

**CF 822: Psychoanalytic Perspectives on Difference II: Gender and Sexuality**  
**Institute for Clinical Social Work**

**Course Description:**

This course will introduce students to critical concepts within psychoanalytic gender/sexuality theory, including Oedipus (authority, desire, identification/disidentification), submission and domination, perversion, lack, and hysteria. The class will explore and apply critical literature on gender and sexuality within a psychoanalytic perspective. This course will also consider the primacy of gender in psychic life and ways it structures subjectivity and relationality beyond the body and conscious identity.

**Course Objectives:**

1. To study, explore, and apply critical literature on gender and sexuality within a psychoanalytic perspective.
2. To understand the primacy of gender in psychic life and ways it structures subjectivity and relationality beyond the body and conscious identity.
3. To examine critical concepts within psychoanalytic gender/sexuality theory, including Oedipus (authority, desire, identification/disidentification), submission and domination, perversion, lack, and hysteria.
4. To deepen the student's capacity to critique normative assumptions about gender and sexuality and to approach each as developmentally, psychologically (unconsciously), and socially constituted.

**Required Texts:** The following texts are required for the class: Benjamin, J.

(1988). The Bonds of Love. New York: Pantheon Books. Bollas, C. (2000).

Hysteria. London and NY: Routledge.

Kafka, F. (1912). The Sons. New York: Schocken Books, 198

Stoller, R. (1975). Perversion: The Erotic Form of Hatred. London: Karnac Books.

All other readings are uploaded on Blackbaud and/or available on the PEP Archive.

**Course Requirements:** All readings are required. Students must come to class prepared to reflect upon and integrate the readings into the classroom discussion.

One essay and one paper are required for the course. The essay (4-6 double spaced pages) is due the fifth class session. Drawing from the Bollas paper, "Figures and their functions," discuss your clinical style using the gender theory we are reading. Using Bollas' thinking, are you more inclined towards a maternal (holding) or paternal (interpretive) clinical approach? From a gender identification perspective how might you make sense of this? Of course a gender lens is only one way of looking at our clinical style, but it does help us become more aware of our own figural identifications, our desires for objects, our gender refusals, and our anxieties. Approach this as a personal essay, not a formal paper, and use it as an opportunity to explore the gendered dimensions of your work. The essay will be evaluated on authenticity, creativity, and independence of mind, as well as getting it in on time.

A 15-20 page paper is also required, due one week following the end of the class. For the paper you are asked to watch two of the following films.

Discuss each film using at least three of the following concepts and affiliated readings: Oedipus, Lack/Castration, Perversion, Hysteria, Domination/Submission/Master/Slave, Gender Refusal.

1. *Revolutionary Road (2008, Sam Mendes, Director)*
2. *Safe (1995, Todd Haynes, Director)*
3. *The Piano Teacher (2001, Michael Haneke, Director)*
4. *The Hours (2002, Stephen Daldry, Director)*
5. *Peeping Tom (1960, Michael Powell, Director)*
6. *Whiplash (2014, Damien Chazelle, Director)*
7. *Sex, Lies, and Videotape (1989, Steven Soderbergh, Director)*
8. *Orlando (1992, Sally Potter, Director)*

The paper will be evaluated on quality of writing, complexity and creative use of theory, as well as getting it in on time.

Plagiarism of any kind will not be tolerated, and ideas belonging to others (including the internet) must be cited using APA guidelines. Overall class grades will be based on the following: Quality of class participation: 25%; Essay: 25%; Final Paper: 50%.

The course is taught in a lecture/discussion format. Therefore, class attendance is required. For students who miss more than one class session (excepting a personal emergency), the overall course grade will be lowered one level for each missed session. Students who miss more than two class sessions will automatically fail the course (in cases of personal emergency, the student will be asked to withdraw from the course and retake it the following year).

Except in cases of extreme personal emergency (requiring permission from the instructor before the last class day), there will be no 'Incompletes' given for the class.

Assignments turned in late will not be accepted.

## **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.

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#### 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.

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#### 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) 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.

### 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.

### 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.

### **Course Outline**

#### **Class 1: Gender Melancholy and the Social Construction of Gender**

Bollas, C. (1996). Figures and their functions. *Psychoanalytic Quarterly*, LXV, pp. 1-20. PEP

Butler, J. (1995). “Melancholy gender—refused identification.” *Psychoanalytic Dialogues*, 5:165-180. PEP

#### **Class 2: Oedipus: Desire, (Dis)identifications, and the Family**

Benjamin, J. (1988). “The Oedipal Riddle,” in The Bonds of Love. New York: Pantheon Books.

Jong, E. (1971). “Mother.” In Half-Lives. New York: Holt, Rinehart & Winston.

Kafka, F. (1912). “Letter to his father.” In The Sons (pp. 115-167). New York: Schocken Books, 1989.

Kafka, F. (1912). “The judgment.” In The Sons (pp. 1-16). New York: Schocken Books, 1989.

Symington, N. (2004). “The murder of Laius.” In The Blind Man Sees: Freud’s Awakening and Other Essays (pp. 165-173). London and New York: Karnac Books. Blackaud

**Class 3: Lack: the Problem of Femininity**

Benjamin, J. (1988). "Woman's Desire," in The Bonds of Love. New York: Pantheon Books.

Freud, S. (1925). Some Psychical Consequences of the Anatomical Distinction between the Sexes. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIX (1923-1925): The Ego and the Id and Other Works*, 241-258. PEP

Horney, K. (1926). The Flight from Womanhood: The Masculinity-Complex in Women, as Viewed by Men and by Women. *Int. J. Psycho-Anal.*, 7:324-339. PEP

**Class 4: Power, Eros, and Gender I: Submission and Debasement**

Freud, S. (1912). On the Universal Tendency to Debasement in the Sphere of Love (Contributions to the Psychology of Love II). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI (1910): Five Lectures on Psycho-Analysis, Leonardo da Vinci and Other Works*, 177-190. PEP

Reich, A. (1940). A Contribution to the Psychoanalysis of Extreme Submissiveness in Women. *Psychoanal Q.*, 9:470-480. PEP

**Class 5: Power, Eros, and Gender II: Master and Slave**

Benjamin, J. (1988). "Master and Slave," and "Gender and Domination" (two chapters) in The Bonds of Love. New York: Pantheon Books.

**Class 6: Hysteria: The Repression of Sex**

Bollas, C. (2000). Hysteria. London and NY: Routledge.

**Class 7: Perversion: The Reduction to Sexuality**

Chasseguet-Smirgel, J. (1991). "Sadomasochism in the perversions: Some thoughts on the destruction of reality." Journal of the American Psychoanalytic Association, 39, pp. 399-415. PEP

Stoller, R. (1975). "Part II: Dynamics: Trauma, hostility, risk, and revenge." In Perversion: The Erotic Form of Hatred, pp. 63-162. London: Karnac Books.

**Class 8: Psychoanalytic Feminism: A Review**

Maguire, M. and Dewing, H. (2007). New Psychoanalytic Theories of Female and Male Femininity: The Oedipus Complex, Language and Gender Embodiment. *Brit. J. Psychother.*, 23(4):531-545. PEP