



Boston Graduate School  
*of Psychoanalysis*

Boston | New York | New Jersey

# PROGRAM CATALOG

## Degrees in Psychoanalysis, Society, and Culture

Master of Arts in Psychoanalysis, Society, and Culture  
Doctor of Psychoanalysis in Psychoanalysis, Society, and Culture

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## **MISSION STATEMENT**

"BGSP's highly engaged community is deeply committed to furthering humanity's understanding of the unconscious forces that drive us, helping individuals lead more fulfilling lives, and addressing the societal and cultural challenges we continue to face.

The School's individualized approach to learning helps students uniquely shape their professional lives, producing clinical mental health counselors, scholars, and psychoanalysts who are able and confident in their abilities to remove impediments to the lasting growth of which virtually all people are capable."

## **OVERVIEW**

The Doctor of Psychoanalysis (Psy.D.) and the Master of Arts (M.A.) programs in Psychoanalysis, Society, and Culture offer students a cutting-edge curriculum to 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 the cultural analysis of psychoanalysis, very few higher education institutions 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 psychoanalysis in relation to culture, cultural analysis of psychoanalytic thinking, or 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, especially national and international conflicts, culture wars, racism, and gender equality. Graduates from the doctoral program may seek academic positions 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 and engage 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 SOCIAL AND CULTURAL ANALYSIS**

This area of study crosses the boundaries between disciplines. It is of interest to students with various interests in the social sciences, humanities, communication, language, literature, theatre, and media studies. It is also relevant to 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 core and elective, interdisciplinary courses are taught by psychoanalytic faculty from within and outside of the Graduate School augmented by sociologists, anthropologists as well as scholars from the humanities. Students thus benefit from the shared knowledge and experience of experts from different fields. Those students or professionals seeking to pursue interdisciplinary inquiries into racial and gender inequalities, social psychiatry, and culture-specific psychopathologies can concentrate on doing additional graduate work through directed studies and writing their dissertation on topics related to their area of specialization.

## **MASTER OF ARTS IN PSYCHOANALYSIS, SOCIETY, AND CULTURE**

In the Master of Arts program in Psychoanalysis, Society, and Culture, students learn the basic foundations of psychoanalytic and sociocultural studies and the interface between the two areas of inquiry. This program is also the first level of study for the doctoral program in psychoanalysis, society, 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 social 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 unconscious dynamics of some social and cultural practices.
- 4) To learn about the range of psychoanalytic and sociocultural methods, 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 and complete a Master's paper. Students who have written an approved Master's paper or thesis in prior studies may ask to waive this requirement. Students are also required to complete 50 hours of training analysis to graduate from the Master's program. The Master's program is a 40-credit program requiring two years of full-time study.

## **COURSEWORK**

Students complete fifteen courses, of which at least six are in psychoanalysis and six are in Society and Culture, including the two fundamental core courses in cultural analysis. The remaining course work consists of two courses in research methodology and either a Capstone

course or a Directed Study up to six credits for writing the Master's paper or thesis. Students attend psychoanalytic courses and some research courses with students in the clinical M.A. programs. Psychoanalysis courses are taught by clinical faculty, providing the opportunity to learn about psychoanalysis as a field.

## **RESEARCH**

Master's students take two research courses, Introduction to Research Methods in Human Sciences and Qualitative Research Methods, and complete a Master's Paper. The Master's Paper is completed through a Capstone course or a directed study taken with one faculty member. Students may also choose to write the Master's thesis in directed research with a research chair and a reader to substitute for the Master's Paper. With the permission of the program director, any advanced seminar in the program may count as a Capstone course.

## **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).

## **DOCTOR OF PSYCHOANALYSIS IN PSYCHOANALYSIS, SOCIETY, AND CULTURE**

The doctoral program in Psychoanalysis, Society, 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 understand cultural representations, including mental health and illness and culture-bound therapeutic practices.
- 2) To approach 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 significant mental health issues within the multicultural social context.

In the program, students will also:

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

## **PROGRAM REQUIREMENTS**

The curriculum includes:

- 24 core and elective courses (72 credits)
- Directed research.
- Engagement in training analysis.
- Advancement to candidacy through completion of a qualifying exam.
- The completion and defense of the dissertation.

To test their command and knowledge of their specific areas of concentration, students must also fulfill the evaluative requirements for the advancement to candidacy through completing one of the options of the Qualifying Exam before they undertake dissertation research. This requirement may be waived if the student's performance in the program suggests a high degree of competence to begin the work toward the writing of the dissertation. Academic advisors are assigned to all doctoral students for program planning and guidance.

## **COURSEWORK**

Students complete the required and elective courses, including directed research for completing the dissertation, 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 racism and sexism 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, 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.

## **QUALIFYING EXAM AND ADVANCEMENT TO CANDIDACY**

Advancing to candidacy through completing the qualifying exam signifies that the student has completed their required coursework and is ready to move forward to the dissertation phase. This usually takes place in the third year. To complete the qualifying exam, a student has several options:

1. Submit a scholarly portfolio consisting of four to six publishable quality original papers written for various graduate courses in the program, signed and commented on by the respective instructor.
2. Submit an approved dissertation prospectus or proposal that includes a clear statement of the research question along with a comprehensive review of the literature and a methodology for conducting the dissertation research.
3. 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 may 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 a revised or an extended seminar paper, although the paper typically requires significantly more investment than a typical research paper for a course. Students choose the topic of their paper in consultation with appropriate program faculty members with the program director's consent. The finished paper must be evaluated by three faculty members from the program-- including affiliated members-- one of whom must be the program director or their designated faculty member.

4. Submit a sole-authored published paper in a major refereed journal as evidence of their scholarly and professional competence in psychoanalysis and culture. However, the paper must have been prepared *after* admission to the doctoral program.
5. Take a qualifying exam in psychoanalysis and two major sociocultural areas of study.

## DOCTORAL DISSERTATION

Completion of a dissertation is one of the essential requirements of the doctoral program. The dissertation is an original empirical project that contributes to the knowledge base in psychoanalysis in relation to society and culture. 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 the school. The committee is responsible for approving the dissertation proposal, overseeing the data collection and analysis, and reviewing the dissertation. The doctoral committee must approve the dissertation, and 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. Six to twelve credits of dissertation research are required for completion of the program. Students typically engage in at least six semesters of directed study.

## 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 psychoanalytic methods and knowledge base and a further appreciation for one's own subjectivity and unconscious operation.

## COURSE REQUIREMENTS

1. **Psychoanalysis:** Students complete 9 courses in psychoanalysis including the core psychoanalytic courses.
2. **Cultural Analysis:** Students complete 9 courses in psychoanalysis, society and culture including the core Psychoanalysis and Culture courses.
3. **Research Methods:** Students complete 3 core research courses or their equivalents.
4. **Master's Thesis/ Master's Paper:** Students who are working for the M.A. degree register for either 3 credits of directed research with a research chair and reader, or a Capstone course in which they can write their Master's paper. Any advanced seminars in Psychoanalysis, Society, and Culture may count as a Capstone course.

5. **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 six to 12 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 an 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.

## PSYA.D. IN PSYCHOANALYSIS, SOCIETY, 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 Psya.D. in Psychoanalysis, Society, 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.

## COURSE LISTINGS

### PSYCHOANALYSIS CORE COURSES

<b>PC 641</b> Psychoanalytic Theory of Early Development	3 credits
<b>PC 651F</b> Basic Psychoanalytic Concepts	3 credits
<b>PC 654</b> Comparative Psychoanalysis	2 credits
<b>PC 655</b> Dream, Fantasy, and Symbolic Communication	3 credits
<b>PC 657</b> Transference, Countertransference, and Resistance	2 credits
<b>PC 659</b> Unconscious Fantasy	2 credits
<b>PC 660</b> Narcissism and Aggression	2 credits
<b>PC 691</b> Psychoanalytic Psychopathology	3 credits

### CULTURE CORE COURSES

<b>PC 770</b> Cultural Analysis I: Applied Theory of Culture	3 credits
<b>PC 771</b> Cultural Analysis II: The Unconscious in Private and Public Life	3 credits
<b>PC 787</b> Cultural Psychopathology and Social Psychiatry	3 credits



## PSYCHOANALYSIS, SOCIETY, AND CULTURE ELECTIVES

<b>PC 702</b> Blood Rites: Explorations in Religion and Violence	2 credits
<b>PC 703</b> Culture, Psychoanalysis and Race	2 credits
<b>PC 704</b> Celebrity Culture: Sociological and Psychoanalytic Views	2 credits
<b>PC 757</b> Psychoanalytic Semiotics	2 credits
<b>PC 765</b> Psychoanalysis and the Arts	2 credits
<b>PC 766</b> Unconscious Dynamics in Film	2 credits
<b>PC 766A</b> Psychoanalysis, Film Theory and Gender	2 credits
<b>PC 772</b> Psychoanalysis in Contemporary Anthropology	2 credits
<b>PC 773</b> Psychoanalysis, Culture & Postmodernism	2 credits
<b>PC 776</b> Psychoanalysis, Gender, and Culture: Femininities and Masculinities	2 credits
<b>PC 797</b> Special Topic Seminars, e.g., Eroticism and Discourse	1-3 credits
<b>PC 827/828/829/830</b> Directed Research ( <i>Dissertation</i> )	0.5-3 credits

## RESEARCH COURSES

<b>PC 670</b> Introduction to Research Methods in Human Sciences	3 credits
<b>PC 672</b> Psychoanalytic Research	2 credits
<b>PC 674</b> Advanced Qualitative Methods	3 credits

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

## COURSE DESCRIPTIONS

### **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 651F Basic Psychoanalytic Concepts**

This course provides an introduction to basic concepts in psychoanalysis. Students explore concepts of unconscious motivation, dual drives and their expression, anxiety, defenses, repetition compulsion, resistance, transference, and countertransference, as conceptualized by Freud and his contemporaries.

**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 659 Unconscious Fantasy**

This course studies the nature of unconscious fantasy and how it manifests in behavior and in clinical work as well as dreams, art, science, myth, and cultural phenomena. Students will examine the relationship between the enactment of unconscious fantasy and delusion and discuss implications for research.

**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 672 Psychoanalytic Research**

This course introduces students to selected psychoanalytic research methods that have gained general acceptance in the field. It explores advantages, disadvantages, limitations, sources of error, and bias associated with various research methods. The course examines what is basic to psychoanalytic inquiry in the areas of study design, data collection and processing, distinguishing among inferences, assumptions, and observed events. Students become familiar with designing methodology for the single case study and problems collecting and processing psychoanalytic 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 691 Psychoanalytic Psychopathology**

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 countertransference feelings.

**PC 695 Integration of Theory and Research: Problem Formulation and Proposal Writing**

This course will expose students to advanced methods of research for psychoanalysis and the social sciences. The emphasis is on methods, techniques, and approaches that may prove useful in completing a dissertation in the Psychoanalysis and Culture program.

Special attention will be paid to the formation of empirical research questions and the translation of those questions into research methodology. We will also cover the writing of literature reviews covering the empirical research literature. The course will operate as an intellectual workshop in which students share the process as well as the results of their research with the group throughout the semester.

### **PC 702 Blood Rites: Explorations in Religion and Violence**

Conflict between Muslims and Jews in the Middle East, Catholics and Protestants in Ireland, religious nationalism in Africa or fundamentalism in South Asia, the language of Jihad from one corner, the language of crusade from another, the din of explosions in nightclubs, marketplaces, and abortion clinics: every day, the news media offers a new report illustrating the vital link between religion and violence. The confusion occasioned by religious violence is due in part to the common perception, comforting but misleading, of religion as a force for social peace and harmony. In fact, violence may be found at the very center of spiritual life. It has externalized forms – the wrath directed at the heterodox or infidel other. But equally plentiful are acts believers perpetrate upon themselves with love and devotion. Drawing together theoretical perspectives from a range of disciplines, this class explores such sacred phenomena as sacrifice, martyrdom, punishment, ritual performance, xenophobia, fundamentalism, and genocide.

### **PC 703 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 Celebrity Culture: Sociological and Psychoanalytic Views**

One of the defining features of contemporary culture is the prevalence of celebrity culture. The expansion of television channels, cable, the arrival of the Internet and social networks, and the development of shopping malls means that our society is awash with images of well-known people trying to grab our attention. Among sociologists, there have been two reactions to this cultural transformation. The first is to argue that we are witnessing the development of a superficial culture of commercialism, celebrity culture being mainly about the product of buying, selling, and commodification. That is, celebrity culture is considered the culture of capitalism and mass marketing. The second is to dismiss celebrity culture as an insubstantial area of social and cultural study, limited to the relatively trivial practice of examining the lives and loves of contemporary celebrities and their fans. This course examines the Celebrity Culture from both social and psychoanalytic perspectives.

### **PC 765 Psychoanalysis and the Arts**

The course looks at the roots of creativity, including its expression and inhibition, its relationship with dreaming, desire, destruction, longing, symbolization, and sublimation, both in illness and in health. The course samples the variety of ways psychoanalysis has interacted with the arts throughout its history.

### **PC 766 Unconscious Dynamics in Film**

This course focuses on developing the ability to unpack unconscious dynamics in film as it is done in clinical psychoanalyses. Students will practice supporting inferences about each film through guided writing assignments. Master's students will practice writing derived from clinical listening and doctoral students will work toward formally supported findings and case formulations as they are done in the single case dissertation.

### **PC 757 Psychoanalytic Semiotics and Dynamics of Transference and Countertransference**

This course will involve reading and discussion of key works in semiotics and interpretation through the lens of contemporary developments in structural and poststructural linguistics. Specific concepts to be examined include hysteria, fetishism and perversion, dreams, etc. Special attention will be paid to transference and countertransference in transforming the physical states into verbal discourse.

Semiotic is an application of linguistic methods to objects other than natural language. It is a way of viewing anything as constructed and functioning similarly to language. It is an analysis of anything non-linguistic such as gestures, facial expressions, behavioral rituals, arts, fashion, etc. in terms of metaphors. In the psychoanalytic situation, the analyst uses semiotics to translate the unconscious material in the transference into conscious communications that may become subject of interpretation. The analysand's modes of expression and expressiveness, nonverbal behavior and symptoms, paralinguistic, sign patterns, and the narrative mode of speech are all brought under the signifying process. Psychoanalytic interpretation is also a form of semiotic analysis in that it deals with how subconscious desires shape a person's experience or understating of an object or sign. However, psychoanalytic semiotic is specifically context dependent, belonging solely to a particular dyad's dynamics of transference/countertransference relation.

### **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 772 Psychoanalysis in Contemporary Anthropology**

This seminar will examine the current state and characteristics of an age-old encounter between psychoanalysis and anthropology in their theory and practice. If "the fundamental anthropological situation," as Jean Laplanche puts it, constitutes the human subject and its psychic galaxy through the inevitable juxtaposition of desire, meaning and power, then it would be impossible to imagine borders delineating the subject of anthropology from that of psychoanalysis. In this seminar, we will study the developmental trajectory of the notions of self and subjectivity in psychoanalytic and anthropological theory and practice starting with late 19th and through the 20th century. We will specifically address contemporary formulations of the unconscious and the subjective in psychoanalytic and anthropological literature, and the ways in which linguistically oriented conceptualizations of the unconscious have lent themselves to an articulation of 'the political' as an indispensable aspect of human subjectivity.

### **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 776 Psychoanalysis, Gender and Culture: Femininities and Masculinities**

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 trans-national 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 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 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 797C Eroticism and Discourse: The History of Sexuality (Special Topics)**

This course surveys changes in the ways we have thought about sex and imagined ourselves as sexual beings since the colonial period. Our focus throughout will be the political and epistemological dimensions of the ever-shifting boundary between ostensibly “normal” and “abnormal” desire, and the role such discursive formations play in the structuring of both social attitudes and subjective identities. After reading some foundational texts in gender theory and queer theory, we may examine such topics as the regulation of sex in colonial America, the dimensions of Victorian sexual ideology, the organization of urban prostitution, the evolution of the science of sexology, the categorization of erotic deviance, the discovery of adolescent sexuality, the development of erotic subcultures, the progress of the sexual liberation movements of the 1960s and 1970s, the formation of cinematic and internet pornography, and the aims of today’s activist movements.

### **PC 827/828/829/830 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.

## **FACULTY**

Bigda-Peyton, Frances *Ed.D., Boston University*

Capetillo-Ponce, Jorge *Ph.D., New School for Social Research*

Dzitko, Jon *Psy.D., Boston Graduate School of Psychoanalysis*

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*

Rahimi, Sadeq, *Ph.D., McGill University*

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*

Verter, Brad *Ph.D., Princeton University*

Wagner, Mara *Psy.D., Massachusetts School of Professional Psychology*

Zhaf, Mahrou *Psy.D. Boston Graduate School of Psychoanalysis*



## ADMISSIONS

Application and general graduate admission information is 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, [siamak.movahedi@bgsp.edu](mailto:siamak.movahedi@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, Society, and Culture, Psychoanalysis, the M.A. in Psychoanalysis, or the M.A. in Clinical Mental Health Counseling program.

Admission to doctoral study is granted to applicants whose backgrounds show promise of scholarship in this interdisciplinary field of study. In addition to the requirements for admission to other BGSP programs, admission to the doctoral program in Psychoanalysis, Society, 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 expected 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.