



GENERAL ELECTIVE
Winter, 2013
AHSS 3200

INSTRUCTOR NAME (First & Last):	Giosuè Ghisalberti
PHONE NUMBER:	416-798-1331 ext 6312
FAX NUMBER:	416-798-2887
INSTRUCTOR EMAIL (Guelph-Humber):	giosue.ghisalberti@guelphhumber.ca
OFFICE:	GH208
OFFICE HOURS:	TBA
PROGRAM HEAD:	General Elective Course. Please contact appropriate Program Head within your program area.
ACADEMIC ADVISOR:	General Elective Course. Please contact appropriate Academic Advisor within your program area.
GUELPH HUMBER WEBSITE:	www.guelphhumber.ca

Course Title:	Desire and Discontent
Pre-requisites:	7.50 credits
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description:

This interdisciplinary course examines the insights of philosophy, psychoanalysis, and psychology in the attempt to understand the human cycle of desire and discontent. Focusing on experiences of passion, acquisitiveness, success, and their attendant emotions of happiness, despair, guilt, hope, shame, regret and anger, this course examines the role which desire and discontent play in motivating human behaviour and shaping personality.

Course Learning Outcomes

On completion of this course, students will be able to

1. Define the passions and their relation to the will in Hobbes.
2. Identify different kinds of desires.
3. Analyze the relationship between desire and self-deception.
4. Discuss the importance of philosophical dialogue in Plato.
5. Describe the main characteristics of the god Eros.
6. Compare and contrast four accounts of Eros (as a passion) as described by Greeks in antiquity.
7. Identify the relationship between Eros and virtue.
8. Interpret the meaning of *arête* or “excellence” in ancient Greek society.
9. Outline the key principles of Epicurean philosophy.
10. Explain the difference between necessary and unnecessary desires.
11. Analyze the differences between ancient Greek and early Christian conceptions of the body.
12. Interpret Augustine’s meaning of sin.
13. Discuss the Christian critique of the senses.
14. Recognize the importance of rhetoric (and writing) in the emergence of self-consciousness.
15. Define and explain the dynamics of the unconscious.
16. Understand the importance of the Oedipus complex.
17. Outline all the important concepts related to the psychoanalytic interpretation of dreams.
18. Explain the reasons why Freud argues that human desire cannot ultimately be fulfilled.
19. Follow the arguments Foucault provides for his theory of the “repressive hypothesis.”
20. Discuss how Foucault uses the concepts of archaeology, genealogy, and discourse.

Learning Resources

Required Textbook(s):

Title: *The Freud Reader*
Author: Peter Gay (ed.)
Edition: Norton
***ISBN:** O-393-31403-0

Title: *The Symposium*
Author: Plato, trans. Woodruff, Paula and Alexander Nehamas
Edition: Hackett
***ISBN:** 0-87220-076-0

Course Schedule

TOPICS AND STRUCTURE

<p>Week One January 7</p> <p>Week Two January 14</p>	<p>Introduction: The Anatomy of Desire The course begins by looking at our assumptions about the nature of desire. How do desires differ from wants and needs? Do we know what it is that we desire?</p> <p><i>Reading(s):</i> Hobbes: <i>Leviathan</i> Chapter 6 http://etext.library.adelaide.edu.au/h/hobbes/thomas/h681/chapter6.html</p>
<p>Week Three January 21</p> <p>Week Four January 28</p>	<p>Love, Lust and Longing A close reading of Plato's <i>Symposium</i> provides an introduction to this course. In this work, the characters outline competing accounts of desire – accounts that would continue to inform competing models of human personality. Students compare and contrast these theories.</p> <p><i>Reading(s):</i> Plato: <i>The Symposium</i></p>
<p>Week Five February 4 First Test 20%</p> <p>First Case Study Assigned 10%</p> <p>Week Six February 11</p>	<p>Happy?!?!?!? Despite our desire to be happy, we seem to know little about what happiness entails. In this unit, we explore Epicurus' work as a starting point for our investigation of happiness.</p> <p><i>Reading(s):</i> Epicurus: "Letter to Menoeceus," http://classics.mit.edu/Epicurus/menoec.html</p> <p>Epicurus: "Principle Doctrines" http://www.epicurus.net/en/principal.html</p>

Week Seven February 18	READING WEEK – NO CLASSES
Week Eight February 25	Secrets and Sins: The Death of Desire While the Ancient Greeks and Romans celebrated desire, a time came when desire was suppressed. What were the conditions that gave rise to the death of desire? What were the consequences of silencing our longings? We address these questions through a reading of St. Augustine's <i>Confessions</i> . <i>Reading(s):</i> Augustine: <i>Confessions</i> , Books II, III http://etext.lib.virginia.edu/toc/modeng/public/AugConf.html
Week Nine March 4	Augustine: <i>Confessions</i> , Books XI, XIII
Week Ten March 11	Diagnosing Desire Freud has been credited with the re-discovery of desire. This unit places Freud's work within a historic context examining the social and cultural factors that informed the creation of his account of the mind. Students trace the development of key concepts in psychoanalysis including the unconscious, memory, repression and mourning.
Second Case Study Assigned 10%	<i>Reading(s):</i> Freud: "An Autobiographical Study" <i>The Freud Reader</i> , 3 Freud: "Screen Memories" <i>The Freud Reader</i> , 115
Week Eleven March 18 FINAL ESSAY Hand-out	Freud: "On Dreams" <i>The Freud Reader</i> , 141 Freud: "The Interpretation of Dreams" <i>The Freud Reader</i> , 129

<p>Week Twelve March 25</p>	<p>The Culture of Discontent Desires are neither self-sustaining nor self sufficient. Rather, they arise and are maintained within social and political systems which encourage, shape and limit their expression. It is these systems to which Freud turned his attention in his later years. In this unit, we focus on Freud's application of the principles of psychoanalysis to culture and civilization, that is, to the arena of competing desires where the deepest of satisfactions are simply not possible. Based on this study, we extend this methodology to an analysis of our own culture and a consideration of Freud's legacy therein.</p> <p><i>Reading(s):</i> Freud: "Civilization and Its Discontents" <i>The Freud Reader</i>, 722</p> <p>"Get Off That Couch", An extract from <i>Therapy Culture</i>, Frank Furedi, http://www.guardian.co.uk/g2/story/0,3604,1058852,00.html</p>
<p>Week Thirteen April 1</p>	<p>Manufacturing Desire Foucault's study of the history of sexuality focuses attention on the manufacturing and management of desire. How is desire created? What is the relationship between desire and power? Foucault's analysis offers a model for studying desire that students work to extend into their own culture and time.</p> <p><i>Reading(s):</i> Selections from Foucault's <i>The History of Sexuality</i> (pdf) (See website)</p> <p>Review of Final Exam</p>
	<p>FINAL ESSAY DUE on Exam Date</p>

Evaluation and Due Dates

Students will be evaluated in this course through:

First Test: Week Five	20%
First Case Study Due: Week Seven	10%
Second Case Study Due: Week Eleven	10%
Essay Due: On Exam Date	30%
Final Exam: TBA	30%
Total:	<u>100 %</u>

Policy for Late Work

- Late assignments will be penalized at a rate of 5% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals,

(instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2012-2013 Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. **Instructors must provide meaningful and constructive feedback prior to the 40th class day.** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological or compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>