

Women's Studies/Psychology
Feminist Psychologies WMST/PSYC 4796H
Course Location: GSC 111
Course Time: Tuesdays, 4 pm - 7 pm

Fall 2008

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Course Overview

This is an upper level course exploring principles and practices of feminist psychology, contemporary theories of difference and identity development, and feminist accounts of subjectivity. Focus of seminars is on feminist critiques of psychology and feminist contributions to psychology. Application of feminist relational, critical, and narrative approaches with diverse problems and groups of women is emphasized throughout course readings and requirements.

Course Topics and Themes

Topics examined in the course include: histories and methods of feminist psychologies, theories of identity and difference, feminist approaches to feeling, theorizing selves from experiences of injury, adversity, and capacity, and genealogies of harmful problems and practices. Throughout classroom discussions, we consider how social relations and symbolic systems constitute subjectivities of diverse women. Highlighted in weekly readings and discussions are the following 4 themes:

- Feminist critical perspectives on pathologizing constructions of people and problems
- Feminist relational, post-colonial, and constructivist approaches to theorizing subjectivities, differences, identities, and experiences of injury and adversity
- Feminist principles and practices for facilitating agency, accountability, capacity, creativity, and community
- Feminist ethical commitment to privileging perspectives and self-representations of individuals, groups, and communities in question

Required Texts

We will work with five texts and a course kit (please note that one of these texts, *Still Sane*, is included in the reprotect). The following course readings will be available for purchase from **Titles Bookstore** and for short-term lending from the **Bata library**:

Blackbridge, P. & Gilhooly, S. (1985). *Still sane*. Vancouver: Press Gang Publishers.

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. (Booklet)

Robb, C. I (2006). *This changes everything: The relational revolution in psychology*. New York: Farrar, Straus, and Giroux.

Feminist Psychologies Reprint, (2008-2009). Developed by Professor Carla Rice.

Titles Bookstore 379 George St North, Peterborough, Telephone: 705.743.9610.

This is an upper level Women's Studies & Psychology course. Students who have not taken either two upper-year credits in Women's Studies; or one credit in Women's Studies and PSYC 272H and one of PSYC 300H, PSYC 304H, PSYC341H, or PSYC-WMST 355H must see the instructor for permission to register in the course.

Evaluation

Students will be evaluated on the assignments listed below.

Weekly Reflections:	30%
Class Co-Presentation:	20%
Final Paper:	30%
Class Participation:	20%

Explanation of Assignments

Students are expected to do assignments using multi-dimensional approaches central to feminist scholarship in the development and completion of course work. These involve:

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

Class Co-Presentation	20%
Topics assigned in week 1	As assigned

As part of this assignment, you will be asked to submit a one-page written self-evaluation of your presentation along with a letter grade. Choose a course topic

that engages you. Co-develop and co-facilitate with another student a workshop that includes your reflections on the topic and on one or more of the readings for the week. Your facilitation should include a brief introduction to the topic, an outline of feminist critiques of conventional approaches and feminist alternative approaches to the topic, and a discussion starter. You can use visual aids, short films, small group exercises, and/or questions to engage the class. Presentations should be well researched and well organized. You are permitted and encouraged to present on a topic that is related to your final writing project. **I will ask you to submit a written summary of the reading, outline of your presentation, a copy of the visuals, discussion questions or exercises you use, copies of handouts given to the class, and the amount you and your co-presenter each contributed to the presentation.** You are also asked to submit a one-page written self-evaluation of your presentation along with a letter grade.

Weekly Reflections

30%

First 6 weeks Due:

Oct 14/2008

Final 6 weeks Due:

Nov 25/2008

Write a weekly reflection on some aspect of the readings. Choose something from the readings that interests, engages, moves, challenges, puzzles, or bothers you or some association or connection a reading has triggered for you. Craft 2 to 3 double-spaced, and *polished* pages about it. **You are responsible for handing in at least 10 weekly reflections—a minimum of 5 in the first 6 weeks and 5 in the second 6 weeks of the course. These will be handed in at mid-term and at the end of the semester.** Reflections will be graded on writing quality, originality, synthesis skills, and sensitivity of analyses. I strongly advise that you draft responses on a weekly basis when you are immersed in the readings and then edit your reflections before submission. While final weekly reflections are due on Nov 25, 2008, you are responsible for submitting your responses to Dec 2, 2008 readings. **Demonstration of reading comprehension, writing clarity, and consistency of effort is critical to success in this assignment.**

Paper/Project

30%

December 2, 2008

A research paper or community project on a topic of your choice. The research paper is an academic paper on a topic related to feminist psychologies. A community project is a programmatic, popular educational, or artistic intervention into a course theme combined with a theoretical case for the proposed intervention. **Papers and projects should be no less than 12 pages and no more than 15 pages in length. You are encouraged to write on issues that engage - or plague - you! and to use your creativity in designing your project. I highly recommend that you consult with me and other class participants prior to defining your project.**

Participation

20%

Participation must be active and consistent. Students who are unable to attend classes weekly or to submit reflection papers weekly will not be admitted into the course. You are responsible for signing our weekly attendance sheets.

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 marginalization and exclusion, effects of histories of colonization and forced assimilation, institutional abuse, as well as emotions of sadness and shame, and coping strategies of substance mis-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 and Attendance in Class

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

Regular attendance is required in the course. Students should attend seminars and demonstrate they have done the reading. In this class, students receive a maximum of 10% for attendance and 10% for classroom participation. Thus, if you are present 60% of the time, you will receive a *maximum* of 60% for participation (a *maximum* of 12 out of 20).

University Policy on Academic Dishonesty and Plagiarism

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offense and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's Academic Dishonesty Policy which is printed in the University Calendar and on the university web site at: http://www.trentu.ca/deansoffice/policies_dishonesty.php.

Email Contacts

Every student is expected to have a TRENT email address and to check it regularly. I will not send emails to students at any other addresses. 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 Trent account. **Course notes for missed classes are not available through email.** It is your responsibility to attend class and if you have missed a class, seek out one of your classmates to inquire about the course material you have missed. Email can be used to set up appointments with me, or to ask practical questions that require BRIEF answers. You are most welcome to ask questions requiring detailed responses during class or office hours.

Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109; 748-1281; disabilityservices@trentu.ca) as soon as possible.

Classroom Interactions

This is a feminist classroom, where we engage with each other in respectful and thoughtful conversations about the relationship between social relations and social differences / identities including sex, class, race, age, culture, disability, 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 participant, 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 writer: What values and principles regarding women, their sense of self, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' 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?

Recognizing 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?

Adapted from Michael White (2002) Outsider Witness Responses. In *Narrative Therapy*. Toronto: Gail Appel Institute.

**Feminist Psychologies
Schedule of Topics and Readings Fall 2008**

Part 1: Histories and Methods

Sept 9: Introductory Class

Review of course syllabus, grading system, and major assignments for course

Assignment of texts and topics for student presentations

Sept 16: Short History of Otherness and Madness

Feminist critique of mainstream medical models, conventional diagnostic categories, and mental health systems

Blackbridge, P. & Gilhooly, S. (1985). *Still sane*. Vancouver: Press Gang Publishers, Preface and pp. 1-81. (Assigned text, photocopied)

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

Hare-Mustin, R. & Marecek, J. (1999). Abnormal and clinical psychology: The politics of madness. In D. Fox & I. Prilleltensky, (Eds.). *Critical psychology: An introduction*, (104-120). Thousand Oaks, CA: Sage Publications. (Kit)

Optional Film Resources: Interview from Persimmon Blackridge and Sheila Gilhooly, *Still Sane* (Vancouver: Women in Focus, 1985), 15 mins.

If we have time: Directed by Jane Campion, *An Angel at my Table, Part 2* (New Line Features, 1989), 50 mins.

Directed by Barak Goodman, *The Lobotomist* (PBS and Ark Media, 2008), 60 mins.

Sept 23: Critical and Post/colonial Psychology

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

Hooks, b. (2005). *Sisters of the yam: Black women and self-recovery*. Cambridge, MA: South End Press. Interview with bell hooks, xi-xx; Preface: Reflection of Light, xxi; Introduction: Healing Darkness; Chapter 1: Seeking After Truth, 1-20. Chapter 10: Sweet Communion, 113-124. (Assigned text)

McCabe, G. (2007). The healing path: A cultural and community-derived Indigenous therapy model. *Psychotherapy: Theory, Research, Practice, Training*, 44 (2), 148-160. (Kit)

Akinyela, M. (2002). De-colonizing our lives: Divining a post-colonial therapy. *International journal of narrative counselling and community work*, 2, 32-43. (Kit)

Waldegrave, C. (2003). 'Just Therapy' with families and communities. In C. Waldegrave, K. Tamasese, F. Tuhaka, W. Campbell, (eds.) *Just therapy - A journey*. Adelaide, South Australia: Dulwich Centre Publications, 63-78. (Kit)

Conversations between Salome Raheim, Maggie Carey, Charles Waldegrave, Kiwi Tamasese, Flora Tuhaka, Hugh Fox, Anita Franklin, Cheryl White and David Denborough. (unknown date). *An invitation to narrative practitioners to address privilege and dominance*. Retrieved from www.dulwichcentre.com.au.

Optional Film Resources: *Journey To Healing* (Indigenous People's Programs, 1992), 44 mins

Directed by Phillip Noyce, Excerpt from *Rabbit-Proof Fence* (Alliance Atlantis, 2004), 40 mins.

Directed by Mark Sandiford, *Qallunaat: Why white people are funny* (National Film Board of Canada and Beachwalker Films, 2006), 50 mins.

Sept 30: Relational Cultural Psychology: Feminist Theories of Female Development

Role of relationships in the development of women's sense of self

Robb, C. I (2006). *This changes everything: The relational revolution in psychology*. New York: Farrar, Straus, and Giroux. Introduction, Chapters 1-3; Chapter 5. (ix-xxiv; 1-96; 152-234).

Optional film: Directed by Gene Broderson, *Feminist Therapy* (American Psychological Association, 1994), 41 mins.

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

Oct 7: Constructivist and Narrative Psychologies

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

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. (Kit)

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. (Kit)

White, C. & Denborough, D. (1998). *Introducing narrative therapy: Collection of practice-based writings*. (pp, 1-15, 203-210). Adelaide, AU: Dulwich Centre Publications. Part 1: Companions On a Journey, and Part 4: Power to Our Journeys, by Brigitte, Sue, Mem, & Veronica. (Kit)

Optional Film Resources: *Narrative Therapy Training Video* (Golden Triad Films, 1997), 45 mins.

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

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

Part 2: Theories of Identity and Difference

Oct 14: Difference and Identity I: Gender, Sex, and Sexuality

*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*

Weekly Reflections Due (Including the current week)

* 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. (Kit)

Pirelli Benestad, E. (2002). Gender belonging: Children, adolescents, adults, and the role of the therapist. In D. Denborough, (Ed.) *Queer counselling and narrative practice*, (pp. 204-225). Adelaide, Australia: Dulwich Centre Publications. (Kit)

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. (Assigned text)

Handa, A. (2003). Hall of shame: Lies, masks, and respectful femininity. In *Of silk saris and mini-skirts: South Asian girls walk the tightrope of culture*, (pp, 107-128). Toronto: Women's Press. (Kit)

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), 1-8. (Kit)

* *Excerpts from the American Psychiatric Association's DSM IV (Diagnostic and statistical manual of mental disorders) 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.*

Exercise: Morgan, A. (2002). Discerning between structuralist and non-structural categories of identity: A training exercise. *The international journal of narrative therapy and community work*, 4, 52-55. (Kit)

Optional Film Resources: Excerpt from Directed by Alain Berliner, *Ma Vie En Rose (My Life in Pink)*, (Haut et Court, 1997), From “Start” to “Snow White” 46 mins.

Directed by Tori Foster, *533 Statements: A Road Trip Documentary About Queer Canadian Women* (2006), 70 min

Directed by Julie Wyman, *Boy Named Sue* (New York: Women Make Movies, 2000), 57 mins.

Directed by Tom Murrar, *Fish Can't Fly, Conversations about God and struggling to be gay*, (T. Joe Murray Productions, 2005), 83 mins.

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

Directed by Maria Finitzo *5 Girls* (Kartemquin Films, 2001), 120 mins.

Directed by Anne Shin, *Western Eyes*. (Montreal: National Film Board of Canada, 2000), 40 mins. or

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

Directed by Jeremy Simmons, *Transgeneration, Episodes 7 & 8* (A World of Wonder Productions, 2006), Episode 7: 25 min; Episode 8: 50 mins

OCT 21 READING WEEK

Oct 28: Difference and Identity II: Race, Class, and Dis/ability

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

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. (Kit)

Mama, A. (1995). *Beyond the masks: Race, gender, and subjectivity*. New York: Routledge. Chapter 6: *Black British Subjects*, 111-121; Chapter 8: *Black Femininity*, 145-156. (Kit)

Deliovsky, K. (2002). Transgressive whiteness: The social construction of white women involved in interracial relationships with Black men. In N. Nathani Wane, K. Deliovsky & E. Lawson (Eds.) *Back to the drawing board: African-Canadian feminisms*. (pp. 234-259). Toronto: Sumach Press. (Kit)

Lee, J. (2006). Locality, participatory action research, and racialized girls' struggles for citizenship. In Yasmin Jiwani, Candis Steenbergen, and Claudia

Mitchell, (Eds). *Girlhood: Redefining the limits*. Montreal: Black Rose Books, 89-108. (Kit)

Rice, C., Zitszelsberger, H., Porch, W., & Ignagni, E. (2005). Envisioning new meanings of disability and difference. *International journal of narrative counselling and community work*, 3 & 4, 119-130. (Kit)

Exercise: Akamatsu, N (2002). Cultural racism - the air we breathe. *The international journal of narrative therapy and community work*, 4, 48-51. (Kit)

Optional Film Resources: Directed by Tracey Deer, *Mohawk Girls* (Rezolution Pictures International and National Film board of Canada, 2005), 53 mins.
Directed by Grace Lee, *The Grace Lee Project* (New York: Women Make Movies, 2005), 68 mins.
Directed by Anne Marie Nakagawa, *Between: Living the Hyphen* (National Film board of Canada, 2006), 42 mins.

Part 3: Feminist Approaches to Feeling

Nov 4: 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; Chapter 3: Work Makes Life Sweet; Chapter 4: Knowing Peace: An End to Stress, 21-48. Chapter 7: Facing and Feeling Loss, 75-84; Chapter 9: Living to Love, 97-112. (Assigned text)

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, Depressive Episodes: 349-356; Panic disorders: 433-440. (Kit)

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. (Kit)

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. 41-55). Adelaide, Australia: Dulwich Centre Publications. (Kit)

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. (Kit)

Optional Film Resources: *The Medicated Child*, (PBS and Rainmedia, 2008) 60 mins.

Directed by Mike Nichols, *Wit* (HBO Films and Avenue Pictures Production, 2001), 99 minutes

Part 4: Theorizing From Experiences of Trauma and Adversity

Nov 11: Violence Against Girls and Women

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

Latchford, C. (2006). Gimme shelter in 2006: A personal and political account of the women's shelter movement. *Canadian woman studies*, 25 (1&2), 6-15. (Kit)

Olsen Harper, A. (2006). Is Canada peaceful and safe for Aboriginal women? *Canadian woman studies*, 25 (1&2), 33-38. (Kit)

Doe, J. (2004). *The story of Jane Doe*. Toronto: Vintage Canada. Background, xv-xvii; Preliminary note from Jane Doe & Civil trail journal, pp 2-8; Safe at home in bed, pp. 9-16; How to survive a rape trial, pp. 62-80; How I became Jane Doe, 90-94. The ultimate rape victim, pp. 118-128. (Kit)

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. (Kit)

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. (Kit)

Optional Film Resources: Directed by Deepa Mehta, *Let's Talk About It* (Filmlanc Production and Rogers OMNI Television, 2005), 40 mins. or Directed by Grace Poore, *The Children We Sacrifice* (New York: Women Make Movies, 2000), 61 mins.

Directed by Christine Welsh, *Finding Dawn* (Montreal: National Film Board of Canada, 2006), 73 mins.

Directed by Janet Baus, Dan Hunt and Reid Williams, *Cruel and Unusual* (Alluvial Filmworks, 2006), 60 mins.

Nov 18: Migration and Marginalization

On social suffering shaped by colonial histories and structural violence

Dossa, P. (2004). *Politics and poetics of migration: Narratives of Iranian women from the diaspora*. Toronto: Canadian Scholars Press, Chapter 1: Introduction. Chapter 3: Being a Refugee in Canada: Sultan's Story, pp. 55-85. Chapter 4: Looking for Work: Nadia's Story. Chapter 5: Between Speech and Silence: Sahra's Story, pp. 113-134; Chapter 6: On Social Suffering: Fatima's Story, pp. 135-160; Chapter 7: Re-imagining Mental Health and Well-being, pp. 161-173. (Assigned text).

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. (Kit)

Optional Film Resources: Directed by Shirin Neshat, *Expressing The Inexpressible: Shirin Neshat* (Films for the Humanities and Sciences, 2004), 42 min. or
Directed by Barri Cohen, *Not Yet Diagnosed*. (Montreal: National Film Board of Canada, 1997), 47 minutes.

Part 5: Genealogies of Problems

Nov 25: Substance Use, Self-Injury, Suicidality, Safety, & Sanctuary
Context and consequences of problems with addictions, self injury, and suicidal thoughts and attempts
Search for safety, sanctuary, and communion

Weekly Reflections Due

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: Joy of Reconciliation; Chapter 12: Touching the Earth; Chapter 13: Walking in the Spirit, 125-End. (Assigned text)

Burstow, B. (1992). *Radical feminist therapy: Working in the context of violence*. London: Sage Publications. Self Mutilation, pp. 187-201; Chapter 14, Clients Who Are Considering Ending Their Lives, pp. 267-282. (Kit)

Alliance for Creative Development, (unknown). Sanctuary model of inpatient care: Traditional versus trauma based approach. Quakertown, PA: Author, 1-6. (Kit)

American Psychiatric Association (2000). Substance related disorders. *Diagnostic and statistical manual of mental disorders: DSM IV, Text Revision*.

Washington, DC: American Psychiatric Association, Sedative, hypnotic or anxiolytic Dependence: 285-293. (Kit)

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

Optional Film Resources: *The New Asylums* (PBS, 2005), 60 mins.

Dec 2: Body Projects, Body Politics

Final Project Due

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. (Assigned text)

Gremillion, H. (2003) "Introduction: In fitness and in health." In *Feeding anorexia: Gender and power at a treatment centre*, (pp. 1-41). Durham, NC: Duke University Press. (Kit)

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

Dykewomon, E. (2002). The body politic--meditations on identity. In G. Anzaldúa & A. Keating, (Eds.), *The bridge we call home: Radical visions for transformation*, (pp. 450-458). New York: Routledge. (Kit)

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. (Kit)

Optional Film Resources: Directed by Ngozi Onwurah, *Body Beautiful*, (Women Make Movies, 1991), 23 min

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

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

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

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

Directed by Andrew Fredericks, *Fat: What No One is Telling You* (Twin Cities Public Television, 2007), 90 mins.