EXISTENTIAL, PHENOMENOLOGICAL, AND HERMENEUTIC APPROACHES TO CLINICAL PSYCHOLOGY (and literature)
(abbreviation = EPH)
(Rutgers University, Spring, 2012; instructor: Louis Sass)

At GSAPP: Listed as: Topics in History and Systems of Psychology; course #: 18:821:633:01.
At Comparative Literature Program: Listed as Psychoanalytic approaches to literature: Introduction to phenomenological, existential, and hermeneutic approaches. course #: 16:195:611:01

Monday 6 – 8:45 p.m.; room TBA.

Overview: The course offers an introduction to the allied traditions of phenomenology, hermeneutics, and existentialism through a focus on philosophical sources as well as applications to psychopathology and literary studies. In philosophy the major focus will be on Heidegger, but with attention also to Husserl, Sartre and Lacan. In psychopathology the emphasis is on schizophrenia and melancholia. Psychologists and psychoanalysts whom we will read include Jacques Lacan, Slavoj Zizek, Ernest Schachtel, and various contemporary phenomenologists in psychiatry, clinical psychology, or philosophy. Excerpts from literary works by several modernist authors will be discussed, including Robert Musil, Virginia Woolf, James Joyce, Marcel Proust, Ernest Hemingway, and Franz Kafka. Parts of several films that exemplify relevant philosophical issues will be viewed.

Note: All readings will be available at SAKAI.
Note: Readings in the syllabus are listed in the order in which I suggest you read them. Some readings are marked as recommended only (“rec”) or as “background” only. Readings not marked as “rec” or “background” are required. Please be aware that the excerpts placed on SAKAI reserves are sometimes longer than what is actually assigned; only the specified pages are required, as listed in this syllabus.
Note: Readings listed are somewhat tentative. I will adjust the required and recommended readings somewhat during the course of the semester.
Note: we may alter the usual class meeting time once or twice during the semester; to be discussed in an early class. We may view a film together. I have left topic for two classes undecided, for overflow or to-be-decided material.
See end of syllabus re requirements.
Please note that, for the first class meeting, you are asked to read one article/chapter (by Schachtel) plus a page from James Joyce and very brief excerpts from Hemingway, Woolf, and Lawrence.

INTRODUCTORY CLASSES (2)

CLASS 1: INTRODUCTION

*Introduction to phenomenology, existentialism, hermeneutics; Discussion of brief passages from several novelists (incl Hemingway, Woolf, Lawrence).*

- Joyce, J. (1916). first page or two of *Portrait of the Artist as a Young Man.*
- Novelist excerpts (a few pages from Hemingway, Woolf, Lawrence)

CLASS 2: INTRODUCTION CONTINUED

*More literary renditions of consciousness:*


*Philosophical views on subjectivity:*


*An introduction to psychiatric phenomenology:*


PHENOMENOLOGICAL PSYCHOPATHOLOGY (4)

(schizophrenia and melancholia)
CLASS 3: Phenomenology of Schizophrenia


Rec: excerpts from Antonin Artaud, Ellen Saks.
Bring to class: handout re Sz and emotion.

CLASS 4: Comparative phenomenology of Melancholia and Schizophrenia


(Or replace with: Fuchs T. (in press) Temporality and psychopathology. Phenomenology and the Cognitive Sciences.)


??excerpt from autobiographical account of melancholia

CLASS 5 & 6: Phenomenology of Melancholia (longer class, with film viewing)


?? Kane, Sarah (19??). 4:49 Psychosis, excerpts pp. ??-??.
##STUDENT pres re what has been said re Melancholia

HEIDEGGER AND HERMENEUTIC PHENOMENOLOGY (4 or 5)

CLASS 7: HEIDEGGER I

Heidegger (1927), Being and Time (BT) (Stambaugh translation), pp. 30-34 (concept of phenomenology) ##
59-67 (Being-in-the world, worldliness) ##


Additional background, optional (for those who want to look at another introduction to Heidegger etc.):

CLASS 8: HEIDEGGER II


Heidegger BT (Stambaugh translation), pp.
88-94 (aroundness and Dasein’s spatiality),
335-338 (de-distancing etc, temporality of spatiality))
126-134 (attunement, fear)
314-317 (fear and Angst)
169-178, (primordial totality, Angst as disclosedness)

Hemingway, E. (1926). “A clean, well-lighted place.” Published in Winner Take Nothing, 1933. (a very short, short story: mood of existentialism/nihilism)


CLASS 9: HEIDEGGER III (including discussion of film)


Heidegger BT pp.:
118-122 (everyday being one’s self and the They)
231-240 (death)


FILM: To be selected: “A Single Man” (directed by Tom Ford; 99 minutes); or “Tree of Life” (Terence Malik); or “Wings of Desire.”

##STUDENT pres re what has been said re the film in question.
(Viewing of film to be decided: together, on your own?)
CLASS 10: HEIDEGGER IV


(Note: For those who wish to read more of Heidegger’s Being and Time, here are some additional recommended sections:
49-55; 139-144 (understanding and interpretation)
178-183 (care and pre-ontological self-interpretation)
186-196 (Dasein, worldliness, and reality)
326-335 (taking-care vs theoretical discovery)
397-398 (Dasein and meaning of being in general).}

TWO OTHER THINKERS

11: SARTRE, NAUSEA, AND BAD FAITH (1)

Excerpts from Sartre:


CLASS 12, LACAN I


Bring to class: Sass notes for Lacan lecture/discussion.

CLASS 13, LACAN II (with Zizek)
See Sass notes on Zizek reading.

CLASS 14, LACAN III
Readings to be announced.

CLASS 15: to be decided (overflow of the above, probably)

END OF COURSE.

REQUIREMENTS:
1. Attend class; participate in discussion.
2. Do the required reading (and be prepared to demonstrate this in class)
3. Make a presentation on a topic or in reaction to some of the readings (include a handout, no more than a page long) twice during the semester. This can involve questions, criticisms, applications, or any thought relevant to the readings for the week you are assigned. Also be prepared to be especially active in discussion of the reading in question. These will be assigned in an early class.
(Your presentations should be fairly brief, around 5 minutes, certainly not more than 10. It should focus on your thoughts on the reading, e.g., what you found interesting confusing irritating, applications—whatever would be a useful topic for discussion on that reading. Many of these readings are famously obscure; there is no shame in
acknowledging that there is much you may not fully understand. If you have any reactions or suggestions, feel free to email me.)

4. Choose option a or option b: term paper or a take-home examination. See below:
   a. Paper, approx 10 double-spaced pages, on any topic related to the themes of the course. Topic must be approved by instructor. OR
   b. Take-home exam, consisting probably of one or two essay questions. You would have about a week to do this; to be turned in very shortly after final class meeting (May ?? is the tentative due date for paper or take-home exam).

   Grade will be based on all the above.