

CF 721 Psychoanalytic Social Theory

Institute for Clinical Social Work

Course Description

From its beginnings psychoanalysis has been about the social as much as the individual. At once a clinical method and a theory of interpretation and critique, psychoanalysis has been a key resource in what philosopher Paul Ricoeur influentially called “the hermeneutics of suspicion.” This course will explore some of the developments of psychoanalytic theory in its application to analysis of the social, the historical, and the political. Central to this inquiry are questions about the limits of individuality, and consequent understandings of the psyche as a space specifically of political formation. The ultimate goal is to interpret critically, which is to say with heightened self-awareness, the fit of the practices of psychodynamic psychotherapy within the social and political contexts of which they form a part.

Course Schedule

Week 1:

Juliet Mitchell “Women: The Longest Revolution” and debate with Quintin Hoare *New Left Review*

Week 2:

Sigmund Freud “Dissection of the Psychical Personality” and “Femininity” *New Introductory Lectures*;
Anna Freud “Identification with the Aggressor”

Week 3:

Freud *The Future of an Illusion* (excerpt) and *Civilization and its Discontents*; “The Question of a *Weltanschauung*” *New Introductory Lectures*

Week 4:

Wilhelm Reich “Ideology as Material Power;” and Adorno “Freudian Theory and the Pattern of Fascist Propaganda”

Week 5:

Theodor Adorno “Introduction to *The Authoritarian Personality*,” “Remarks on *The Authoritarian Personality*,” and “Sociology and Psychology”

Week 6:

Frantz Fanon *Black Skin White Masks* Introduction and Chapters 5-8

Week 7:

Herbert Marcuse “Obsolescence of the Freudian Concept of Man;” Adorno “Sexual Taboos and the Law

Today;" and John D'Emilio "Capitalism and Gay Identity"

Program Learning Outcomes

1. Develop and deepen students' knowledge of seminal psychodynamic theory, including Freudian foundations, object relations, self-psychology, and relational theory in both their classic forms and contemporary elaborations.
2. Acquire knowledge of contemporary models of development and their fit with traditional and contemporary psychoanalytic theories of development.
3. Promote students' abilities to creatively and productively use psychodynamic concepts and developmental concepts to inform their understanding of various clinical and socio-cultural phenomena.
4. Advance students' capacities to reflect on conceptual knowledge as embedded within discrete historical, socio-cultural, intellectual, and philosophical contexts and traditions.
5. Inspire the development of a scholarly attitude in students, including intellectual curiosity and rigor, the open and critical examination of ideas, and complexity and independence of thought.

Course Educational Objectives

1. To explicate the possibilities of psychoanalysis for constructive social critique.
2. To become familiar with a basic range of theoretical perspectives in the contemporary field of critical thinking.
3. To distinguish among visions of personal identity and responsibility within these critical perspectives.
4. To distinguish likewise among visions of social justice and political possibility within these critical perspectives.
5. To examine the fit of individual practices of psychodynamic psychotherapy within these visions of personal identity and responsibility and social justice and political possibility.

Teaching Methodology

The course objectives will be achieved through a combination of lectures, class discussions, readings, and reading responses.

Course Requirements

Readings:

Students are expected to read carefully all the assigned readings in sync with the syllabus and to be prepared to discuss them in class. Always bring the assigned texts to class.

Class Attendance and Participation:

Active discussion is the goal of every meeting, and this includes critical questioning of the ideas presented in the readings and lectures.

Unexcused absences will result in a deduction from the final grade.

Reading Response Assignments (6 papers)

Due at 8:00PM CST the evening before class meetings.

Weeks 2-7: 6 total assignments, due Wednesdays at 8:00PM CST Weeks 2, 4, 5 and 6; due Thursday at 8:00PM CST for Weeks 3 and 7.

For each weekly reading response assignment, identify a key sentence in one of the assigned texts. Using this sentence as the title for your assignment, write a 2-3 double-spaced page paper (approx.. 500-750 words) in which you explicate the significance of the sentence and build a reflection on the reading, taking care as you proceed to incorporate additional textual evidence from the reading.

Institute for Clinical Social Work Classroom and Grading Policies

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Gender Pronouns and Name on Roster

During the first meeting as the class introduces themselves, students may choose to share their name and gender pronoun. If a student would only like to introduce themselves by name, without pronouns, that is also completely fine. If a student does not wish to be called by the name listed on the roster, they are asked to please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

Grading Standards

Grades are assigned according to the following standards:

A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)

C - Marginal Work (2.0 value)

F - Failure* (0.0 value) - *Applies only to Field Placement/Practicum and Thesis Seminar

P - Pass* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of instructor

INC - Incomplete (0.0 value)

Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance: Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Missing more than two class sessions will result in either a withdrawal from the class or a failing grade.

Grading

Participation: 40%

Weekly Writing Assignments: 60%

Grading Rubric

A – Demonstrates that the student has completed all the readings, understands their central claims, connects them meaningfully to the course questions, and synthesizes them in support of substantive and reflective investigation that pushes forward key questions.

B – Demonstrates that the student has completed most of the readings, understands their central claims, and connects them meaningfully to the course questions.

C – Demonstrates that the student has completed some of the readings and understands some of their central claims.

F – Does not demonstrate that the student has completed the readings and misrepresents or otherwise does not engage productively their central claims.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean. Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

Distance Learning Etiquette: Netiquette

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All students are expected to:

1. Show respect for the instructor and for other students in the class.
2. Respect the privacy of other learners.
3. Express differences of opinion in a polite and rational way.
4. Maintain an environment of constructive criticism when commenting on the work of other students.
5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
6. Use appropriate grammar and structure in on-line communication.
7. New use all caps since this is the equivalent of yelling in the online environment.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: "Plagiarism takes many forms, but falls into three main categories: using a source's language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original" (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as "self-plagiarism." It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.