
TOPICS IN PHILOSOPHY: ETHICS AND MENTAL HEALTH

PH 8122
RYERSON UNIVERSITY
DEPARTMENT OF PHILOSOPHY
FRIDAY 3-6 PM
JOR 440
WINTER 2013

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COURSE DESCRIPTION

This class focuses on issues in diagnosing mental illness and the role of diagnosis in regulating access to care. There are a number of problems with diagnosing mental illness and defining what should be considered a mental illness: What does it mean to say that a person has a mental disorder or a mental illness? How are mental illnesses similar to or different from physical illnesses? How do medical, scientific, natural and social norms affect our diagnostic categories and what we consider to be a mental illness? How do troubling norms and social pressures (racism, sexism, economic pressures, etc.) affect the diagnosis of mental illness? Despite these numerous questions around diagnosing mental illness, receiving a diagnosis can have a number of important benefits for the individual. Often, receiving a diagnosis is the first step for accessing care and treatment. Along with a diagnosis of mental illness often comes stigma, however. So there are both positive and negative consequences of diagnoses. The first part of this course (before reading week) examines these questions. In the second part of the class we will look at how these issues arise in the context of particular, contentious, diagnoses.

COURSE TEXTS

All of the course readings will be available through the Ryerson Library's e-catalogue or by posting on Blackboard. Students must retrieve the readings from the Ryerson e-catalogue on their own. I will only post those readings that are not available through the Ryerson e-catalogue to the Blackboard website. See the reading schedule and bibliography at the end of this syllabus for details (pgs. 8-13).

EVALUATION

Participation in class discussions		10%
Presentation		25%
Critical Comments	(Best 5)	25%
Term Paper	(Due: April 26)	40%

GRADING SCALE:

Grade	A+	A	A-	B+	B	B-	F
/100	100-90	89-85	84-80	79-77	76-73	72-70	0-69

For more information see: http://www.ryerson.ca/facultysupport/grading/GS_gradinginfo/index.html

POSTING GRADES AND RETURNING ASSIGNMENTS

All grades for individual assignments will be posted on the course Blackboard site.

The final grades will *only* be posted on RAMSS (final grades will *not* be posted on Blackboard).

EXPLANATION OF EVALUATION

PARTICIPATION IN CLASS DISCUSSIONS

The participation grade will be evaluated based on the student's thoughtful participation in class discussions. Students are expected to read the assigned papers and texts before coming to class. Students should bring the readings to class (either in paper or electronic form), and be prepared to discuss the material covered. Students will earn a perfect participation grade for speaking once per class, additional comments within a single class will not add to the total. If you are going to be away and you let me know in advance of the class, up to two absences will be forgiven.

Note: If students have anxiety about speaking during class discussions, they should come and see me or send me an email as early as possible at the beginning of the term. I am willing to make alternative arrangements so that students can participate in class even if they are not comfortable speaking in groups.

PRESENTATION

Since many of you have an independent interest in the philosophy of mental health, I would like to give you the opportunity to bring your interests to the class. To that end, there will be a presentation based on a reading that the student will choose, preferably in relation to the topic for the week. Students should submit the reading to me as soon as possible and no later than one week before the presentation. I will post the readings to the Blackboard. These readings are required, and must be read by all students before the presentation date.

Each student is required to give a thirty (30) minute presentation. The length of the presentation reflects the average for conference presentations. This time includes the discussion, and so students are not expected to speak for the entire thirty minutes.

The standard for the presentation is that the discussion should be equivalent to the way you would teach an upper-level undergraduate course that included this reading.

The presentation should briefly introduce **one or two** important themes from the student's selected reading and engage the class in discussion about these issues or questions. **You should not summarize the entire reading**, since as graduate students we will have read it ourselves. Instead, remind the class briefly of one significant issue from the reading and engage in discussion. **The main goal of the presentation is to stimulate class discussion**, and will be graded based on the effectiveness at promoting engaged discussion. To facilitate class discussion students **are not permitted to read** their presentation. **Reading the presentation will result in failure.**

Students are **required to meet with me** to discuss the presentation one week before it is scheduled to occur. Failure to meet with me will result in a **5% reduction** for the presentation grade.

Note: If students are uncomfortable giving presentations, they should come and see me or send me an email as early as possible at the beginning of the term. I am willing to make alternative arrangements

CRITICAL COMMENTS

Short critical comments (1-2 pages double-spaced) due by email before the class. Critical comments should be a short discussion, or critique of some interesting, important, or contentious point or argument in the week's readings. Do not summarize the text, instead engage with the text. For example, you might look at one concept and examine it critically to determine whether it is workable. You can also criticize just one part of the text. If you like a theorist's position or discussion, perhaps try to apply it to a concrete example. The writing is not intended to be formal (like a paper), instead a conversation between you and the theorist, try to imagine what the theorist might say back to your criticism. The purpose of the comment is to encourage you to engage critically with the readings and to come well-prepared for class discussion.

You are welcome to write as many of these as you please. The best 5 comments will count toward this grade, 5% each (total 25%). You may write a critical comment on the paper you or another student select for the presentation. You may **only write one critical comment per week**, so organize your time accordingly.

TERM PAPER (Due: April 26th, 2012)

The term paper should critically engage with the material studied during the term. The papers will be evaluated in terms of demonstrated understanding of key course material, quality of argument, sensitivity to alternative views, original thought (i.e. independent thinking, not just quotes or paraphrases of others), and quality of expression (spelling, word usage, grammar, etc.). You are not required to do additional research, although additional research is permitted.

The term paper should be about 15 typed, double-spaced pages.

If I suspect plagiarism, I might use turnitin.com, and I reserve the right to conduct an oral examination on the topic of the assignment.

RYERSON POLICIES

Students should be familiar with and must adhere to Ryerson's policies available at: <http://www.ryerson.ca/senate/policies/>. The most relevant policies are the following:

- Policy #46 Policy on Grading, Promotion and Academic Standing ("GPA Policy")
- Policy #60 Student Code of Academic Conduct
- Policy #61 Student Code of Non-Academic Conduct
- Policy #135 Examination Policy
- Policy #145 Course Management Policy
- Policy #150 Accommodation of Student Religious, Aboriginal and Spiritual Observance
- Policy #152 Graduate Academic Consideration and Appeals
- Policy #157 Establishment and Use of Ryerson Student E-Mail Accounts for Official University Communication

ACADEMIC INTEGRITY

All students are expected to be familiar with the policies on plagiarism and academic integrity referenced at: <http://www.ryerson.ca/academicintegrity/Undergraduate/plagiarism/> According to Ryerson University's Academic Code of Conduct, "plagiarism means *claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own.*" Students are reminded that failure to properly reference sources, including the class texts and lectures, is considered academic misconduct and will result in serious penalties ranging from a mark of '0' on the assignment to expulsion from the university.

Ignorance of these policies is no excuse for violations. If you are unsure about how to avoid plagiarism please consult the academic integrity website or ask me during my office hours. The Writing Centre is also able to assist with questions related to referencing sources for your papers.

USE OF ELECTRONICS AND RECORDING DEVICES IN CLASS

You are welcome to record the class in any way that is useful to you (e.g. video, audio, written or typed notes). You **may not share** digital or analog recordings (video, audio, or other recordings) with other students (e.g. watching or listening to recordings together), on the web (e.g. Youtube, facebook, by e-mail, etc.) or in any other way (e.g. sharing mp3 or mp4 files on memory sticks, etc.). You are welcome to share your written notes or electronic copies of your written notes with other students (e.g. if they missed the class). You may cite class information if you give proper attribution.

PENALTIES AND EXTENSIONS

LATE ASSIGNMENTS OR TERM PAPERS

Unless students can provide evidence of a medical reason, conflict with religious observance, or evidence that there are compassionate grounds for an extension, late papers will be penalized at the rate of one **10% per day** including weekends. Students requiring an extension must request it at least 3 days in advance of the due date, unless it is impossible to do so. It is not necessary to provide documentation at the time the request is made, but documentation must be provided before a grade can be assessed.

Ryerson's policy concerning alternative arrangements for medical and compassionate reasons may be found at <http://ryerson.ca/senate/policies/pol134.pdf>

The Ryerson Medical Certificate may be found at <http://ryerson.ca/senate/forms/medical.pdf>

QUESTIONS ABOUT GRADES AND APPEALS

It is important that you understand why you receive the grades you do in this class, since that understanding is the foundation for future improvement. In order to understand the grades that you receive, you should read the comments provided. The comments are intended to explain areas of strength and areas that could be improved on future assignments.

According to Ryerson University policy, students who are concerned about a grade and might want to request regarding must contact the instructor within **ten (10) working days** from when the graded work is returned, even if the student picks up the work late. Please send me an email as soon as possible to let me know of your concern.

ACCESSIBILITY AND ACCOMMODATIONS

Ryerson is a community which celebrates diversity and places a high value on inclusion and respect for differences. As part of respecting differences, I am willing to make accommodations for students who might otherwise be disadvantaged if arrangements were not made.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment. This responsibility is *shared* by the students, the instructor and the Access Centre (among others).

Students who require alternate format materials, academic accommodations for classroom participation or the writing of tests, quizzes and exams should make their request to the Access Centre.

If there is anything that I can do to accommodate your disability in the classroom (unrelated to evaluations, which are already covered by the Access Centre), I welcome any suggestions that you might have. I also welcome any feedback about the accessibility of this class. It helps me to improve my teaching when I hear from students about what I can do better. There might be situations in which I have not adequately considered accessibility; student feedback will help me to better plan for accessibility in the future. You are invited to provide feedback to me via email, in writing, in person during my office hours or by telephone during my office hours. If there is another way that you would like to provide feedback, please let me know. If you would like to provide anonymous feedback, please contact the Access Centre and have one of their members relay the information to me.

Access Centre Website: www.ryerson.ca/student-services/accesscentre/

Access Centre Locations: Front Desk: POD 62B Text/Exam Centre: VIC B21

Access Centre Hours: Monday to Friday 8:30 am - 4:30 pm

Access Centre Phone: 416-979-5290

Access Centre Fax: 416-979-5094

Access Centre TDD/TTY: 416-979-5274

Access Centre Email: accessfrontdesk@ryerson.ca

ACCOMMODATIONS OF STUDENT RELIGIOUS, ABORIGINAL AND SPIRITUAL OBSERVANCE

Requests for accommodation of specific religious or spiritual observance must be presented to the professor no later than two (2) weeks prior to the conflict in question (in the case of final examinations within two (2) weeks of the release of the examination schedule). In extenuating circumstances this deadline may be extended. If the dates are not known well in advance because they are linked to other conditions, requests should be submitted as soon as possible in advance of the required observance.

Given that timely requests will prevent difficulties with arranging constructive accommodations, students are strongly encouraged to notify the professor of an observance accommodation issue within the first two (2) weeks of classes. Formal requests for accommodation can be made using the Accommodation of Student Religious, Aboriginal and Spiritual Observance form, which may be found at <http://ryerson.ca/senate/forms/reobservforminstr.pdf>

For more information see the Student Guide

<http://www.ryerson.ca/studentguide/AcademicMatters3.html> or the Senate Policy

<http://ryerson.ca/senate/policies/pol150.pdf>

OTHER ACCOMMODATIONS

If you require accommodation for reasons other than disability, religious or spiritual observance you should come see me as soon as possible at the beginning of the year. I do not guarantee that I will accommodate an accessibility request (unless covered in the two previous sections), but if I decide to accommodate a student in any way I will announce the general outline of the accommodation to the class so that all students can have an opportunity to access the change. In this way I hope to ensure both flexibility and fairness so that all students are able to access the course and meet its requirements, though no student is disadvantaged by accommodations offered to others.

EMAIL POLICY

Note: As per the Ryerson University policy, I will only respond to emails that come from an @ryerson.ca account. I will not open, read or respond to emails from any other account (e.g. @gmail.com, @yahoo.com, @hotmail.com, etc.). I will try to respond to emails within 48 hours, but in general, I will not respond to emails on weekends. No questions about the content of the course will be answered by email. Students should use the Blackboard discussion forum if there are any questions about course content.

OFFICE HOURS

My office hours will be held on Mondays from 1 pm – 3 pm and Thursdays 1 pm – 2 pm. I encourage you to come and talk to me during office hours. I am always happy to talk with students about this course or philosophy in general. If you have questions about the course content I will be happy to discuss them at this time. If you are unable to make it to my office during the scheduled times, please contact me so that we can set up an appointment.

READING SCHEDULE

Week	Date	Topic	Readings
1	Jan 11	Introduction: What is Mental Illness? (26 pgs)	Derek Bolton "Introduction" <i>What is Mental Disorder?</i> (8 pgs) E.R. Wallace "The Meaning of Mental Health" (6 pgs) Sidney Bloch "Psychiatry, Abuses of" (6 pgs) Thomas Szasz "The Myth of Mental Illness" (6 pgs)
2	Jan 18	Models of Mental Illness I (62 pgs)	Ruth Macklin "Mental Health and Mental Illness" (24 pgs) Christopher Boorse "What a Theory of Mental Health Should Be"(23 pgs) Jerome Wakefield "The Concept of Mental Disorder" (15 pgs)
3	Jan 25	Giving Presentations Models of Mental Illness II (45 pgs)	Guest Lecture: Irene Pauzer (Ryerson) on Voice Control Matthew Ratcliffe "Understanding Existential Changes in Psychiatric Illness" (21 pgs) Ian Hacking "Chapter 4: Madness: Biological or Constructed?"(24 pgs)
4	Feb 1	Responses to Diagnosis: Treatment and Stigma (39 pgs)	James Sabin and Norman Daniels "Determining 'Medical Necessity' in Mental Health Practice" (8 pgs) D. L. Rosenhan "On Being Sane in Insane Places" (8 pgs) Angela Thachuk "Stigma and the Politics of Biomedical Models of Mental Illness" (23 pgs)
5	Feb 8	NO CLASS	
6	Feb 15	Problems with Diagnosing People (34 pgs)	Norah Martin "Feminist Bioethics and Psychiatry" (10 pgs) Paula J. Caplan "Gender Issues in the Diagnosis of Mental Disorder" (11 pgs) Dinesh Bhugra and Kamaldeep Bhui "Racism in Psychiatry: Paradigm lost—paradigm regained" (7 pgs) David Healy (2007). "The Engineers of Human Souls and Academia" (6 pgs) Barbro Giorgi "Reflections on Therapeutic Practice" Chosen by Niomi Chernet
7	Feb 22	READING WEEK	

8	Mar 1	Diagnosing Gender and Trans* Persons' Access to Care (38 pgs)	<p>Guest Lecture: Dr. Rachel McKinnon (Waterloo) Julia Serano "The Case Against Autogynephilia" (11 pgs) C. Jacob Hale "Ethical Problems with the Mental Health Evaluation Standards of Care for Adult Gender Variant Prospective Patients," (14 pgs) Trevor Corneil et. al. "Proposed Changes to Diagnoses Related to Gender Identity in the <i>DSM</i>" (7 pgs) Griet De Cuyper et. al. "Epilogue: Response of the World Professional Association for Transgender Health to the Proposed <i>DSM 5</i>" (4 pgs) Griet De Cuyper et. al. "Second Response of the World Professional Association for Transgender Health to the Proposed Revision of the Diagnosis of Gender Dysphoria for <i>DSM 5</i>," (2 pgs) Nancy Potter "Gender" Chosen by Codie Mitchell Recommended Julia Serano (2007). <i>Whipping Girl</i> Selections</p>
9	Mar 8	Post-Traumatic Stress Disorder (84 pgs)	<p>Derek Summerfield "The Invention of Post-Traumatic Stress Disorder" (3 pgs) Gillian Mezey and Ian Robins "Usefulness and Validity of Post-Traumatic Stress Disorder" (2 pgs) Susan J. Brison "Chapter 4: Acts of Memory" (16 pgs) and "Chapter 5: The Politics of Forgetting" (14 pgs) Elisa Hurley "Pharmacotherapy to Blunt Memories of Sexual Violence" (25 pgs) Robert D. Stolorow "Trauma and temporality," Chosen by Robert Minatel Elisa Hurley "Combat Trauma and the Moral Risk of Memory Manipulating Drugs," (Recommended—24 pgs)</p>
10	Mar 15	Borderline Personality Disorder (17 pgs)	<p>Clare Shaw and Gillian Proctor "Women at the Margins" (7 pgs) Andrea Nicki "Rethinking 'Multiple Personality Disorder'" 28-35. (7 pgs) Andrea Nicki "Incest Survivors and 'Borderline Personality Disorder" (3 pgs) Fenton & Krahn "Autism, Neurodiversity and Equality" chosen by Chandra Kavanagh (4 pgs) Kristy Koehne and Bridget Hamilton "Working Around a Contested Diagnosis" Chosen by Rachel Robinson (20 pgs) Sigmund Freud "Remembering, Repeating and Working-Through" Chosen by Greg Keef</p>

11	Mar 22	Depression and Anxiety (67 pgs)	Matthew Ratcliffe "What is it to lose hope?" (17 pgs). Robyn Bluhm "Gender Differences in Depression" (19 pgs) Ginger A. Hoffman and Jennifer Hansen "Is Prozac a Feminist Drug?" (31 pgs) Matthew Ratcliffe (2012). "Varieties of Temporal Experience in Depression," Chosen by Luke Bowman (21 pgs) Theresa Clement Tisdale "From the Shadow of the Object to the Shadow of the Almighty" Chosen by Jason Poettcker
12	Mar 29	Good Friday	
13	April 5	Influences on Diagnosis: Drugs, Patients, and the Internet (42 pgs)	Peter Kramer "Introduction" <i>Listening to Prozac</i> (11 pgs) Carl Elliott "Pursued by Happiness and Beaten Senseless" (5 pgs) Peter Kramer "The Valorization of Sadness," (5 pgs) David Healy "Good Science or Good Business?" (4 pgs) Carl Elliot "A New Way to be Mad," (15 pgs) Nick Fox et. al. "Pro-Anorexia, Weight-loss drugs and the Internet" (27 pgs) David DeGrazia Prozac, Enhancement, and Self-Creation," Chosen by Ryan Froese Lisa Guenther "Solitary Confinement and the Rhetoric of Accountability" Chosen by Erik Bormanis
14	April 12	Institutionalization and Deinstitutionalization (50 pgs)	Sara Bergstresser "The Death of Esmine Green: Considering Ongoing Injustice in Psychiatric Institutions," (9 pgs) V. Barnard et. al. "Narrative Symposium: Personal Narratives Experiences of Psychiatric Hospitalization," (28 pgs) Paul Christopher "Psychiatric Hospitalization—Bridging the Gap Between Respect and Control" (5pgs) Linda Morrison "To Recognize the Person (6 pgs) R. D. Laing <i>The Divided Self</i> . 24-39. Chosen by Anna Shevchenko Margaret Sheridan et. al. "Early Institutionalization" Chosen by Jordan van den Hoonard

BIBLIOGRAPHY OF READINGS

PART I: INTRODUCTION: WHAT IS MENTAL HEALTH AND MENTAL ILLNESS?

Derek Bolton (2008) "Introduction" *What is Mental Disorder? An essay in Philosophy, Science and Values*. Oxford: Oxford University Press: xiii-xx. **(Library 10th floor RC 437.5.B653 2008)**
(On Blackboard)

E.R. Wallace (1996) "The Meaning of Mental Health" in *The Encyclopedia of Bioethics*, vol. 3, ed. W. Reich (New York: Macmillan): 1698-1704. **(On Blackboard)**

Sidney Bloch (1996) "Psychiatry, Abuses of" in *The Encyclopedia of Bioethics*, vol. 3, ed. W. Reich (New York: Macmillan): 2126-2132. **(On Blackboard)**

Thomas Szasz (1960). "The Myth of Mental Illness" *The American Psychologist*. 15(2): 113-118.
(Ryerson e-catalogue)

PART II: MODELS OF MENTAL ILLNESS AND MENTAL HEALTH

Ruth Macklin (1972). "Mental Health and Mental Illness: Some Problems of Definition and Concept Formation," *Philosophy of Science*. 39(3): 341-365. **(Ryerson e-catalogue)**

Christopher Boorse (1976). "What a Theory of Mental Health Should Be," *Journal for the Theory of Social Behaviour*. 6(1): 61-84. **(Ryerson e-catalogue)**

Jerome Wakefield (1992). "The Concept of Mental Disorder: On the Boundary Between Biological Facts and Social Values," *American Psychologist*. 47(3): 373-388. **(Library e-catalogue)**

Matthew Ratcliffe (2009). "Understanding Existential Changes in Psychiatric Illness: The Indispensability of Phenomenology," in *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives*. Matthew Broome & Lisa Bortolotti eds. Oxford: Oxford University Press: 223-244.
(On Blackboard)

Ian Hacking (2000) "Chapter 4: Madness: Biological or Constructed?" in *The Social Construction of What?* Cambridge, MA: Harvard University Press: 100-125. **(Reserve Second Floor BD175.H29 2000)**
(On Blackboard)

Recommended

Ian Hacking (2000) "Chapter 5: Kind-Making: The Case of Child Abuse" in *The Social Construction of What?* Cambridge, MA: Harvard University Press: 125-162. **(On Blackboard)**

PART III: RESPONSES TO DIAGNOSIS

James Sabin and Norman Daniels (1994). "Determining 'Medical Necessity' in Mental Health Practice," *The Hastings Center Report*. 24(6): 5-13. **(Ryerson e-catalogue)**

D. L. Rosenhan (1973). "On Being Sane in Insane Places," *Science*. 179(4070): 250-258.
(Ryerson e-catalogue)

Angela Thachuk (2011). "Stigma and the Politics of Biomedical Models of Mental Illness," *IJFAB: International Journal of Feminist Approaches to Bioethics* 4(1): 140-163. **(Ryerson e-catalogue)**

PART IV: PROBLEMS WITH DIAGNOSING PEOPLE

Norah Martin (2001). "Feminist Bioethics and Psychiatry," *Journal of Medicine and Philosophy*. 26(4): 431-441. **(Ryerson e-catalogue)**

Paula J. Caplan (1992). "Gender Issues in the Diagnosis of Mental Disorder," *Women & Therapy*. 12(4): 71-82. **(On Blackboard)**

Dinesh Bhugra and Kamaldeep Bhui (1999). "Racism in Psychiatry: Paradigm lost—paradigm regained" *International Review of Psychiatry*. 11 (2-3): 236-243. **(Ryerson e-catalogue)**

David Healy (2007). "The Engineers of Human Souls and Academia" *Epidemiologia e Psichiatria Sociale*. 16(3): 205-211. **(On Blackboard)**

Barbro Giorgi (2005) "Reflections on Therapeutic Practice Guided by a Husserlian Perspective," *Journal of Phenomenological Psychology*. 36(2): 141-194 **Chosen by Niomi Chernet read only page 168-192**

PART V: PROBLEMS IN PARTICULAR DIAGNOSES AND ACCESS TO CARE

A) DIAGNOSING GENDER AND ISSUES IN TRANS ACCESS TO CARE

Julia Serano (2010). "The Case Against Autogynephilia" *International Journal of Transgenderism*. 12: 176-187. **(Ryerson e-catalogue)**

C. Jacob Hale (2007). "Ethical Problems with the Mental Health Evaluation Standards of Care for Adult Gender Variant Prospective Patients," *Perspectives in Biology and Medicine*. 50(4): 491-505.
(Ryerson e-catalogue)

Trevor Corneil, Justus Eisfeld, and Marsha Botzer (2010). "Proposed Changes to Diagnoses Related to Gender Identity in the DSM: A World Professional Association for Transgender Health Consensus Paper Regarding the Potential Impact on Access to Health Care for Transgender Persons," *International Journal of Transgenderism*. 12: 107-114. **(Ryerson e-catalogue)**

Griet De Cuypere, Gail Knudson, and Walter Bockting (2010) "Epilogue: Response of the World Professional Association for Transgender Health to the Proposed *DSM 5* Criteria for Gender Incongruence" *International Journal of Transgenderism*. 12: 119-123. **(Ryerson e-catalogue)**

Griet De Cuypere, Gail Knudson, and Walter Bockting (2011) "Second Response of the World Professional Association for Transgender Health to the Proposed Revision of the Diagnosis of Gender Dysphoria for *DSM 5*," *International Journal of Transgenderism*. 13: 51-53. **(Ryerson e-catalogue)**

Nancy Potter (yr). "Chapter 15: Gender," *Philosophy of Psychiatry: A Companion*. Oxford University Press: 237-243. **Chosen by Codie Mitchell.**

Recommended

Julia Serano (2007). "Chapter 7: Pathological Science: Debunking Sexological and Sociological Models of Transgenderism," *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Emeryville, CA: Seal Press: 115-160. **(7th Floor HQ77.9 S47 2007) (Highly recommended—On Blackboard)**

Julia Serano (2007). "Chapter 5: Blind Spots: On Subconscious Sex and Gender Entitlement," *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Emeryville, CA: Seal Press: 77-93. **(On Blackboard)**

Julia Serano (2007). "Chapter 6: Intrinsic Inclinations: Explaining Gender and Sexual Diversity," *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Emeryville, CA: Seal Press: 95-113. **(On Blackboard)**

B) POST-TRAUMATIC STRESS DISORDER

Derek Summerfield (2001). "The Invention of Post-Traumatic Stress Disorder and the Social Usefulness of a Psychiatric Category," *BMJ: The British Medical Journal* 322: 95-98. **(Ryerson e-catalogue)**

Gillian Mezey and Ian Robins (2001). "Usefulness and Validity of Post-Traumatic Stress Disorder as a Psychiatric Category," *BMJ: The British Medical Journal* 323: 561-563. **(Ryerson e-catalogue)**

Susan J. Brison (2002). "Chapter 4: Acts of Memory" and "Chapter 5: The Politics of Forgetting" in *Aftermath: Violence and the Remaking of a Self*. Princeton: Princeton University Press: 67-83; 85-99. **(On Blackboard)**

Elisa Hurley (2010a). "Pharmacotherapy to Blunt Memories of Sexual Violence: What's a Feminist to Think?" *Hypatia*. 25(3): 527-52. **(Ryerson e-catalogue)**

Robert D. Stolorow (2003). "Trauma and temporality," *Psychoanalytic Psychology*. 20(1): 158-161. **Chosen by Robert Minatel**

Recommended

Elisa Hurley (2010b). "Combat Trauma and the Moral Risk of Memory Manipulating Drugs," *Journal of Applied Philosophy*. 27(3): 221-45. **(Recommended—Ryerson e-catalogue)**

C) BORDERLINE PERSONALITY DISORDER

- Clare Shaw and Gillian Proctor (2005). "Women at the Margins: A Critique of the Diagnosis of Borderline Personality Disorder," *Feminism & Psychology* 15(4): 483-490. **(Ryerson e-catalogue)**
- Andrea Nicki (2008). "Rethinking 'Multiple Personality Disorder': Recovering Moral Agency," *Social Alternatives* 27(4): 28-35. **(Ryerson e-catalogue)**
- Andrea Nicki (2009). "Incest Survivors and 'Borderline Personality Disorder'" *JEMH: Journal of Ethics in Mental Health* 4(2): 1-3. **(Ryerson e-catalogue)**
- Andrew Fenton and Tim Krahn (2007). "Autism, Neurodiversity and Equality Beyond the 'Normal'" *Journal of Ethics in Mental Health*. 2(2): 1-6. **Chosen by Chandra Kavanagh**
- Kristy Koehne and Bridget Hamilton (2012). "Working Around a Contested Diagnosis: Borderline Personality Disorder in Adolescence," *Health*. 17(1): 37-56. **Chosen by Rachel Robinson**
- Sigmund Freud (1914). "Remembering, Repeating and Working-Through" *Standard Edition* 3: 147-156. **Chosen by Greg Keef**

D) DEPRESSION & ANXIETY

- Matthew Ratcliffe (2013). "What is it to lose hope?" *Phenomenology and the Cognitive Sciences*. (Forthcoming). **(On Blackboard)**
- Robyn Bluhm (2011) "Gender Differences in Depression: Explanations from Feminist Ethics" *IJFAB: International Journal of Feminist Approaches to Bioethics* 4(1): 69-88. **(Ryerson e-catalogue)**
- Ginger A. Hoffman and Jennifer Hansen (2011) "Is Prozac a Feminist Drug?" *IJFAB: International Journal of Feminist Approaches to Bioethics* 4(1): 4(1): 89-120. **(Ryerson e-catalogue)**
- Matthew Ratcliffe (2012). "Varieties of Temporal Experience in Depression," *Journal of Medicine and Philosophy*. 37(2): 114-138. **Chosen by Luke Bowman**
- Theresa Clement Tisdale (2007). "From the Shadow of the Object to the Shadow of the Almighty: A Story of Transformation," *Journal of Psychology and Theology*. 35(1): 52-64. **Chosen by Jason Poettcker**

PART VI: INFLUENCES ON DIAGNOSIS: DRUGS, PATIENTS, AND THE INTERNET

- Peter Kramer (1993). "Introduction" *Listening to Prozac*. New York: Viking (**10th Floor RC483.5.F55 K7 1997—On Blackboard**)
- Carl Elliott (2000). "Pursued by Happiness and Beaten Senseless: Prozac and the American Dream," *Hastings Center Report*. March-April 7-12. **(Ryerson e-catalogue)**

- Peter Kramer (2000). "The Valorization of Sadness," *Hastings Center Report*. March-April 13-18.
(Ryerson e-catalogue)
- David Healy (2000). "Good Science or Good Business?" *Hastings Center Report*. March-April 19-22.
(Ryerson e-catalogue)
- Carl Elliot (2000). "A New Way to be Mad," *The Atlantic*
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