



BOSTON GRADUATE SCHOOL OF  
**Psychoanalysis**

# **PROGRAM CATALOG**

## **Degrees in Psychoanalysis & Culture**

**Master of Arts in Psychoanalysis and Culture**  
**Doctor of Psychoanalysis and Culture**

BOSTON GRADUATE SCHOOL OF PSYCHOANALYSIS

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## OVERVIEW

The Doctor of Psychoanalysis (PsyD) and the Master of Arts (M.A.) programs in Psychoanalysis and Culture offer students a cutting edge curriculum and prepare them through interdisciplinary study for scholarly research, teaching or augmentation of professional practice. While social scientists and scholars in humanities and cultural studies are becoming increasingly interested in the psychoanalysis of culture and in the cultural analysis of psychoanalysis, very few institutions of higher education provide an arena for such an interdisciplinary undertaking. This program, the first of its kind in the United States, has emerged to fill the gap in the academy for such critical pursuits. Its distinct mission is to promote systematic dialogue between psychoanalysis, critical social theory, and cultural analysis.

The curriculum provides a solid foundation in theory and methods needed for the systematic integration of psychoanalysis, critical social theory, and cultural studies. The distinctive character of the program is its emphasis on crafting new theoretical and methodological links between psychoanalysis, the social sciences, the humanities, and cultural studies and applying an interdisciplinary lens to psychological and cultural phenomena.

Students may choose to focus their research on the study of psychoanalysis in relation to culture, on cultural analysis of psychoanalytic thinking, or on psychoanalytic readings or interpretations of cultural representations such as media, literature or arts. Students may also choose to focus on interdisciplinary work responsive to contemporary social issues, most especially national and international violence, conflicts, terrorism and culture wars. Graduates from the doctoral program may seek positions in academia as researchers or teachers, or enhance their roles as clinicians or administrators in mental health or social service agencies.

## STUDIES IN PSYCHOANALYSIS

Students take core courses in psychoanalytic theory and psychopathology as well as engaging in a personal training analysis to acquire a solid understanding of the foundations of knowledge in the field and an appreciation of the operation of the unconscious in mental life, social relations and cultural representations. Courses are taught by clinical faculty and are the same as those offered in the clinical program.

## STUDIES IN CULTURAL ANALYSIS

This area of study is relevant to students with a range of interests in the social sciences, humanities, media, communication or fine arts, as well as those with professional interests in psychotherapy who wish to develop and apply their skills to new areas or broaden their perspective on their area of interest. All of the core interdisciplinary courses and electives are taught by psychoanalytic faculty from within and outside of the Graduate School augmented by sociologists, anthropologists and scholars from the humanities. Students benefit from the shared knowledge and experience of experts from different fields. Those students or professionals who are seeking to pursue an interdisciplinary inquiry into the forms and etiology of violence can concentrate on taking courses on violence and aggression, do their practicum in a criminal justice setting, and write their dissertation on a topic related to the study of violence.

## MASTER OF ARTS IN PSYCHANALYSIS AND CULTURE

In the Master of Arts program in Psychoanalysis and Culture students learn the basic foundations of psychoanalytic and cultural study and the interface between the two. This program is also the first level of study for the doctoral program in psychoanalysis and culture. Specific learning objectives include:

- 1) To learn about the theoretical perspectives, research methods and the foundations of knowledge in the fields of psychoanalysis and cultural studies;
- 2) To acquire an in depth knowledge of the broad scope of psychoanalysis as a discipline;
- 3) To demonstrate knowledge of the cultural foundation of psychoanalytic concepts and practice as well as the psychodynamic (unconscious dynamics) of some cultural practices;
- 4) To learn about the range of methods used in psychoanalytic and sociocultural studies, including quantitative, qualitative, ethnographic and textual analysis, and demonstrate an understanding of the range, value and utility of data sources for interdisciplinary research in psychoanalysis and culture.

## PROGRAM REQUIREMENTS

Master's students take courses in psychoanalysis, cultural analysis, integrative electives, and research methodology, complete a fieldwork practicum, and complete a master's paper. Students who have written an approved Master's paper or thesis in prior studies may ask to have this requirement waived. Students also engage in a training analysis throughout the course of study. The Master's program is a 45 credit program requiring two years of full-time study.

## COURSEWORK

Students complete fifteen courses of which at least seven are in psychoanalysis, two are fundamental courses in cultural analysis, two are courses in research, and four may be from either area of study or are electives integrating psychoanalytic and sociocultural perspectives applied to a particular topic, e.g., race, violence, literature. Psychoanalytic courses are taught by clinical faculty providing the opportunity to learn about the knowledge base of psychoanalysis as a field. Students attend psychoanalytic and research courses with students in the M.A. clinical programs.

## PRACTICUM

The two semester practicum is designed to expose students to real-world situations in which to integrate theoretical and topical knowledge of violence, psychoanalysis and culture with hands-on experience in agencies, institutions, cultural settings or the community. In practicum, students receive credit for work outside the Graduate School in a practical hands-on capacity. These activities may be based in a hospital, prison, court, school, or in a cultural setting such as radio or television station, film institute, fashion design studio, magazine or newspaper office, research institute or any other relevant sites. The student arranges the practicum with the Fieldwork Coordinator according to their area of interest. Students may apply to do the clinical fieldwork externship (see M.A. in Psychoanalysis catalog) in a residential or day treatment setting for regressed patients by applying to the Dean of Graduate Studies and with the approval of their advisor. In conjunction with this externship they also take the PT185 Fieldwork Seminar and PT111 Group supervision throughout the externship experience.

## RESEARCH

Master's students take two research courses, Systematic Investigations in the Human Sciences and Qualitative Research Methods, and complete a Master's Paper. The Master's Paper is completed through the Master's Paper Seminar over the course of one semester and offers the opportunity to integrate psychoanalytic and sociocultural knowledge and theory in formulating a research question and carrying out an empirical research study.

## TRAINING ANALYSIS

All students engage in a training analysis with an approved training analyst beginning in their first semester of study. Fifty hours of training analysis are required to complete the Master's program (minimally every other week).

## DOCTORAL PROGRAM IN PSYCHOANALYSIS AND CULTURE

The doctoral program in Psychoanalysis and Culture includes the M.A. level of study and has the following additional learning goals:

- 1) To develop and apply critical thinking and analytic skills to the understanding of cultural representations including mental health and illness and culture-bound therapeutic practices.
- 2) To approach the study of psychoanalysis through a combination of analytic skills including the scientific method, cultural analysis, and social criticism.
- 3) To apply the theory and methodologies developed within psychoanalysis, anthropology, sociology, cultural studies, and related disciplines to address major issues of mental health within the multicultural social context.

In the program, students will also:

- 1) Focus on critical reading of psychoanalytic and cultural texts and engage in synthetic interpretation of psychoanalytic data from a cultural perspective and of cultural data from a psychoanalytic perspective.
- 2) Question the traditional disciplinary premises, assumptions and viewpoints about the nature of mind outside of sociocultural contexts.
- 3) Be exposed to an interdisciplinary perspective that bridges traditional boundaries in psychoanalysis and other social sciences.

## DOCTORAL CURRICULUM

The curriculum includes 24 core and elective courses, a practicum, directed research and engagement in a training analysis. Students must also pass written comprehensive and oral qualifying examinations before they undertake research at the doctoral level to test the student's command and knowledge of their specific areas of concentration and a defense of the student's dissertation.

Academic advisors are assigned to all doctoral candidates for program planning and guidance.

## COURSEWORK

Students complete 18 required and 6 elective courses, exclusive of the dissertation, and taken during the first five years of the program in full time study. (Note: All courses must be completed with a grade of P or better.) The required courses are designed to expose students to the specific emphases within the program on psychoanalysis, including the culture of violence and the role of culture in mental health. They also provide students with training and basic skills in qualitative and quantitative research. Elective courses are integrative in nature bringing together psychoanalytic and sociocultural knowledge and theory addressed to a particular topic or realm of study. A capstone course provides a further integrative experience.

## PRACTICUM

The two semester practicum is designed to expose students to real-world situations in which to integrate theoretical and topical knowledge of violence, psychoanalysis and culture with hands-on experience in agencies, institutions, cultural settings or the community. (See full description under Master's program.)

## ▶ THE QUALIFYING EXAMINATION

Usually taken in the third year, the qualifying exam has several goals and purposes. It is intended to challenge students to prepare a critical, synthetic review of a limited body of literature in the area in which they plan to do their doctoral dissertation. Students are expected to consider psychoanalytic and sociocultural areas in selecting the literature to be reviewed and/or in crafting the organizational framework that shapes their review. The review is intended to serve as evidence of the student's readiness to begin doctoral work and, at the same time, to expose students to literature that stimulates their thinking in ways that will move their doctoral work forward. The literature review for the qualifying examination may be thought of as the first iteration of the more comprehensive literature review that will ultimately be required for the dissertation. At the same time, it may be somewhat broader in scope than the review for the dissertation, given the specific challenge to integrate psychoanalytic and sociocultural perspectives in the qualifying paper. Students completing the qualifying examination successfully are admitted to doctoral candidacy. Students may satisfy this requirement by submitting an acceptable qualifying paper.

In lieu of a written qualifying examination, students may submit a Qualifying Paper ("QP"), which is an original research paper of publishable quality. The qualifying paper should be relevant to topics in psychoanalysis and culture and can include an empirical study, an integrated review of the literature on a topic, or the development of a new theoretical or methodological perspective. The qualifying paper may be revised or an extended seminar paper or can be developed through elaboration of a course assignment, although the paper typically requires significantly more investment than a typical research paper for a course. Students choose the topic of the paper in consultation with appropriate Psychoanalysis and Culture faculty members with the consent of the faculty advisor. The finished paper must be evaluated by three faculty members from the program-- including its affiliated members-- one of whom must be the program director or his or her designated faculty member. Students can also submit a sole-authored published paper in a major referee journal as evidence of their scholarly and professional competence in psychoanalysis and culture. However, the paper must be prepared *after* admission to the doctoral program.

## ▶ DOCTORAL DISSERTATION

Completion of a dissertation is one of the most important requirements of the doctoral program. The dissertation is an original empirical project that makes a substantive contribution to the knowledge base in psychoanalysis in relation to culture and/or violence. The dissertation is supervised by a primary advisor and a

doctoral committee consisting of at least two additional faculty members, one of whom may come from outside of the school. The committee is responsible for approving the dissertation proposal, overseeing the data collection and analysis, and reviewing the dissertation. The dissertation must be approved by the doctoral committee, and an oral defense must be successfully completed.

The dissertation is completed while engaged in Directed Research with the dissertation chair and members of the dissertation committee. At least six credits of dissertation research are required for completion of the program. Students typically engage in at least six semesters of directed research.

## ▶ TRAINING ANALYSIS

Students engage in a training analysis with an approved training analyst throughout their studies on a weekly or every other week basis and complete 120 hours of training analysis for graduation. The training analysis provides an experiential understanding of the methods and knowledge base of psychoanalysis and a further appreciation for one's own subjectivity and the operation of the unconscious.

## ▶ COURSE REQUIREMENTS

**Psychoanalysis** Students complete 9 courses in psychoanalysis including the core psychoanalytic courses.

1. **Cultural Analysis:** Students complete 4 core courses in cultural analysis including Cultural Psychopathology and Social Psychiatry.
2. **Electives:** Students complete at least 5 elective courses integrating psychoanalysis and cultural analysis applied to a particular topic, e.g., race, gender.
3. **Research Methods:** Students complete 3 core research courses or their equivalents.
4. **Capstone Courses:** Students complete a Capstone course. Capstone courses provide an integrative learning experience and synthesis of knowledge which combine theory and research in the discipline. The courses build upon previous coursework and include application of theory to practical issues in the field.
5. **Practicum:** (see above) If engaged in the Clinical Fieldwork Externship, students register for PT 185 Fieldwork seminar and PT 111 Group supervision.

6. **Master's Thesis:** Students who are working for the M.A. degree register for the 3 credit Master's Paper Seminar.
7. **Directed Research and Dissertation:** All students in the doctoral program register for Directed Research to prepare the prospectus and conduct research for the dissertation. Doctoral students register for at least 6 credits of dissertation writing in Directed Research. Directed Research is taken with the prospective dissertation chair, and occurs after all other course work is complete or during a student's last semester of coursework. Students average 6 semesters of Directed Research post course completion to complete the dissertation. Directed Research may be taken for one, two or three credits in any given semester.

## ▶ TIME TO DEGREE

Normal time to degree for completion of the Psya.D. for students entering with a BA degree is approximately 6 years. This may be different for those coming in with a M.A. in Psychoanalysis or in another social behavioral discipline and for those who are given credit for courses taken elsewhere. Transfer credit is discussed during the admissions interview.

## ▶ DEGREE REQUIREMENTS

To qualify for the Psya.D. in Psychoanalysis and Culture, a candidate is required to:

- Complete a minimum of 72 credit hours toward the degree;
- Complete 120 hours of training analysis;
- Successfully complete the course of study as specified in the degree plan, including the dissertation, within a ten-year period. (The program may be completed in six years of continuous enrollment depending on length of time to complete the dissertation.)
- Pass a Qualifying Examination as designed and administered by the student's Qualifying Committee and be successfully advanced to candidacy;
- Successfully defend the doctoral dissertation as directed and approved by the Dissertation Committee.

A specific program concentration may require additional course requirements.

## ADMISSIONS

Application and general graduate admission information are available in the *General Bulletin* and on the School's web site, [www.bgsp.edu](http://www.bgsp.edu). Additional inquiries concerning the program and application procedures may be directed to the Program Director at [psychculture@bgsp.edu](mailto:psychculture@bgsp.edu).

Students who already have an M.A. in psychoanalysis or a relevant field are eligible to apply to the doctoral program. Students with only a bachelor's degree apply to the Master's program in Psychoanalysis and Culture, Psychoanalysis, or Psychoanalytic Counseling.

Admission to doctoral study is granted to applicants whose backgrounds show promise of scholarship in the field of study. In addition to the requirements for admission to other BGSP programs, admission to the doctoral program in Psychoanalysis and Culture requires a 1200 word statement of academic and career interests in psychoanalysis and culture, including the applicant's desired area of specialization and research interests.

Once a student has been accepted into the doctoral program, continuous enrollment (Fall and Spring) is required through completion of the dissertation. Students who (a) do not begin in the designated semester of their acceptance (b) withdraw from all classes, or (c) drop out for one or more semesters submit in writing a request for Leave of Absence to the Program Director. Failure to do so requires re-application for admission following the above guidelines.

## DOCTORATE IN PSYCHOANALYSIS AND CULTURE & CLINICAL TRAINING IN PSYCHOANALYSIS

Students who are pursuing a doctoral degree in clinical psychoanalysis may also choose to concentrate on psychoanalysis and culture and conduct research on cultural aspects of psychopathology. Students may also work toward their Doctorate in Psychoanalysis and Culture while pursuing their clinical training, which culminates in the Certificate in Psychoanalysis if they are also admitted to the Certificate Program. The latter option requires applying to both programs and the fulfillment of the additional requirements of clinical training.

**PSYCHOANALYSIS CORE COURSES**

PC 641	Psychoanalytic Theory of Early Development	3 credits
PC 651a	Basic Psychoanalytic Concepts I	2 credits
PC 651b	Basic Psychoanalytic Concepts II	2 credits
PC 654	Comparative Psychoanalysis	2 credits
PC 655	Dream, Fantasy, and Symbolic Communication	2 credits
PC 657	Transference, Countertransference, and Resistance	2 credits
PC 661	Foundations in Freudian Theory I	2 credits
PC 684	Psychoanalytic Psychopathology I	2 credits
PC 686	Psychoanalytic Psychopathology II	2 credits

**CULTURE CORE COURSES**

PC 770	Cultural Analysis I	3 credits
PC 771	Cultural Analysis II	3 credits
PC 787	Cultural Psychopathology and Social Psychiatry	3 credits

**One of the following**

PC 776	Psychoanalysis, Gender, and Culture	3 credits
PC 779	Semiotics and Discourse Analysis	3 credits
PC 759	Psychoanalytic Mind: Freudian & Lacanian Subjects	3 credits

**PSYCHOANALYSIS and CULTURE ELECTIVES**

PC 660	Narcissism and Aggression	2 credits
PC 701	Psychoanalytic Perspectives on Violence	3 credits
PC 702	Culture, Psychoanalysis & Race	3 credits
PC 704	The Criminal Mind	3 credits
PC 710	Contemporary Theories of Violence	3 credits
PC 712	Psychoanalysis of War & State Sanctioned Violence	3 credits
PC 734	The Media and Violence	3 credits
PC 745	Youth Violence	3 credits
PC 774	The Freudian Unconscious and Cultural Sources of Repression, Memory, and Recall	3 credits
PC 741	Trauma	3 credits
PC 773	Psychoanalysis, Culture & Postmodernism	3 credits
PC 778	Psychoanalysis & Cultural Criticism	3 credits
PC 777	Psychoanalysis, Culture, And the Human Body	3 credits
PC 788	Psychoanalysis, Culture, And Language	3 credits
PC 797	Special Topic Seminars	1-3 credits
PC 827/828/829	Directed Research ( <i>Dissertation</i> )	1-4 credits

## PRACTICUM

PC 640 Practicum Field Placement (*two semesters*) 3 credits

## RESEARCH COURSES

PC 623 Statistical Analysis 3 credits

PC 671 Systematic Investigations in the Human Sciences 3 credits

PC 672 Advanced Research Methods and Design 3 credits

PC 673 Qualitative Research 3 credits

PC 674 Advanced Qualitative Methods 3 credits

PC 721 Narrative Analysis 3 credits

PC 1787 Master's Paper 3 credits

PC 732 Integration of Research and Practical Application 3 credits  
(*Capstone course*)

**Total number of courses required for the degree 24 Courses**

**Total credit hours required for degree 72 Credits**

The Boston Graduate School of Psychoanalysis may withdraw, add or modify courses as necessary.

## COURSE DESCRIPTIONS

### PC 623 Quantitative Analyses of Psychoanalytic and Social Data

This course focuses on the analysis of quantitative psychoanalytic and social data. Students will learn how to design and conduct data analyses, how to select and interpret statistics, how to use a computer, how to write research reports, and how to read and critique published research articles. The course is designed to instruct students in basic statistical topics and provide skills in the use of computer methods. Emphasis is placed on the statistical methods, which are of most general interest and importance to social and behavioral scientists. The various statistical concepts or techniques will be introduced within the context of their application.

### PC 625 Narrative Analysis

This course is an introduction to some of the most recent ideas and developments in an excitingly interdisciplinary field of Narrative Analysis. Narrative analysis is the analysis of a chronologically told story, with a focus on how elements are sequenced, why some elements are evaluated differently from others, how the past shapes perceptions of the present, how the present shapes perceptions of the past, and how both shape perceptions of the future. In this course narrative analysis is presented as

a more in-depth alternative to survey research methodology. The key concepts to be introduced and discussed are: Scripts, Stories, Patterns or Recurring Forms in Narrative Transcripts, and Themes.

### **PC 640 Practicum Field Placement**

The 2 semester practicum is designed to expose students to real-world situations in which to integrate theoretical and topical knowledge of violence, psychoanalysis and culture with hands-on experience in agencies, institutions, cultural settings or the community. These activities may be based in a hospital, prison, court, school, or in a cultural setting such as radio or television station, film institute, fashion design studio, magazine or newspaper office, research institute or any other relevant sites. The student arranges the practicum with the Fieldwork Coordinator according to their area of interest.

### **PC 641 Psychoanalytic Theory of Early Development**

This course begins by examining the earliest phases of the development of the mind. Students explore the transformation of drives through Freud's psychosexual stages (the oral, anal, urethral, phallic and oedipal stages). The class studies how these stages influence the development of character and early communication patterns, reflected by early socialization struggles and interactive processes. Students use concepts such as the role of sexual and aggressive drives and their fusion, the capacity to distinguish self from other as well as separate objects, the importance of the family, and the role of fantasy and language to understand maturation. Students explore the relationship of psychoanalytic concepts of development to ethological, cognitive, and psychosocial developmental theories and to clinical work.

### **PC 651a Basic Psychoanalytic Concepts I**

This course functions as an introduction to psychoanalytic theory. The focus will be particularly on Freud's writings. Core psychoanalytic concepts are defined, and major controversies in psychoanalysis are examined. Special attention is paid to psychoanalytic accounts of fantasy, sublimation, transference, the drive, and the uncanny. This course is open to students with minimal previous experience with psychoanalytic theory, as well as to more experienced graduate students.

### **PC 651b Basic Psychoanalytic Concepts II**

This course continues the study of major theoretical concepts in psychoanalysis, focusing on human motivation, the nature of mind, and the important forces in character development. Emphasis is on the interplay of the drives in specific character types and implications for the psychoanalytic process and the nature of cure. We will focus particularly closely on Freud's writings on culture and aesthetics, guided by the question of how psychoanalysis can be used non-reductively for literary and cultural study. Psychoanalytic understanding of severe pathologies and character disorders will be illustrated using characters from novels and short stories.

### **PC 654 Comparative Psychoanalysis**

This course examines some of the key clinical issues in psychoanalysis from different theoretical perspectives. It encourages students to take analytic and comparative perspectives on issues that are critical in psychoanalysis. The issues that are taken up for analysis in this term are: analytic listening, the impact of theory on listening, communicative aspect of self-destruction, psychoanalytic communication, the function of language in psychoanalysis and negative therapeutic reaction in analysis. We will try to trace the lines of development within each theoretical system and note how theorists from different schools have influenced each other.

### **PC 655 Dream, Fantasy and Symbolic Communication**

This course is designed to acquaint students with the language of the unconscious and primary process as it appears in dreams, fantasy, delusions, myth, symptoms and creative works. The course examines the basic mechanisms of dream formation -- condensation, displacement, symbolization, secondary revision, etc. The course begins with the study of Freud's work on dream interpretation. Freud's views are then compared to the more recent theories about the nature and functions of dreams and fantasy formation. The use of dream in the conduct of psychoanalysis is then studied within the context of transference, resistance, and disguised communication. Presentations of personal dreams and fantasies as well as clinical case materials related to the topics of discussion are invited.

### **PC 657 Transference, Countertransference and Resistance**

This course encompasses an in depth study of the concept of transference and countertransference resistances with readings from the current and historical literature. Patient material and class process will be used to illustrate concepts of transference and countertransference resistances. This class covers how the narcissistic transference and induced feelings may further or interfere with patient and analyst having all possible feelings.

### **PC 660 Narcissism and Aggression**

This course provides an in depth study of the relationship between narcissism and aggression, with particular attention to those disorders in which self-hate predominates over self-love. The meaning of the narcissistic defense is clarified, and the treatment techniques that have been devised to work with narcissistic disorders are discussed with reference to clinical material. Class process is used to illustrate concepts.

### **PC 661 Foundations in Freudian Theory I**

This course follows Freud's conception of libido theory from its inception through later developments. It then examines Freud's later papers on drive theory and the repetition compulsion; the division of the psyche into ego, id and superego; the

sources of anxiety; the effects of innate destructiveness on the prospects for civilization; and Freud's final summary of the state of analysis. Students also consider the continuing influence of these papers on contemporary thought, examining current uses of Freud's drive theories.

### **PC 671 Systematic Investigations in the Human Sciences**

This course examines the bases of scientific inquiry. It provides a theoretical and practical knowledge of research and methodology, including principles of concept formation and research design. Students review the important tools, methods and techniques for sound and ethical research, including the tools and data of outcomes research, and learn to critically evaluate research literature.

### **PC 672 Advanced Research Methods and Design**

This advanced course covers specific research methods used in psychoanalysis, sociology, and neuroscience, including archival, ethnographic, qualitative and quantitative designs. The course may cover specific methods as they relate to student research projects. Students are also oriented to the nature of the qualifying exam.

### **PC 673 Qualitative Research**

This course is intended to provide the student with the basic skills needed to do qualitative research. Qualitative research is research that focuses on understanding, rather than predicting or controlling, phenomena. It is usually contrasted with traditional experimental and statistical research and is felt by many to be more appropriate to the study of human life. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, participant-observation, open-ended (depth) interviewing, focus group interviewing, life history construction and analysis and content (visual, auditory and documentary) analysis. Methodological, philosophical, ethical, and practical concerns will be discussed. Students will participate in a qualitative research project that will help them develop skills in collecting, managing, analyzing, and interpreting qualitative data.

### **PC 674 Advanced Qualitative Methods**

This course is designed to provide advanced training in qualitative approaches applicable to the study of psychoanalysis and culture. Students will focus on a variety of philosophical and conceptual approaches, as well as practical methodologies and tools that will help them to conduct scholarly research in their specific areas of interest. The course will cover some of the important methods for collecting, interpreting, and analyzing qualitative data. Throughout the semester, the emphasis will be placed on two interrelated dimensions: a) on the theoretical approaches to various types of qualitative research, and b) on the practical techniques of data collection, such as identifying key informants, selecting

respondents, collecting field notes, analyzing data, writing, and presenting findings.

### **PC 684 Psychoanalytic Psychopathology I**

This course examines some of the key clinical concepts in psychoanalytic theories of psychopathology. The course imparts a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses inherent in neuroses and personality (character), disorders that are likely to be encountered by students in their work in the treatment service. Students will gain a basic knowledge of major diagnostic categories in terms of their defining clinical features such as affects, defensive operation, interpersonal style, and induced countertransferential feelings.

### **PC 686 Psychoanalytic Psychopathology II**

This course imparts a psychodynamic understanding of the symptoms, core conflicts, and characteristic defenses inherent in neuroses and personality (character) disorders. Students gain a basic knowledge of each diagnosis in terms of DSM-IV-TR and in terms of their defining clinical features, such as drives/urges, wishes, affects, defensive operation, interpersonal style, and induced countertransference.

### **PC 701 Psychoanalytic Perspectives on Violence**

What are the psychoanalytic views on the nature of human aggression? How do these perspectives help us understand violent acts? Major research orientations within psychoanalysis will be reviewed and compared. Students submit short summaries of each perspective examined; at the end of the semester, they submit a research paper presenting their approach to a psychoanalytically oriented project on violence.

### **PC 702 Culture, Psychoanalysis and Race**

This course will begin by looking at the concept of race and racism as social constructs that enter in psychoanalytical explanation as symptomatic or pathological behavior. We will then review works of Freud and Lacan as they relate to race and racism and explore the ways in which psychoanalytic theory has been used to address these ideas. The course will consist of three parts: In part one; we shall examine the meaning and consequences of understanding race as a cultural construct. We shall read texts that deal with the system and logic of race such as Collette Guillaumin, Michael Banton, etc. In part two, we shall ask how Freud's metapsychology can be deployed for an understanding of the persistence of race as a category of identification. Texts in this section will include Totem and Taboo, Moses and Monotheism, and other shorter essays. In the final section of the course, we shall take up certain classic texts that deploy psychoanalysis for an

understanding of race and racism by analysts such as O. Mannoni, Wulf Sachs, and others.

### **PC 704 The Criminal Mind**

The purpose of this course is to examine the possible personality factors that may distinguish “criminals” from more ordinary people who commit criminal acts by accident or those who commit only a few, less serious crimes during their lifetimes. The course will also examine whether different types of “criminals” may be distinguished by different personality factors. In addition to the analysis of the sociopath personality and related DSM IV diagnostic categories, we will spend some time considering “high functioning” criminals – corrupt businessmen and politicians who seem respectable yet end up committing crimes of enormous social and economic costs.

### **PC 710 Contemporary Theories of Violence**

This course provides an overview of contemporary theories and research in aggression and violent behavior. In the first part of the course various perspectives on aggression will be considered. Through readings, discussions, lectures, and case presentations an attempt will be made to arrive at an understanding of the nature of violence from different theoretical perspectives. The second part of the course will examine different forms of violence and at the possible therapeutic or social policy interventions as antidotes to violence.

### **PC 712 Psychoanalysis of War and State Sanctioned Violence**

This course examines the social, cultural, and psychodynamic factors involved in the initiation, perpetuation, and responses to state-sanctioned violence. Issues considered will be the psychic meaning of the state; the fear of the other; the need for an enemy; the forces that drive initial support for war; and psychological factors that influence opposition to war. We will also examine other forms of state-sanctioned violence, and the function they serve for the cultural unconscious.

### **PC 732 Integration of Research and Practical Applications**

This course provides an advanced doctoral-level analysis of the interface between research and practical application in the study of violence and other social problems and issues. The practical relevance of any theory or research in this area is to be tested in terms of its effectiveness in addressing the problems that society is facing. The fundamental literature, concepts and controversies in the contemporary study of social issues will be brought together for integration across different disciplines with special emphasis on research as it relates to implementation, policy, practice and social programs. To complete this capstone, students will write a research-based policy brief. This is an analytic paper written to address a real problem in society facing decision makers or agencies that are working with the issue.

### **PC 734 The Media and Violence**

This course will provide a forum for discussion of violence in American society and its links with cultural life, including all forms of entertainment. The course will analyze the different ways social scientists have strived to understand mass culture, mass media, and consumption in the past. Students will discuss case studies and contemporary theories on media violence.

### **PC 741 Trauma**

This seminar will explore psychoanalytic formulations of trauma and its relation to memory and representation, in order to consider how the trauma of war, genocide or ethnic cleansing becomes unrepresentable events in the individual's psychic structure. The course will examine the psychic consequences of trauma by integrating theoretical, research, and clinical material from several disciplines. Students become familiar with the prevailing theoretical models in the field; with common features of the aftermath of different forms of trauma; with the neurobiological consequences of trauma; and with the methods of treatment that have evolved from the field's expanding empirical base.

### **PC 745 Youth Violence**

When, why and how are youth violent? Is there an escalation in violence among youth, and if so, why? The roles of temperament, development, family and culture will be considered, as well as individual and gang related violence. Case studies, discussion and implications for intervention will be addressed.

### **PC 759 Psychoanalytic Mind: Freudian and Lacanian Subjects**

This course is a continuation of psychoanalytic theories with a special emphasis on the problem of the "subject." The course will deal mainly with Freud and Lacan theories of "subject" but will also include ideas set forth by Julia Kristeva, Jessica Benjamin, Paul Smith, and others, like Foucault, who have contributed to the debate about the subject from non-psychoanalytic perspectives. The point of departure in the course is that Psychoanalysis is a theory of the subject of the unconscious, an issue which transcends the traditional dichotomy between psychology of the ego/the self and sociological concepts of the social. This point will be presented in connection with the concept of desire and the four discourses.

### **PC 770 Cultural Analysis I**

The course will introduce new and continuing students to culture as a force in social and mental life. It will cover the core literatures, selected for application to the following subjects: the semiotics of meaning formations, history of cultural analysis, culture as an exclusionary practice, culture and violence (real and symbolic), comparative culture systems, the effects of globalization on regional and national cultural traditions, unconscious structures of cultures, global cultures, and

methods of cultural analysis (hermeneutics of cultural texts and institutions, ethnographies of local cultural practices, structural semiotics of cultural structures, gathering and interpretation of historical archives, sampling of media flows, documentary methods, among others).

### **PC 771 Cultural Analysis II**

This course is an introduction to critical theory in its contribution to psychoanalysis. The course will examine the contribution of the Frankfurt school and philosophers like Benjamin, Horkheimer, Adorno, Marcuse, Habermas and beyond to the reconceptualization of psychoanalysis. The challenges of feminism, postmodernism and poststructuralism to psychoanalysis will be examined. This seminar also investigates key figures and strategies of surrealist practice at the point where they engage with their theoretical elaborations with many disciplines and discourses—from Marxism to psychoanalysis, theoretical physics, and 19th-century psychiatry.

### **PC 773 Psychoanalysis, Culture and Postmodernism**

The seminar will seek to elucidate the question of the relation between psychoanalysis and culture within the context of the post modernist theoretical framework. We will also reflect on the contribution of psychoanalysis to an understanding of culture concentrating on psychoanalysis's core operative ideas and explore the ways in which it can be used to interpret the diverse range of cultural representations.

We begin the course by introducing students to some major tenets of postmodern thought studying the work of prominent philosophers and post modern critics in relation to knowledge, culture and psychoanalysis. While providing students with an introduction to some of the most significant figures in postmodern theory (including Jacques Derrida, Michel Foucault, Judith Butler, Slavoj Zizek, Jean-Francois Lyotard, Frederic Jameson, Donna Haraway, and Jean Baudrillard), this course will approach those ideas to identify the extent to which movement between modern and postmodern thought and these two modes of conceptualizing the human may have implications for psychoanalytic theories of self and identity.

### **PC 774 The Freudian Unconscious & Cultural Sources of Repression, Memory & Recall**

The primary goal of this seminar is to provide students with a comprehensive overview of the general theoretical issues relevant to psychoanalytic concepts of unconscious, repression, memory and recall. We are particularly interested in exploring the dynamic interplay of culture and psychoanalytic processes. The seminar is designed to promote a comparative analysis of different theoretical perspectives on the major theme of the course. For instance, we will explore the processes through which experience becomes constructed and reconstructed in the form of memories. We will examine theories that explain repression as a

mechanism that works at the social and collective level and is learned as a precondition for communication with others. We will also look at the discursive explanation of psychological or psychoanalytic processes according to which repression, denial and resistance can be accounted for by the context-specific rules of action-language or socially learned modes of communication. We will be reading and discussing general theoretical and conceptual works as a group (see the seminar schedule of reading below). In addition to reading the general literature and participating in seminar discussions on by-weekly basis, you are required to select a particular topic and write a publishable paper for the course.

### **PC 776 Psychoanalysis, Gender and Culture**

This course introduces scholarly debates about sexual identities, gender identities and expressions, and sexual orientation and its representation in psychoanalytic and social science writings. The dialogue between psychoanalysis and feminist theory has been at the intellectual center of cultural criticism since the 1970s. Since then, it has taken on many new dimensions, growing in different directions as scholars develop new perspectives on gender relations. Many of the most recent developments in feminist theory have emerged from the consideration of the heterogeneity of women, and of feminist practices. Other developments concern representations of masculinity and gay issues (queer theory), as well as transnational and postcolonial women's issues. This course provides an opportunity to address a range of cultural and theoretical issues in psychoanalysis and gender. Sample course topics include pornography, experimental feminist praxis, gender and race, or constructions of gender in specific historical periods or countries. While this course is theoretical in nature, analysis of selected texts in terms developed from the theoretical readings will be a major component.

### **PC 777 Psychoanalysis, Culture and the Human Body**

The seminar will explore questions about social construction of human body from several disciplinary points of view. The course examines how bodies are implicated in psychosocial relations (both at the micro and macro levels). We will also explore a wide range of topics (diet, fitness, and ageing, body modifications) in order to better understand how the body is a text upon which cultural and social messages are inscribed. Is this body you walk in really yours? Is there a body-mind nexus? Where is it located? What is the relationship between the body and identity? Does social status implicate the body? How does the body represent the anxieties of society? These are some of the questions we will attempt to answer through the readings and an interactive class process.

### **PC 778 Psychoanalysis and Cultural Criticism**

In Psychoanalytic Criticism we study a variety of texts and cultural objects focusing closely on Freud's and Lacan's writings on culture and aesthetics, guided by the question of how psychoanalysis can be used non-reductively for literary and

cultural study. Borrowing theories from psychoanalysis this course provides an analytical perspective on the world we think we know. Thus we will consider psychoanalytic accounts of fantasy, sublimation, transference, the drive, the uncanny (and theories of aesthetic affect), the enigmatic signifier, and the cultural unconscious, asking not how psychoanalysis can be applied to literature but rather how a psychoanalytic account of subjectivity might revise our sense of how we -- as readers, viewers, critics, collectors, and teachers -- relate to aesthetic and cultural forms.

### **PC 779 Semiotics and Discourse Analysis**

This seminar is intended to provide participants with a broad understanding of different systems of social signs and their expressions or mode of representations. Cultural semiotics is at once a social fact and a method for the study of culture. Cultures are a system of *semiosis*, a dynamic collective process by which meanings are invented, stored, communicated, and received. In this respect, cultural semiotics bears a comparison to psychoanalysis which is simultaneously a method or clinical technique for understanding emotional communications and their symptoms which are themselves stored for expression and communication in the unconscious wherefrom they are leaked or expressed through dreams, fantasies, and *parapraxes*.

### **PC 787 Cultural Psychopathology and Social Psychiatry**

This seminar is intended to familiarize students with the social and cultural aspects of mental health or illness. Cultural psychopathology is a field of study focusing on the ways in which cultural factors contribute to the experience and expression of psychological distress. It examines cultural variation in psychiatric disorders and cultural determinants of symptoms or syndromes. Social Psychiatry is a field focusing on epidemiology of mental illness and on social causes and consequences of psychiatric disorders. Issues of law and psychiatry such as competency to stand trial, insanity plea, forced hospitalization, solitary confinement and patient rights are also addressed.

The course is interdisciplinary, in that it includes material from many fields, but there is a coherent organizing theme: the need to understand mental illness in a broad social and cultural context. Specific course objectives are: a) to examine the role of culture, ethnicity, gender, and social class in symptom formation and the experience of illness, and to critically examine these issues in clinical application of the DSM IV diagnostic system; b) to learn about the *distribution* of mental illness in time, space and socio-demographic groups; c) to familiarize students with the DSM-IV cultural formulation and its utility in diagnosis and intervention; d) to examine contemporary, empirically supported perspectives regarding the etiology of mental disorders; e) to develop an understanding for issues in Psychiatry and Law, such as insanity plea, competency to stand trial, involuntary hospitalization, criteria of dangerousness, and patient's right to refuse treatment.

### **PC 788 Psychoanalysis, Culture and Language**

The seminar will seek to elucidate the question of the relation between psychoanalysis, language and culture, starting from the assumption that culture is not simply the special domain of anthropology or sociology, but is somehow essential to grasping the specific critical project of psychoanalysis. We will approach all aspects of culture as a language, a system of learned codes. We then try to extend the methods of semiotics to all forms of culture as multiple kinds of cultural languages. We will also reflect on the contribution of psychoanalysis to an understanding of culture concentrating on psychoanalytic core operative ideas and explore the ways in which it can be used to interpret the diverse range of cultural representations. We will follow Slavoj Žižek's ascertain that cultural products are to contemporary psychoanalysis what dreams were to Freud: the new 'royal road' to the postmodern unconscious.

### **PC 797 Special Topics Seminar**

Special Topic Seminars provide a forum for faculty or visiting, or guest scholars to discuss theoretical or research issues of interest in psychoanalysis, culture, violence or related areas. Depending on its content, Special Topic Seminars may be used as cognate to other required or elective courses in the program.

### **PC 827/828/829 Directed Research (Dissertation)**

Candidates meet with a research advisor for one-on-one consultation during the writing of the proposal and dissertation. The research advisor serves as chair of the student's dissertation committee.

### **PC 1787 Master's Paper**

This intensive course guides students in their design and completion of the Master's paper. Group work and close guidance of the instructors facilitates the thesis writing process. The course pays special attention to the formation of research question, research methodology, and writing appropriate literature reviews. The course operates as an intellectual workshop in which students share the process as well as the results of their research with the group throughout the semester. Each seminar member chooses a research topic, collects and analyzes data, writes a report, and then presents his/her research proposal in the middle of the semester and his/her research results in the seminar sometime during the last two weeks of the semester. The completed paper, when accepted by the two instructors, counts as the Master's Paper.

**NOTE:** Not all courses are held each year. To ascertain which of these courses will be available during each of the next two years and when, please consult the Program Director.

## FACULTY

Bernstein, June *Ph.D., Florida Institute of Technology*  
Bigda-Peyton, Frances *Ed.D., Boston University*  
Capetillo-Ponce, Jorge *Ph.D., New School for Social Research*  
Cavanagh, David *Ph.D., Brown University*  
Ginach, Michal *Psy.D., Boston Graduate School of Psychoanalysis*  
Gurewich, Judith Feher *Ph.D., Brandeis University*  
Jacobs, Glenn *Ph.D., Temple University*  
Lemert, Charles *Ph.D., Harvard University*  
Madonna, John *Ed.D., Clark University*  
Movahedi, Siamak *Ph.D., Washington State University (The Program Director)*  
Perlman, Lynn *Ph.D. City University of New York*  
Reed, Dena *M.D., University of Wisconsin*  
Safizadeh, Fereydoon *Ph.D. Harvard University*  
Shepherd, Mary *Psy.D., Boston Graduate School of Psychoanalysis*  
Soldz, Stephen *Ph.D., Boston University*  
Snyder, Jane *Ph.D., Boston University*  
Wagner, Mara *Psy.D., Massachusetts School of Professional Psychology*  
White, Joan *Psy.D., Boston Graduate School of Psychoanalysis*

## AFFILIATED FACULTY

Berlinck, Manoel *Ph.D., Cornell University (International Faculty: Brazil)*  
Busch, Fred *Ph.D., University of Massachusetts, Amherst*  
Clough, Patricia *Ph.D., University of Illinois*  
Gliserman, Martin *Ph.D., Indiana University*  
Layton, Lynne *Ph.D. Boston University*  
Nobus, Dany *Ph.D., Ghent University, Belgium (International Faculty: England)*  
Poser, Steven *Ph.D., University of Calgary*  
Seshadri, Kalpana *Ph.D., Tufts University*