

**PHIL 319H1 F: Philosophy and Psychoanalytic Theory**

Fall Term 2024/ University of Toronto St. George Campus (3 credits)

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<b>Instructor:</b>	Natalie Helberg (Lecturer, Department of Philosophy)
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<b>Office hours:</b>	Thursday 1:00pm-3:00pm (or by appointment) *There will be no office hours the first week of class
<b>Class schedule:</b>	M 3:00pm-6:00pm in person; location: EM 001

**Course description:** This class will introduce students to core ideas animating Freudian and Lacanian psychoanalysis as well as indicate some of the directions these ideas have taken in contemporary philosophical, theoretical, and political writings. We will begin by considering what traditional psychoanalytic treatment entailed, the psyche's topography, as conceived by psychoanalysts, the ways in which both pathology and treatment are psychoanalytically imagined, the interpersonal dynamic supposed to animate therapy, and the ethical and political dilemmas the latter opens onto. A key question guiding our studies will be that of how the possibility of political resistance is accommodated within psychoanalytic frameworks, even when some aspects of these frameworks (e.g., the ways in which they imagine the patient's relation to the norms governing its milieu as well as the aims of therapy) seem inimical to it. We will also have occasion to think about the ways in which psychoanalytic ideas and methods have been and can be applied to aesthetic objects. Students will have an opportunity to explore contemporary iterations of psychoanalytic thinking towards the end of the course. On our last day of class, we will hear from a guest speaker: a practicing therapist working in a psychoanalytic tradition.

**Required texts:** Some texts for the course *must be purchased*:

Freud, Sigmund. 2002. *Wild Analysis*. London; New York: Penguin.

Freud, Sigmund. 2003. *Beyond the Pleasure Principle and Other Writings*. London: Penguin.

Freud, Sigmund and Wilhem Jensen. 2003. *Gradiva Delusion and Dream in Wilhelm Jensen's Gradiva*. København; Los Angeles: Green Integer.

**Electronic versions of some of our readings will be available as PDFs or via links to resources in the UofT Library on our Quercus page. Consult the reading schedule for a comprehensive list of our readings.**

**How the course will run and expectations:**

We will meet at our scheduled times in the room that has been assigned to us. Our time in class will involve a blend of lecture, discussion, and writing (you will only write on the days we have quizzes).

Make sure that you monitor Quercus for any announcements and keep apprised of any email communications from me. If ever an emergency constrains me to cancel class, I will notify you using Quercus.

Do your very best to complete the readings for the week in advance. We have quite a few readings and some are difficult. You will be learning how to read the more linguistically challenging texts on our reading list during lectures (I will give you the frameworks you need for the texts to become intelligible to you) and while engaged in your own reading practice (you do have to grapple with the texts on your own, too, to start to unlock them).

Informal reading policy: I will be working with an informal ‘reading policy’ as I run the course. I want the class to be maximally enriching, and so I’ve loaded it up with interesting texts. I realize, though, that this can set students up to feel overwhelmed by the course and perhaps unable to rise to its challenges; it can set students up to feel as if they are up against the impossible, or even to feel like abject failures. These feelings are among the worst the contemporary university can foster. How, then, to strike a balance between the desire to teach generously—to give students everything it is possible, as an instructor, to give them—while also refraining from subjecting them to the abuses of finitude that the contemporary university is already so primed and prone to inflict (e.g., acting like dense texts can be processed instantly, or in no time at all, or even acting as if ‘time,’ that precious resource, is evenly distributed across the student body, when the truth is that some students have more than others)? How, too, to offer resistance to a post-literate culture? Many students struggle with reading itself and with attention. I believe in the value of the activity that is reading, so the solution to the problem of stressing students out with more reading than they can do *cannot* be that of having no required readings or even a scanty number of them. I view the class as partly an opportunity for students to develop the reading muscles whose atrophy our culture encourages. It is imperative, then, for students in the class to read, and not only read, but read as much as they can—to exercise those muscles, in other words, and transform their limits by pushing them. What I would like students in the class to do, then, is to use the texts on our reading list to cultivate a reading practice guided by the following principles.

1. View the reading list as a challenge to push your reading capacities beyond their own bounds. Everyone will come to the class with different capacities. The point is not to feel that you’re competing with your peers; the point is to gauge where you as an individual are and to try to use the class, and the work you do in it, to move past that particular point. If, after the course ends, you’ve done this (your own reading limits have budged

and you find yourself able to productively read more than you were able to before), then you've succeeded.

2. Make time every week to look at the readings for the following week. If we're looking at a particularly long reading the next week, then try to tackle it over the course of a few days, instead of all at once. Even when I'm not 'sitting down to read,' I enjoy keeping the things I'm reading close to me and glancing at them in the little intervals of time I'm afforded throughout the day. When I'm reading this way (intermittently glancing at a text), I find it changes the way I focus on and process the text. The smaller units of the text stand out to me more. I might only be looking at a sentence or a paragraph while I'm nibbling on some breakfast. The sentence, or the paragraph, isn't as prone to being swallowed up into the larger ocean of text it's a part of and I myself am more liable to remember it. Anyway: you're not obliged to fill every second of free time you find yourself with with our readings. Here, I'm just highlighting one technique among several that you might embrace as you develop your own reading practice.
3. Make a concerted effort to do all of the readings assigned for a given week, BUT don't think you've 'failed' (or are not meeting expectations) if you don't manage to. *Try* to tackle our mountain of texts and then observe how far you were able to go. This is a way of learning about where your limits stand now. Track how they change over time (that is, track how they change during the time of the course and after the course is over).
4. If you don't have time to get to a given text on our reading list while the course is running, consider saving it for a rainy day in the future. The course is pointing you to interesting resources. We act as if learning can transpire in 12 weeks, but often it takes far more time. Don't be afraid to let the course exceed its own bounds and spill over into your post-course life.
5. You do have to read the texts you work with to produce your written assignments carefully. If you find yourself having to make hard choices about what to read and what to save for another day, prioritize the texts you think you might want to write on.
6. Do attend lecture. If you haven't had a chance to read a given text, you can still learn about it by listening to me discourse on it while taking notes. You will want to attend lecture so that you can do well on the quizzes: a given quiz will be on material covered in lecture in the weeks prior to the date of the quiz; see the 'Evaluation/Assignments' section of this syllabus for more information about the quizzes.

I will provide notes which indicate the core ideas I've discussed during a given lecture after the lecture via Quercus, as students often find them useful to have while studying the readings independently and while working on written assignments. Please also take your own notes (creating a personalized set of notes while engaged in a learning process is a special, enriching

activity!). The lectures themselves will contain more detail than typed-up lecture notes can convey and you may want to capture some of it.

**Evaluation/Assignments:**

**1) 4 Quizzes worth 10% each (40% of final grade).** These quizzes will take place in the final 35 minutes of class on the days the quizzes are scheduled to run. Each quiz will test students on material covered in lecture prior to the date the quiz is scheduled to run and will consist of two questions. Responses to each question should be a paragraph in length. There is no upper word limit for each response: students can write as much as they are able to in the time they have. The responses which score the highest will distinguish themselves with their accuracy, detail, and clarity of expression. No written feedback on the quizzes will be provided, but I will circulate answer keys indicating best possible responses after the quizzes have been graded and returned. **Quiz dates: September 23<sup>rd</sup>, October 21<sup>st</sup>, November 18<sup>th</sup>, November 25<sup>th</sup>**

**2) 2000-2500 word Midterm Paper worth 30%.** Topics/Instructions distributed Oct. 14<sup>th</sup>. **Due: November 1<sup>st</sup>.** Please submit your essay as a Word document via Quercus by 11:59pm on the due date.

**3) 2000-2500 word final paper worth 30%.** Topics/Instructions distributed Nov. 18<sup>th</sup>. **Due during the exam period; precise date TBA.** Please submit your essay as a Word document via Quercus by 11:59pm on the due date.

**Assignment Submission:** All assignments should be submitted via Quercus by 11:59pm on the day they are due.

**Extensions:** Extensions may be permitted for valid reasons (emergencies, severe illnesses, etc.). Please request an extension before the day the assignment you are requesting an extension for is due. Retroactive extensions may be possible, depending on a person's reasons for requesting them. Getting in touch with me to explain your situation and see what accommodations are possible never hurts!

**Late Policy:** Late assignments for which an extension has not been granted will be penalized (2% of the grade will be subtracted each day after the deadline until the assignment is submitted).

**Email Policy:** If you have questions that require elaborate philosophical responses or detailed explanations, please come to my office hours or schedule a meeting with me to pose them (I won't have time to write up a treatise for you by email, but I'm happy to speak with you and help you that way—I can answer questions much more efficiently using spoken language). For practical questions: First, make sure I haven't already answered the question (e.g., on the

syllabus or on Quercus), then, if I haven't, feel free to reach out. You can email me to ask for extensions or to set up meetings. Email: [natalie.helberg@utoronto.ca](mailto:natalie.helberg@utoronto.ca).

**Re-marking Policy:** When a graded assignment is returned to you, please consider the feedback provided on it carefully. If, after careful consideration of this feedback, you feel that your grade is unfair, you can reach out to your TA and request a re-evaluation. In the email you send your TA, you must explain your reasons for thinking the initial grade is unfair. Your TA can then decide whether a re-evaluation is warranted. There are three possible outcomes of a re-evaluation: the grade may remain the same, the grade may be adjusted upwards, or, in cases where the TA feels they were initially too generous, the initial grade may be lowered. I will support the TA's judgement. I will only step in if there are assignments that are particularly difficult to re-assess.

**Attendance Policy:** Attendance is not mandatory. You will want to attend regularly so that you can succeed with respect to the written assignments and quizzes, however.

**Missed Test Policy:** If you have a valid reason (emergencies, severe illness, etc.) for missing lecture on the day of a pop-quiz and have documentation, I may allow you to do a make-up quiz during my office hours. Reach out by email to see what is possible.

**Plagiarism and Academic Dishonesty:**

Plagiarism (misrepresenting the work of others as one's own, or failing to cite one's sources properly) and other forms of academic dishonesty are serious offenses and will not be tolerated. Offenses of this kind run counter to the aims of education and evaluation: Skill acquisition (one becomes a better reader, writer and thinker because one does the work) and fair assessment (one's grades should reflect one's actual capacities; competition in the academic environment should be fair). In order to avoid inadvertent acts of plagiarism, students should familiarize themselves with the following resources: <http://www.artsci.utoronto.ca/osai> (the Code of Behaviour on Academic Matters: a complete outline of the University's policy and expectations) and <http://academicintegrity.utoronto.ca>. Reach out to me or your TA for advice on anything you find unclear.

**Accessibility:**

Students with diverse learning styles and needs are welcome in this course. Accessibility-related concerns should be communicated to me. I will do my best to accommodate students who require accommodations. Depending on the nature of the accommodation, students requiring accommodations may also need to contact accessibility services: [www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)

**Reading Schedule**

\*Note: Our reading schedule isn't set in stone and we will be free to adjust it as the course progresses if we need to. Some topics may require slightly more time to cover than our reading schedule indicates, in which case we will allow them to spill over into subsequent weeks. Think of the course, of our thinking in the course, as an organism developing, rather than as a body of pre-partitioned information whose delivery is rigidly determined in advance. The metaphor of a 'developing organism' suggests that you can think of the course as a unified entity as well: the links between the readings will ramify as we move through them, so we will be calling back to past readings as the course progresses, refreshing and transforming them in the context of the newer readings.

<i>Weeks/Topics</i>	<i>Readings</i>
<p>1 <i>Sept. 9/2024</i></p> <p><i>Sketching Psychoanalysis</i></p>	<p>Introduction to the class and first lecture.</p> <p>Freud: Selections from <i>Wild Analysis</i>: "On the Uses of Dream Interpretation in Psychoanalysis," "Advice to Doctors on Psychoanalytic Treatment," "On Initiating Treatment," "Constructions in Analysis" (pp. 13-18; 33-41; 45-63; 211-222).</p> <p>Freud: From <i>Beyond the Pleasure Principle and Other Writings</i>: "Remembering, Repeating, and Working Through" (pp. 33-42).</p>
<p>2 <i>Sept. 16/2024</i></p> <p><i>Transference &amp; Therapeutic Effectiveness</i></p>	<p>Freud: Selections from <i>Wild Analysis</i>: "On the Dynamics of Transference," "Observations on Love in Transference," "Resistance to Psychoanalysis," "Analysis Terminable and Interminable" (pp. 21-30; 67-79; 83-92; 173-208).</p>
<p>3 <i>Sept. 23/2024</i></p> <p><i>Structure of the Psyche</i></p>	<p>Freud: From <i>Beyond the Pleasure Principle and Other Writings</i>: "The Ego and the Id" (104-149).</p> <p><b>First quiz</b></p>
<p>4 <i>Sept. 30/2024</i></p>	<p>Freud: From <i>Beyond the Pleasure Principle and Other Writings</i>: "On the Introduction of Narcissism" (pp. 3-30).</p>

<p><i>Narcissism &amp; Pathologies of the Self</i></p>	<p>DeArmitt, Pleshette. 2014. Selections from <i>The Right to Narcissism: A Case for an Impossible Self-Love</i>. New York: Fordham UP. 51-140. *Sections: “Kristeva: The Rebirth of Narcissus” and “Derrida: The Mourning of Narcissus” (Link on Quercus).</p> <p>Heinz Kohut and Ernest S. Wolf. 1978. “The Disorders of the Self and their Treatment: An Outline.” <i>International Journal of Psycho-Analysis</i>, 59: 413-425 (PDF on Quercus).</p>
<p>5 Oct. 7/2024</p> <p><i>Melancholy and Identity-Formation</i></p>	<p>Freud: “Mourning and Melancholia.” <i>On Murder, Mourning and Melancholia</i>. London; New York: Penguin. 203-218. (PDF on Quercus).</p> <p>Butler, Judith. 1990. Selections from <i>Gender Trouble</i>. New York; London: Routledge. 78-97 *Sections: “Freud and the Melancholia of Gender” and “Gender Complexity and the Limits of Identification” (Link on Quercus).</p>
<p>6 Oct. 14/2024</p>	<p><i>No class: Thanksgiving Holiday</i></p> <p><b>Topics/Instructions for Midterm Paper distributed</b></p>
<p>7 Oct. 21/2024</p> <p><i>Freud’s Death Drives</i></p>	<p>Freud: From <i>Beyond the Pleasure Principle and Other Writings</i>: “Beyond the Pleasure Principle” (45-102).</p> <p>Optional: Read Freud’s <i>Civilization and its Discontents</i> (Hogarth, 1930). Link available on Quercus.</p> <p><b>Second quiz</b></p>
<p>8 Oct. 28/2024</p> <p>Nov. 1/2024</p>	<p>Reading Week</p> <p><b>Midterm Essay due</b></p>
<p>9 Nov. 4/2024</p>	

<p><i>The Uncanny and Aesthetics</i></p>	<p>Freud: “The Uncanny.” <i>The Uncanny</i>. London; New York: Penguin. 123-162. (PDF on Quercus).</p> <p>Wilhelm Jensen’s “Gradiva” and Freud’s <i>Delusion and Dream in Wilhelm Jensen’s Gradiva</i>.</p> <p><b>*Drop date for the course</b></p>
<p>10 Nov. 11/2024</p> <p><i>Lacanian Psychoanalysis</i></p>	<p>Lacan: “The Mirror Stage as Formative of the I Function as Revealed in Psychoanalytic Experience.” <i>Écrits</i>. New York; London: W. W. Norton &amp; Co. 75-81. (PDF on Quercus).</p> <p>Lacan: Selections from <i>The Four Fundamental Concepts of Psychoanalysis (XI Seminar)</i>. Ed. Jacques-Alain Miller. New York; London: W.W Norton &amp; Co. *Precise selections TBA (PDF will be available on Quercus).</p>
<p>11 Nov. 18/2024</p> <p><i>Lacan’s Death Drive and the Possibility of Cultural Transformation</i></p>	<p>Lacan: Selections from <i>The Ethics of Psychoanalysis (VII Seminar)</i>. Ed. Jacques-Alain Miller. London; New York: Routledge. *Precise selections TBA (PDF will be available on Quercus).</p> <p>Edelman, Lee. 2004. “The Future is Kid Stuff.” <i>No Future: Queer Theory and the Death Drive</i>. Durham: Duke UP. 1-31 (Link on Quercus).</p> <p>Butler, Judith. 1993. “Arguing with the Real.” <i>Bodies that Matter</i>. New York; London: Routledge. 187-222. (PDF on Quercus).</p> <p><b>Third quiz</b></p> <p><b>Topics/Instructions for Final Essay distributed</b></p>
<p>12 Nov. 25/2024</p> <p><i>Psychoanalysis and Politics</i></p>	<p>Castoriadis, Cornelius. 1994. “Psychoanalysis and Politics.” <i>Speculations after Freud: Psychoanalysis, Philosophy and Culture</i>. Ed. Sonu Shamdasani and Michael Münchow. London; New York: Routledge. 1-12 (Link on Quercus).</p> <p>Kristeva, Julia. 1994. “Psychoanalysts in Times of Distress.” <i>Speculations after Freud: Psychoanalysis, Philosophy and Culture</i>. Ed. Sonu Shamdasani and Michael Münchow. London; New York: Routledge. 13-26 (Link on Quercus).</p>



	<p>Hillman, James. 1994. “‘Man is by Nature a Political Animal’ or: Patient as Citizen.” <i>Speculations after Freud: Psychoanalysis, Philosophy and Culture</i>. Ed. Sonu Shamdasani and Michael Münchow. London; New York: Routledge. 27-40 (Link on Quercus)</p> <p><b>Fourth quiz</b></p> <p>.</p>
<p>13 <i>Dec. 2/2024</i></p> <p><i>Contemporary Psychoanalysis</i></p>	<p>Saketopoulou, Avgi. 2023. Selections from <i>Sexuality beyond Consent: Risk, Race, Traumatophilia</i>. New York: New York University Press. *Precise selections TBA (Link available on Quercus).</p> <p>Gherovici, Patricia. 2017. Selections from <i>Transgender Psychoanalysis: A Lacanian Perspective on Sexual Difference</i>. New York: Routledge. *Precise selections TBA (Link available on Quercus).</p>
<p>14 <i>Dec. 3/2024</i></p>	<p>Make-up day for the Thanksgiving holiday. No new readings.</p> <p><b>Guest speakers: Sean Braune (practicing psychoanalyst) and Oliver Cusimano!</b></p> <p><b>Final Essay due during the exam period; precise date TBA</b></p>