

Syllabus
PT 139 Psychoanalysis, Culture and Society
A. Musolino Fall 2020

Wed. 5:30-7:30
NYGSP: 2 Credits

Course Description

Psychoanalysis can help to illuminate the unconscious structures of culture and the ways in which language and culture frame human experience. This course will examine the interface between psychic and social reality and the latent processes of culture as expressed in gender, politics, race, and class. The course will familiarize students with the social and cultural aspects of mental health or illness focusing on the ways in which cultural factors contribute to the experience and expression of psychological distress. In addition, we will reflect on the ways in which culture and society impact psychoanalytic theory and practice.

Objectives

By the end of the course the student will be able to:

- Identify the trends in the treatment and understanding of psychotic disorders;
- Describe the ways in which culture affects individuals' subjectivity;
- Describe changes in psychoanalytic theory and practice in response to cultural changes; and
- Identify the attitudes and prejudices that can impact clinical psychoanalysis

Course Requirements

Class attendance: Students are expected to attend all classes. Credit will not be given to students who have more than two absences. Notification of an intended absence is expected prior to the class that will be missed.

Class preparation: Students are expected to study the required readings before class and be prepared to discuss them.

Student presentations: Each week students will be selected to present an assigned reading. The goal of student presentations is to foster thought-provoking class discussions, and a commitment to constructive participation.

Weekly Logs: A written log (approximately 200 words by email) is to be completed after each class meeting and emailed at least a day before the next class meeting. Logs are submitted electronically to **amusolino@cmps.edu**

A log is a private communication to the instructor addressing:

1. thoughts, feelings, and reactions from the previous class regarding course content and class dynamics.
2. a critique of the assigned reading for the class
3. for the final log, a self-evaluation of how you met the course requirements

Term Paper: A scholarly paper examining a particular issue, hypothesis, or theory of interest to the student. Students will research their topic using electronic databases such as the PEP. The paper should follow APA style, e.g., see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html and incorporate a minimum of eight references. (20% of final grade)

An original and well-developed paper which examines a particular element of the interface between psyche and society and its' psychoanalytic significance will receive a **Pass**. An incompletely developed, poorly integrated, or unimaginative consideration of the above topics will receive a **Low Pass**. A paper that does not meet graduate level standards for scholarship or written work will be returned to the student for improvement in order to receive credit.

Elements of Evaluation

Class participation, attendance, quality of writing in the logs and in the final paper.

Grading: Students may receive a Pass (P), Low Pass (LP), Incomplete (I), or No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion and by the quality of writing in the logs and in the term paper.

For a grade of "Pass"

- Attend at least 10 class meetings.
- Demonstrate understanding of the course subject matter in logs and class discussion.
- Submit 12 logs.
- Submit assignments on time.
- Thoughtful presentation of the assigned readings.
- Well-developed final paper
- Subject specific vocabulary is used correctly.
- APA format is used appropriately.

For a grade of "Low Pass"

- Attend at least 10 class meetings.
- Submit 12 logs.
- One or more of the following are present:
 - o Minimal participation in class
 - o Problematic participation in class
 - o Minimal understanding of the course subject matter demonstrated in class, in logs, and in individual presentations.
 - o All assignments are completed but some are submitted late.
 - o The final paper has one or more of these issues:
 - § The material fails to demonstrate understanding of course content and psychoanalytic concepts.
 - § The paper doesn't incorporate sufficient references.
 - § Vocabulary is used incorrectly.
 - § The paper is of inadequate length.
 - § The paper fails to follow appropriate APA format.
 - § The paper is submitted after the due date.

For a grade of "Incomplete"

Acceptable written work is not submitted by the last class meeting of the semester.

For a grade of “No Credit”

Acceptable written work is not submitted within 30 days after the end of the semester *or*
Regularly disruptive behavior interferes with the functioning of the class *or*
More than two absences

Academic Honesty:

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

To access full text documents from the PEP links, you'll need to first log into your PEP account.

Assigned Readings

Class 1

Freud, S. (1961). Civilization and its discontents. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 21, pp. 64-107). Hogarth Press. (Original work published 1930)
<http://www.pep-web.org/document.php?id=se.021.0000a>

Class 2

Freud, S. (1961). Civilization and its discontents. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 21, pp. 108-145). Hogarth Press. (Original work published 1930)
<http://www.pep-web.org/document.php?id=se.021.0000a>

Class 3

Chodorow, N. (2020). *Civilization and Its Discontents* and beyond: Drives, identity, and Freud's sociology. In *The psychoanalytic ear and the sociological eye: Toward an American independent tradition* (pp. 23-47). Routledge.

Class 4

Cushman, P. (1995). Healing through self-domination: Capitalism, the asylum, the untamed female body, and Freud. In *Constructing the self, constructing America: A cultural history of psychotherapy* (pp. 91-116). DaCapo Press.
Whitaker, R. (2010). Modern day alchemy; The patients' reality. In *Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill* (2nd ed., pp. 141-159; 161-193). Basic Books.

Class 5

Saks, E. (2007). Chapters 4 and 5. In *The center cannot hold* (pp. 50-77). Hyperion.
Spotnitz, H. (1985). Conceptualization of the illness. In *Modern psychoanalysis of the schizophrenic patient* (2nd ed., pp. 40-69). Human Sciences Press.

Class 6

Dimen, M. (1995). The Third Step: Freud, the feminists, and postmodernism. *American Journal of Psychoanalysis*, 55(4), 303-319.

<http://www.pep-web.org/document.php?id=ajp.055.0303a>

Layton, L. (2004). Gender benders/gender binders: A psychoanalytic look at contemporary popular culture. In *Who's that girl? Who's that boy?: Clinical practice meets postmodern gender theory* (pp. 65-93). The Analytic Press.

Class 7

Kellond, J. (2017). Therapeutic reflections: *In Treatment* and the politics of psychoanalytic cultural criticism. *Psychoanalysis, Culture & Society*, 22(3), 262-279.

Class 8

Bodnar, S. (2004). Remember where you come from: dissociative processes in multicultural individuals. *Psychoanalytic Dialogues*, 14(5), 581-603.

<http://www.pep-web.org/document.php?id=pd.014.0581a>

Layton, L. (2020). Class in the clinic: Enacting distinction. In *Toward a social psychoanalysis: Culture, character and normative unconscious process* (pp. 138-146). Routledge.

Class 9

Figlio, K. (2004). Psychoanalysis, politics and the self-awareness of society. *Psychoanalysis, Culture & Society*, 9, 87-104.

Frankel, J. (2015). The traumatic basis for the resurgence of right-wing politics among working Americans. *Psychoanalysis, Culture & Society*, 20(4), 359-378.

<https://doi.org/10.1057/pcs.2015.53>

Class 10

Frosh, S. (1999). Conclusion: The politics of psychoanalysis. In *The politics of psychoanalysis: An introduction to Freudian and post-Freudian theory* (2nd ed., pp. 311-317). Macmillan.

Gump, J. P. (2010). Reality matters: The shadow of trauma on African American subjectivity. *Psychoanalytic Psychology*, 27(1), 42-54.

<http://www.pep-web.org/document.php?id=ppsy.027.0042a>

Class 11

Altman, N. (2000). Black and white thinking: A psychoanalyst reconsiders race. *Psychoanalytic Dialogues*, 10(4), 589-605.

<http://www.pep-web.org/document.php?id=pd.010.0589a>

Suchet, M. (2007). Unraveling whiteness. *Psychoanalytic Dialogues*, 17(6), 867-886.

<http://www.pep-web.org/document.php?id=pd.017.0867a>

Class 12

Dimen, M. (2011). Glenys: White or not; Martha: Resignification Road. In *With culture in mind: Psychoanalytic stories* (pp. 81-86; 155-161). Routledge.

Smith, B. L., and Tang, N. M. (2006). Different differences: Revelation and disclosure of social identity in the psychoanalytic situation. *Psychoanalytic Quarterly*, 75(1), 295-321.

<http://www.pep-web.org/document.php?id=paq.075.0295a>

Additional Readings and Recommended Texts

- Apprey, M. (2006). Difference and the awakening of wounds in intercultural psychoanalysis. *Psychoanalytic Quarterly*, 75(1), 73-93.
- Chancer, L., & Andrews, J. (2014). *The unhappy divorce of sociology and psychoanalysis: Diverse perspectives on the psychosocial*. Palgrave Macmillan.
- Chodorow, N. (2020). *The psychoanalytic ear and the sociological eye*. Routledge.
- Dalal, F. (2006). Racism: Processes of detachment, dehumanization, and hatred. *Psychoanalytic Quarterly*, 75(1), 131-161.
- Dimen, M. (1994). Money, love, and hate: Contradiction and paradox in psychoanalysis. *Psychoanalytic Dialogues*, 4(1), 69-100.
- Dimen, M. (2014). *Sexuality, intimacy, power*. Routledge.
- Fiorini, L. C., & Abelin-Sas Rose, G. (2010). *On Freud's femininity*. Karnac.
- Frosh, S. (1999). *The politics of psychoanalysis: An introduction to Freudian and post-Freudian theory* (2nd ed.). Macmillan.
- Layton, L. (2006). Racial identities, racial enactments, and normative unconscious processes. *Psychoanalytic Quarterly*, 75(1), 237-269.
- Leary, K., & Smith, H. F. (Eds.). (2006). Race, culture and ethnicity in the consulting room [Special issue]. *Psychoanalytic Quarterly*, 75(1).