CF 661, Diversity: Gender, Race and Sexuality

Fall, 2006
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Class Dates
9/9, 10/7, 11/4, 18; 12/2, 16, 1/13

Conceptual Foundations Sequence
The primary goal of the sequence is the achievement of an informed, self-aware use of theory in clinical practice, research, writing and teaching.

Course Description
This course examines psychoanalytic perspectives on race, gender and sexuality, addressing the implications of attending to these features of "self" as they emerge in clinical material. Particular attention is given to race, gender, and sexuality as dialectically informed by and informing the experience of social reality, and structuring the response to the treatment. Toward this end, we will

- Investigate the history of gender, race and sexuality in psychoanalysis.
- Examine gender, race and sexuality in contemporary psychoanalytic terms.
- Consider critical responses to psychoanalytic renderings of gender, race and sexuality.
- Explore the clinical and theoretical perspectives implications of gender, ethnicity/race, and sexuality for psychodynamic treatment in light of classical, contemporary and critical perspectives on these issues.

Course Goals
- To explore the psychodynamic meanings attributed to the emergence of gender, race and sexuality in the clinical contexts
and increase one’s capacity for integrating your perspective into clinical writing.

- To understand the implications of theoretical differences for clinical work when addressing gender, race and sexuality in clinical contexts.
- To develop a coherent perspective for one’s own clinical work for addressing gender, race and sexuality.

Requirements and Assignments

- Participation: Attend class having completed the assigned reading as evidenced by relevant contributions to class discussions. More than 1 absence will be reflected in a letter grade reduction and if a student has more than 2 absences she or he will be required to withdraw from the course and repeat it. 25% of grade.
- Write a 5-7 page critical review essay contrasting Freud’s view of sexuality or gender or race with one of the contemporary perspectives discussed in class. Due: 12/03/06 25% of grade.
- Facilitate class discussion. Provide a 10-12 minute clinical process or vignette and relate to the reading of the day. Provide a focus question that the reading raises for this piece of clinical work. 25% of grade. Sign-up during first class.
- Write a 5-7 page essay providing a psychoanalytic discussion of the movie Like Water for Chocolate addressing gender, ethnicity and sexuality. Due 1/20/06.

Papers are due as assigned and late papers will result in a reduction in a letter grade per week. I will not grade papers over 1 month late.

Written Assignment Expectations

1. A clear thesis statement that lays out your argument.
2. Support for your position through a good integration of theoretical and clinical source materials- especially the theoretical material related to our course topics.
3. A well written and thoughtful graduate level paper with careful attention to grammar, sentence structure, flow of argument, etc.
4. ICSW requires the use of the ICSW Style Manual (icsw.edu) for written work.
5. ICSW does not tolerate plagiarism. Any act of plagiarism will result in a failure for the class and may result in expulsion from the program. Please consult your student manual concerning academic honesty.

COURSE OUTLINE

Part I: Toward a Psychoanalysis of Gender, Race and Sexuality
Questions:

1. Where do a) gender, b) race, c) race fit into Freud’s psychoanalytical model?
2. How do these (gender, race and sexuality) relate to each other in psychoanalytic theory?
3. What questions does Freud raise for us (theoretically and in clinical technique)?

9/9


9/23

10/7

http://www.psychoanalysis.net/IPPsa/Grossman/ThreeComm.htm

10/21

Altounian, Janine, (1999). Putting into words, putting to rest and putting aside the ancestors: How an analysand who was heir to the Armenian Genocide of 1915 worked through mourning *International Journal of Psycho-Analysis, 80* (3). PEP

Questions:

1. How is the relationship between the intrapsychic and the social is mediated as understood within psychological/psychoanalytic perspectives?
2. In the work of these authors, how is gender, race/ethnicity and
sexuality as experienced?
3. How would you define/discuss identity in psychoanalytic terms?

11/4
Ackermann, Nathan and Jahoda, Marie. (1948) The dynamic basis of Anti-Semitic attitudes. Psychoanalytic Quarterly, 17. PEP


Keefer, Beverly and Reene, Kelly, (2002). Female adolescence: Difficult for heterosexual girls, hazardous for lesbians. Annual of Psychoanalysis, 30. PEP

Part II: The Clinical Work
Questions:

1. What questions are raised for you by contrasting Moncayo, Wright, Roland related to clinical treatment?
2. Is splitting always integral to hatred of “otherness”?
3. What are the implications of these authors' view for clinicians sense of a “clinical” or “professional” self”?

11/18


12/2


American Psychoanalytic Association, 1(3). PEP


**Part III: Critiques of Psychoanalytic Perspectives on Gender, Race, Sexuality and Culture**

Questions:

1. What is the “critique” offered in each article?
2. Does the critique hold up under close reading?
3. Do you think the critique makes a theoretical and clinical difference—is it worth the bother?

12/16


1/13


Go to the site *Creation of a self: Color and trauma in the life of a child*, and read the four presenters’ lectures.

http://www.cyberpsych.org/pubforum/intro.htm