder" and "Borderline personality disorder". *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*. Washington, DC: American Psychiatric Association, 463-468; 706-710. [COURSEPACK]

Optional Film Resources:

- Let's Talk About It (Dir. Deepa Mehta, Filmblanc Production and Rogers OMNI Television, 2005), 40 mins.
- Finding Dawn (Dir. Christine Welsh. Montreal: National Film Board of Canada, 2006), 73 mins.
- Cruel and Unusual (Dir. Janet Baus, Dan Hunt and Reid Williams, Alluvial Filmworks, 2006), 60 mins.
- Journey to Healing (Indigenous People's Programs, 1992), 44 mins
- Muffins for Granny (Dir. Nadia McLaren, Mongrel Media, 2007), 88 mins.

November 8: Migration and Marginalisation

On social suffering shaped by colonial histories and structural violence

39. Dossa, P. (2004). *Politics and poetics of migration: Narratives of Iranian women from the diaspora*. Toronto: Canadian Scholars Press, Chapter 1: Introduction (1-23). Chapter 3: Being a refugee in Canada: Sultan's story (55-85). Chapter 4: Looking for work: Nadia's story (87-111). Chapter 5: Between speech and silence: Sahra's story (113-134); Chapter 6: On social suffering: Fatima's story (135-160); Chapter 7: Re-imagining mental health and well-being (161-173). [BOOK]

40. Hayward, L., Hajdukowski-Ahmed, M., Ploeg, J. and Trollope-Kumar, K. "We want to talk, they give us pills": Identity and mental health of refugee women from Sudan. In M. Hajdukowski-Ahmed, N. Khanlou, & H. Moussa (Eds.), *Not born a refugee woman: Contesting identities, rethinking practices*. (pp. 196-227) New York: Berghahn Books, 2008. [COURSEPACK]

*American Psychiatric Association (2000). "Conversion Disorder," and "Pain Disorder". *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*. Washington, DC: American Psychiatric Association, 446-451; 492-503. [COURSEPACK]

Optional Film Resources

Not Yet Diagnosed. (Dir. Barri Cohen, Montreal: National Film Board of Canada, 1997), 47 minutes.

My American Dream: Stories of Immigration (Brooklyn, New York: Reel Works, 2005), 41 mins.

Part 4: Genealogies of Problems

November 15: Substance Use, Suicidality, & Sanctuary [FINAL WEEKLY REFLECTIONS DUE]

Context and consequences of problems with addictions, self-injury, and suicidal thoughts and attempts; Search for sanctuary and communion.

hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Cambridge, MA: South End Press. Chapter 5: Growing away from addiction (49-58). Chapter 11: The joy of reconciliation (125-133); Chapter 12: Touching the earth (135-140); Chapter 13: Walking in the spirit (141-147). [BOOK]

*American Psychiatric Association (2000). "Substance related disorders." *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*. Washington, DC: American Psychiatric Association, 285-293. [COURSEPACK]

41. Dennstedt, C. & Grieves, L. (2004). Unravelling substance misuse stories: Re-authoring and witnessing practices. In Madigan, S. (Ed.), *Therapeutic conversations: Therapy from the outside in* (pp. 56-72). Vancouver, BC: Yaletown Family Therapy. [COURSEPACK]

42. Culhane, D. (2009). Narratives of hope and despair in Downtown Eastside Vancouver. In L. Kirmayer and G. Guthrie Valaskakis, (Eds.) *Healing traditions: The mental health of Aboriginal peoples in Canada*, (pp. 160-177). Vancouver, BC: UBC Press. [COURSEPACK]

43. Burstow, B. (1992). *Radical feminist therapy: Working in the context of violence*. London: Sage Publications. Chapter 10: Self mutilation (187-201); Chapter 14: Clients who are considering ending their lives (267-282). [COURSEPACK]

44. Baskin, C. (2011). Chapter 10: Caring for families, caring for children. In *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*. Toronto: Canadian Scholar's Press. [COURSEPACK]

45. McCorkle, D. and Peacock, C. (2005) Trauma and the isms – A herd of elephants in the room: A Training Vignette. *Therapeutic Community: The International Journal for Therapeutic and Supportive Organizations* 26(1): 127-133. [COURSEPACK]

Optional Film Resource

The New Asylums (PBS, 2005), 60 mins.

November 22: Body Projects / Body Politics

Critical Psychologies FRAN 6200

hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Cambridge, MA: South End Press. Chapter 6: Dreaming ourselves dark and deep: Black beauty (59-74). [BOOK]

45. Maisel, R. Epston, D. & Borden, A. (2004). Toward spirit nourishing approaches. In *Biting the Hand that Starves You: Inspiring resistance to Anorexia/bulimia*. (pp. 274-290). New York: W. W. Norton and Company. [COURSEPACK]

46. Nasser, M. & Malson, H. (2009). Beyond western dis/orders: Thinness and self starvation of other-ed women. In H. Malson and M. Burns, Eds. *Feminist critical approaches to eating dis/orders*. (pp. 74-86). New York: Routledge. [COURSEPACK]

47. Ryan, J. (2011) Fat, trans, and single: Some thoughts from an othered body on control, alienation, and liberation. In M. Diamond, Ed. *Trans/Love: Radical sex, love, & relationships beyond the gender binary* (pp. 32-37). San Francisco: Manic D Press.

American Psychiatric Association (2000). Eating disorders. *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*. Washington, DC: American Psychiatric Association, 383-395. [COURSEPACK]

48. Lipscomb, V. (2006). "We need a theoretical base:" Cynthia Rich, women's studies and ageism, *National Women's Studies Association Journal*, 18(1), 3-12. [COURSEPACK]

Optional Film Resources:

Body Beautiful, (Directed by Ngozi Onwurah, Women Make Movies, 1991), 23 min

Thin: Death By Eating Disorder (Excerpts from Directed by Lauren Greenfield, HBO Documentary Films, 2004), 103 min.

A Girl Like Me (Directed by Kiri Davis, Reel Works Filmmaking, 2005), 10 mins.

This is My Body: A Film by High School Girls, (Directed by Andrea Levy, National Film Board of Canada and TRUE Power Media, 2006), 34 mins.

November 29: Wrap Up [FINAL WRITE UP DUE]