

Syllabus
PT 140 Socio-Cultural Influences on Maturation and Psychopathology:
Cisgender/Transgender: Bye Bye Binary
R. Sacks Spring 2017

Thu. 5:30-7:30
CMPS: 45 Clock Hours
NYGSP: 3 Credits

Course Description

This course examines the clinical and theoretical contemporary writings on the subject of gender identity formation. Accepting binary gender identity (male/female) as normative, the course will examine nonconforming gender identity (Trans/Other) through the lens of society, culture, and intrapsychic dynamics.

Freud (1905) stated that gender identity became fixed following the resolution of the Oedipal conflict. Judith Butler (1990) proposed her theory that gender was performative. This class will discuss current theorists (Corbett, Goldner, Harris) reexamination of these earlier ideas and the current theories of gender identity.

Objectives

The student will be able to:

- Clarify the difference between sexuality and gender and become familiar with the language used to identify nonconforming gender identities.
- Identify and discuss conflicts related to gender identity formation within themselves and their patients through clinical presentation and theoretical readings; and
- Develop critical thinking about the impact of intrapsychic conflict and societal pressures on one's gender identity and its impact in the clinical setting.

Lab Component

There is a weekly lab component in addition to class work. Students will view/read the assigned lab assignment and will write a log in response to the viewing.

Method of Evaluation

1. Participation in class discussions.
2. Weekly written in class logs and lab logs.
3. Final paper. Final paper will be a 5-8 page paper, following the APA style, which focuses on a current (post 2010) article, video, series on the subject of gender diversity; including 3-5 references from the reading list.

Or

A creative final project approved by the instructor.

Assigned Readings

Class 1

- Conant, E. (2017, January). In their words: How children are affected by gender issues. *National Geographic (Gender revolution issue)*. Retrieved from <http://www.nationalgeographic.com/magazine/2017/01/children-explain-how-gender-affects-their-lives/>
- Couric, K. (2016, February 6, 8 pm). *Gender revolution: A journey with Katie Couric* [Television broadcast]. Washington, DC: National Geographic Channel.
- Mokobe, L. (2015, May). *A powerful poem about what it feels like to be transgender* [Video file]. Retrieved from https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender?language=en
- National Geographic (2017, January). *National Geographic (Gender revolution issue)* (selected articles). Washington, DC: National Geographic.

Class 2

- Rivière, J. (1929). Womanliness as a masquerade. *International Journal of Psychoanalysis*, 10, 303-313. (PEP)
- Stoller, R. J. (1965). The sense of maleness. *Psychoanalytic Quarterly*, 34, 207-218. (PEP)
- Stoller, R. J. (1968). The sense of femaleness. *Psychoanalytic Quarterly*, 37, 42-55. (PEP)

- Lab:** Tedx Talks. (2015, February 25). *Why is gender identity so important? Rikki Arundel – TEDxWarwickSalon* [Video file]. Retrieved from <https://www.youtube.com/watch?v=IFBU7h7fqLc>

Class 3

- Corbett, K. (1996). Homosexual boyhood: Notes on girlyboys. *Gender and Psychoanalysis*, 1, 429-461. (PEP)
- Stein, R. (1995). Analysis of a case of transsexualism. *Psychoanalytic Dialogues*, 5, 257-289. (PEP)

- Lab:** Wright, iO Tillett. (2012, December). *Fifty shades of gay* [Video file]. Retrieved from https://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay

Class 4

- Goldner, V. (2003). Ironic gender/authentic sex. *Studies in Gender and Sexuality*, 4, 113-139. (PEP)
- Harris, A. (2000). Gender as a soft assembly: Tomboys' stories. *Studies in Gender and Sexuality*, 1, 223-250. (PEP)

- Lab:** Coyote, I. (2015, November). *Why we need gender-neutral bathrooms* [Video file]. Retrieved from https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms

Class 5

Hansbury, G. (2005). The middle men: An introduction to the transmasculine identities. *Studies in Gender and Sexuality*, 6, 241-264. (PEP)

Harris, A. (2005). Gender in linear and nonlinear history. *Journal of the American Psychoanalytic Association*, 53, 1079-1095. (PEP)

Lab: Talbot, M. (2013, March 18). About a boy. *The New Yorker*, 89, 56-65.

Class 6

Corbett, K. (2008). Gender now. *Psychoanalytic Dialogues*, 18, 838-856. (PEP)

Gozlan, O. (2008). The accident of gender. *Psychoanalytic Review*, 95, 541-570. (PEP)

Lab: Dreger, A. (2010, December). *Is anatomy destiny* [Video file]. Retrieved from https://www.ted.com/talks/alice_dreger_is_anatomy_destiny

Class 7

Gherovici, P. (2010). Please Select Your Gender; Chapter 2: The democratizing Of transgenderism, (pp. 23-40).

Gherovici, P. (2010). Please Select Your Gender; Chapter 6: Gender and Sex as Performance, (pp. 113-129).

Lab: Rocero, G. (2014, March). *Why I must come out* [Video file]. Retrieved from https://www.ted.com/talks/geena_rocero_why_i_must_come_out

Class 8

Goldner, V. (2011). Trans: Gender in free fall. *Psychoanalytic Dialogues*, 21, 159-171. (PEP)

Goldner, V. (2011). Transgender subjectivities: Introduction to papers by Goldner, Suchet, Saketopoulou, Hansbury, Salamon & Corbett, and Harris. *Psychoanalytic Dialogues*, 21, 153-158. (PEP)

Lab: Williams, C. (Interviewer) & Butler, J. (Interviewee). (2014, May 1). *Gender performance: The TransAdvocate interviews Judith Butler*. Retrieved from http://transadvocate.com/gender-performance-the-transadvocate-interviews-judith-butler_n_13652.htm

Class 9

Harris, A. (2011). Gender as a strange attractor: Discussion of the transgender symposium. *Psychoanalytic Dialogues*, 21, 230-238. (PEP)

Saketopoulou, A. (2014). When the body propositions gender: Reply to commentaries by Muriel Dimen and Robert Galatzer-Levy. *Journal of the American Psychoanalytic Association*, 62, 823-834.

Lab: Fischer, M. (2016, June 13). It's Judith Butler's world - The Cut. *New York Magazine*. Retrieved from <http://nymag.com/thecut/2016/06/judith-butler-c-v-r.html>

Class 10

Lemma, A. (2013). The body one has and the body one is: Understanding the transsexual's need to be seen. *International Journal of Psychoanalysis*, 94, 277-292. (PEP)

Saketopoulou, A. (2014). Mourning the body as bedrock: Developmental considerations in treating transsexual patients analytically. *Journal of the American Psychoanalytic Association*, 62, 773-806.

Lab: Arundel, R. [Rikki Arundel]. (2016, March 15). *20:20 My secret self complete documentary* [Video file]. Retrieved from https://www.youtube.com/watch?v=eJ_BHY5RolA

Class 11

Harris, A. (2016). Winnicott and gender madness. *British Journal of Psychotherapy*, 32, 359-375.

Corbett, K., Dimen, M., Goldner, V., & Harris, A. (2014). Talking sex, talking gender – a roundtable. *Studies in Gender and Sexuality*, 15, 295-317.

Lab: Benjamin, J. (Director), & Dunham, L. & Konner, J. (Producers). (2016, June 20). *Suited* [Television broadcast]. New York, NY: HBO.

Class 12

Meoded-Danon, L., & Yanay, N. (2016). Intersexuality: On secret bodies and secrecy. *Studies in Gender and Sexuality*, 17, 57-72.

Lab: RuPaul's Drag Race. (2016, October 27). *Reunited* [Television series episode]. *RuPaul's Drag Race*. United States: LogoTV.