

**FRAN 6200, 2014-2015**  
**Critical Psychologies**

**Instructor:** Professor Carla Rice

**Address:** College of Social and Applied Human Sciences

**Office:** Macdonald Institute, MINS 231B or REDLAB / Revisioning Differences Mobile  
Media Arts Lab, 103 Blackwood Hall, Trent Lane

**Email:** carlar@uoguelph.ca

**Telephone:** 519-824-4120, ext. 53921

**Office Hours:** Thursday 11:30 to 1:30 pm, by appointment

**Course Time:** Thursday 4:20PM -7:20PM

**Course Location:** MACS, Room

**Mobile Fax:** 1 (416) 628-1667

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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 gender, race, disability, class and other categories of identity and difference 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.

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**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**

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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**

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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.

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## **Critical Psychologies FRAN 6200**

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]

### **CHANGE ALL DATES**

<b>Assignments</b>	<b>Weighting</b>	<b>Due Date</b>
1 <sup>st</sup> Reflection Due	20%	Oct 9 (in class)
2 <sup>nd</sup> Reflection Due	20%	Nov 13 (in class)
Presentation (self evaluation)	20%	As assigned
Participation	20%	As assigned
Self Designed Project or Presentation Write-Up	20%	Nov 27 (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

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## **Critical Psychologies FRAN 6200**

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.

### **Self Designed Project or Presentation Write Up**

In this assignment, you are required to design and carry out your own final assignment (annotated bibliography, theoretical paper on a concept related to course content or otherwise) or 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. If you choose the presentation option, 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. Whichever option you choose, 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. **Please note: This course has a substantive reading**

**list. Readings are NOT all required. The professor and weekly presenters will identify readings that are most relevant to the specific presentations/discussions for that week.**

### **Accessibility**

**The University of Guelph Accessibility Statement:** The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities (soon to be re-named Student Accessibility Services) as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or refer to the [CSD website](#). The standard statements are available on the [AVPA website](#) (undergraduate courses) or from the Office of Graduate Studies (Graduate Courses).

**Course Accessibility Statement:** I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in the classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. As such, we will begin this class with a discussion about accessibility and how we can collectively, and perhaps creatively, make the classroom accessible to everyone. If you do not feel comfortable sharing your accessibility needs in class, please talk to me or visit: Centre for Students with Disabilities at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or refer to the [CSD website](#). If you want to pursue the question of access and accommodation more fully please consider checking out “Beyond Compliance” <http://bcccsyracuse.wordpress.com/>, which is a more radical accessibility statement.

### **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.

### **Timely Feedback on Work**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows you to measure your understanding of material and your progress on learning objectives. All University of Guelph instructors must provide meaningful and constructive feedback to students prior to the 40th class day

### **Academic Misconduct**

It is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Graduate Calendar: [http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1609.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.shtml)

### **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. **Please note: This course has a substantive reading list. Readings are NOT all required. The professor and weekly presenters will identify readings that are most relevant to the specific presentations/discussions for that week.** 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  
*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 you 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 2014**

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**Part 1: Histories and Methods**

**Sept 4: Introductory class**

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

**September 11: 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. Porter, R. (2002). *Madness: A brief history* (pp. 62-155). Oxford: Oxford University Press. [ARES]
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 2<sup>nd</sup> Edition* (pp. 75-92). Thousand Oaks, CA: Sage Publications. [ARES]
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. [ARES]
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 2<sup>nd</sup> Edition* (pp. 267-284). Thousand Oaks, CA: Sage Publications. [ARES]

**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 18: 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. [ARES]
9. Yellow Bird, P. (n.d.). Wild Indians: Native perspectives on the Hiawatha Asylum for insane Indians. Retrieved July 29, 2014 from <http://www.power2u.org/downloads/NativePerspectivesPeminaYellowBird.pdf>
10. Narayan, U. (2000). Undoing the "package picture" of cultures. *Signs: A Journal of Women in Culture and Society*, 25 (4), 1083-1086. [ARES]
11. Sanchez-Hucles, J. & Jones, N. (2005) Breaking the silence around race in training, practice and research. *The Clinical Psychologist*, 33 (4), 547-558. [ARES]
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. [ARES]
13. Jones, T. F. (2012). The "disordered" state: Government policies and institutions for the administration of the mad during apartheid, 1948-1973 (pp. 40-57). In *Psychiatry, mental institutions, and the mad in apartheid South Africa*. NY: Routledge.

### **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 25: Feminist Theories of Therapy, Recovery and Development**

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

14. Jordan, J. (2010). *Relational-cultural therapy* (pp. 1-67). Washington, DC: The American Psychological Association. [ARES]

15. Brown, L. (2010). Theory. In L. Brown, *Feminist therapy* (pp. 1-76). Washington, DC: The American Psychological Association. [BOOK]

16. 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. [ARES]

17. Rossiter, K. & Morrow, M. (2011). Intersectional frameworks in mental health: Moving from theory to practice. In Olena Hankivsky (Ed.) *Health inequities in Canada: Intersectional frameworks and practices* (pp. 312-330). Vancouver: UBC Press.

**Optional Film Resources**

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

**October 2: Constructivist and Narrative Psychologies**

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

18. 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. [ARES]

19. 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. [ARES]

20. 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. [ARES]

**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.

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**Part 2: Theories of Identity and Difference**

**October 9: 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.

\* 21. A, B, C American Psychiatric Association (2013). "Gender dysphoria." *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American

Psychiatric Association, 451-459. American Psychiatric Association. (2013). "Female Orgasmic Disorder," "Female Sexual Interest/Arousal Disorder" *Diagnostic and statistical manual of mental disorders: DSM-5*. Retrieved from [dsm.psychiatryonline.org](http://dsm.psychiatryonline.org)

22. 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 [ARES]

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

24. 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]

25. 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. [ARES]

26. 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. [ARES]

27. 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. [ARES]

28. Lev, A. I. (2013). Gender Dysphoria: Two Steps Forward, One Step Back. *Clinical Social Work Journal*, 41(3), 288-296.

29. Murphy, T. F. (2008). Brief history of a recurring nightmare. *Gay & Lesbian Review*, 15, 17-20.

\* Excerpts from the American Psychiatric Association's DSM-5 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 16: Difference and Identity II: Race, Class, and Disability**

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

30. 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. [ARES]
31. 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). [ARES]
32. 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. [ARES]
33. Rice, C. (2014). Chapter 3: Invisible in full view. *Becoming women: The embodied self in image culture*. Toronto: UT Press. [ARES]
34. Bullock, H. & Limbert, W. (2009). Class. In D. Fox, I. Prilleltensky, and S. Austin (Eds.). *Critical psychology: An introduction 2<sup>nd</sup> Edition* (pp. 215-231). Thousand Oaks, CA: Sage Publications. [ARES]
35. Nabbali, E.M. A "mad" critique of the social model of disability. *The International Journal of Diversity in Organisations, Communities & Nations*. 9.

**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.

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### **Part 3: Theorizing From Experiences of Trauma and Adversity**

#### **October 23: 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

36. 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]

\* 37. A, B, C American Psychiatric Association (2013). "Major depressive disorder," "Premenstrual dysphoric disorder" and "Panic disorder". *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American Psychiatric Association, 160-168; 171-175; 208-217. [ARES]

38. 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. [ARES]

39. 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.

40. 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. [ARES]

41. 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. [ARES]

**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]

**October 30: Experiences and Effects of Violence**

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

42. 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*, 2<sup>nd</sup> Edition (pp. 285-299). Thousand Oaks, CA: Sage Publications. [ARES]

43. Dylan, A., Regehr, C., and Alaggia, R. (2008). And justice for all? Aboriginal victims of sexual violence. *Violence Against Women*, 14 (6), 678-696. [ARES]

44. 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). [ARES]

45. 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. [ARES]

46. 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.

\* 47. A, B American Psychiatric Association (2013). "Posttraumatic stress disorder" and "Borderline personality disorder." *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American Psychiatric Association, Washington, DC: American Psychiatric Association, 271-280; 663-666. [ARES]

**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 6: Migration and Marginalisation**

On social suffering shaped by colonial histories and structural violence

48. 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]

49. Hayward, L., Hajdukowski-Ahmed, M., Ploeg, J. and Trollope-Kumar, K. (2008). "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. 196-214). New York: Berghahn Books. [ARES]

### **REPLACE WITH NEW SECTIONS**

\* 50. A, B American Psychiatric Association (2013). "Conversion disorder (Functional neurological symptom disorder)," and "Somatic symptom disorder".

*Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American Psychiatric Association, 318-321; 311-315. [ARES]

### **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.

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## **Part 4: Genealogies of Problems**

### **November 13: 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.

51. 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]

\* 52. A, B American Psychiatric Association (2013). "Substance-related and addictive disorders," and "Nonsuicidal self-injury" *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American Psychiatric Association, 481-490; 803. [ARES]

53. 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. [ARES]

54. 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. [ARES]

55. 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). [ARES]

56. Baskin, C. (2011). Chapter 10: Caring for families, caring for children. In *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*. (pp. 179-200). Toronto: Canadian Scholar's Press. [ARES]

57. 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. [ARES]

58. Mitchell-Brody, M. (2007). "The Icarus Project: Dangerous Gifts, Iridescent Visions and Mad Community", in P. Stastny and P. Lehmann (Eds.), *Alternatives Beyond Psychiatry* (137-145). Berlin: Peter Lehmann. [ARES]

### **Optional Film Resource**

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

### **November 20: Body Projects / Body Politics**

59. 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]

60. 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. [ARES]



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**Critical Psychologies FRAN 6200**

61. 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. [ARES]
62. 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.
63. Warin, M. (2010). Me and my disgusting body (pp. 128-151) in *Abject relations: Everyday worlds of anorexia*. Rutgers University Press.
64. Herndon, A. (2012). Thin like me. *Dry land fish: Perspectives from the misplaced*. Retrieved from <http://www.psychologytoday.com/blog/dry-land-fish/201205/thin-me>
- \* 65. American Psychiatric Association (2013). "Feeding and eating disorders." *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, DC: American Psychiatric Association, 338-354. [ARES]
66. 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. [ARES]

**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 27: Wrap Up [FINAL WRITE UP DUE]**