This course will focus on the history of women psychoanalysts’ contributions to theories of gender difference and the theoretical use of women’s mothering in the development of psychoanalytic theories. Historical figures will include Helene Deutsch, Anna Freud, Sigmund Freud, Karen Horney, and Melanie Klein. Modern feminist theorists who have adapted and used psychoanalytic ideas will include Nancy Chodorow, Dorothy Dinnerstein, Luce Irigaray, Julia Kristeva, Juliet Mitchell, and Jacqueline Rose. Because many of these theorists see women’s mothering as both reflecting and creating difference, especially gender difference, the course will conclude with writings by feminists about their experiences of mothering and being mothered.

Required Readings:


Reddy, M. T., Roth, M., & Sheldon, A (Eds.). *Mother Journeys*. (Minneapolis, MN: Spinsters Ink, 1994).


A required reprint package is available from the bookstore.

**ASSIGNMENTS W.S. 311-5**

Biographical Essay: This paper will count for 20% of the final grade and will be due in the middle of the term. Students will choose one of the early psychoanalysts whom we study (Helene Deutsch, Anna Freud, Sigmund Freud, Karen Horney, or Melanie Klein) and write a brief critical biography that includes the class readings and a biographical or autobiographical reading from those on reserve in the library. The paper will be 5-10 pages long.

Critical Theory Review: This paper will count for 25% of the final grade and will be due towards the end of the term. Students will choose one of the contemporary feminist psychoanalytic theorists whom we study (Nancy Chodorow, Dorothy Dinnerstein, Luce Irigaray, Julia Kristeva, Juliet Mitchell, or Jacqueline Rose) and write a brief critical essay that includes the class readings and one supplemental reading from those on reserve in the library. The paper will be 5-10 pages long.

Take-Home Essay Exam: The exam will cover material from the whole term and will be handed out in week 11 and will be due during the exam period. Four or five essay questions will be
included, of which students may choose one or two questions. Each answer will be 2-3 pages long. The exam will count for 25% of the final grade.

Class Participation: Class participation will count for 30% of the final grade. This will be based on the student’s general participation during class (10%) and also on two presentation/facilitation assignments (10% each). These assignments will consist of summarizing an assigned reading and presenting several questions or comments based on the reading in order to facilitate seminar discussions. Students will have a choice of doing either oral or written reports.

ASSIGNMENTS W.S. 821

Biographical Essay. This assignment will be the same as for W. S. 311.

Critical Theory Review: This assignment will be the same as for W.S. 311.

Class Participation: This assignment will be the same as for W. S. 311.

Conference Paper: During one of the last weeks of class, graduate students will make a short critical presentation to the class. This presentation will take the form of a position paper and will draw on course readings. It will represent the student’s analysis of the usefulness and the problems of feminist psychoanalytic work for either 1) a feminist political project or 2) an MA thesis. The assignment is designed to give graduate students experience in presenting their work in a format similar to conference papers. This assignment will count for 25% of the final grade.

Note: In addition to the regularly scheduled class time for W.S. 311, graduate students will meet as a group with the instructor for a short seminar (1-2 hours) every other week in order to discuss the class readings and prepare for the Conference Paper Assignment.

DESIGNATED CREDIT

This course may be designated as 5 upper division credits toward a psychology Major for students who obtain permission for this from the Psychology Department before taking the course.