



UNIVERSITY OF ALBERTA  
DEPARTMENT OF PSYCHOLOGY

## The Psychology of Self-Estrangement PSYCO 436 X-01 Winter 2021

**Instructor:** Dr. Richard Kover

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\* Note: Email should be used sparingly, primarily to schedule appointments with the instructor or briefly clear up formalities, while conversations with the instructor about class content should be conducted face-to-face. I will only read emails during regular business hours.

**Phone:** 780-492-0615

**Office Hours:** By appointment.

**Time:** On-line -Mondays 6-9pm

**Course Description:** Basic description of self-deception and self-estrangement in psychoanalytic and existential humanistic theories. Discussion of basic determinants of self-deception and alternatively self-awareness, as well as considerations of the methods of inquiry appropriate to the area.

### **Course Format:**

This course will be one line and consist of a combination of post on-line lectures and weekly discussion zoom meetings.

**Course Prerequisites:** One of PSYCO 223, 233, 241, 333, or 341.

It is the responsibility of the student to ensure they have the appropriate prerequisite(s) for the course.

### **Course Objectives and Expected Learning Outcomes:**

- Synthesize complex written arguments, summarize core ideas effectively, and pull out key concepts, and teach these concepts to others.
- Discuss key philosophical/psychological concepts such as subjectivity, alienation, bad faith, etc.
- Develop an understanding of key phenomenological, existentialist and psychoanalytic accounts of the self and self-estrangement.

### **Required Textbooks:**

Fingarette, H. (2000/1969). *Self-deception*. Berkeley, CA: University of California Press.

Freedman, M. (2010) *Hindsight: The Promise and Peril of Looking Backward*. New York, NY: Oxford University Press.

### Recommended or Optional Learning Resources:

Alford, C. F. (1991). *The self in social theory. A psychoanalytic account of its construction in Plato, Hobbes, Locke, Rawls, and Rousseau*. New Haven, CT: Yale University Press. [See also *Narcissism: Socrates, the Frankfurt school, and psychoanalytic theory*. New Haven, CT: Yale University Press.]

Bailly, L.(2009) *Lacan: A Beginner's Guide*. Oxford : OneWorld Publications.

Caruth, C. (1996). *Unclaimed experience: trauma, narrative, and history*. London: John Hopkins University Press.

Cavarero, A. (2000/1997). *Relating narratives: storytelling and selfhood* (Transl.: Paul A. Kottman). London: Routledge.

Fingarette, H. (1963). *The self in transformation. Psychoanalysis, philosophy and the life of spirit*. New York" Harper & Row Publishers.

Fink, B.(1995) *The Lacanian Subject: Between Language and Jouissance*. Princeton: Princeton University Press.

Fink, B.(1997) *A Clinical Introduction to Lacanian Psychoanalysis:Theory and Technique*. Cambridge, MA: Harvard University Press.

Freud, S. (1961/1930). Civilization and its discontents. In J. Strachey (Ed.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. XXI, pp. 64-145). London: Hogarth Press. [See also *Group psychology and the analysis of the ego*. Vol XXVIII, pp. 67-143.]

Freud, S. (1957/1915). Mourning and melancholia. In J. Strachey (Ed.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. XIV, pp. 243-258). London: Hogart Press.

Gergen, K. J. (1994). *Realities and relationships: Soundings in social construction*. Cambridge, MA: Harvard University Press. [See also *The saturated self: Dilemmas of identity in contemporary life*. New York: Basic Books, 1991].

Kerby, A. P. (1991). *Narrative and the self*. Bloomington, ID: Indiana University Press.

Kohut, H. (1977). *The restoration of the self*. New York: International Universities Press. [See also *How does analysis cure?* (A. Goldberg, Ed.). Chicago: University of Chicago Press, 1984.]

Laplanche J. & Pontalis J.B. (1973) *The Language of Psychoanalysis*. Trans. Donald Nicholson-Smith. New York: W.W. Norton & Company.

Lockhart, J. S. & Paulhus, D. L. (1988). *Self-deception: An adaptive mechanism?* Englewood Cliffs, NJ: Prentice-Hall.

Nussbaum, M. C. (1990). *Love's knowledge: essays on philosophy and literature*. Princeton, NJ: Princeton University Press.

Nussbaum, M. C. (2001). *Upheavals in thought: the intelligence of emotions*. Princeton, NJ: Princeton University Press.

Ricoeur, P. (1992). *Oneself as another*. (Transl. K. Blamey). Chicago, IL: University of Chicago Press.

Ricoeur, P. (1970). *Freud and philosophy: An essay on interpretation* (Transl. D. Savage). New Haven, CT: Yale University Press.

Taylor, C. (1985). *Philosophical papers* (Vol. 1). Cambridge: Cambridge University Press. [See especially Ch. 1. *What is human agency?* (13-44); Ch.2. *Self-interpreting animals* (45-75); and Ch. 4. *The concept of a person* (pp. 97-114.)]

## Important Dates:

First Day of Class: January 11.

Add/Delete Date: Jan 22, 2021

50% Withdrawal Date: Feb 10, 2021

Withdrawal Date: April 9, 2021

Last Day of Class: April 16

## Lecture Schedule & Assigned Readings:

Week/Dates	Topic	Readings
1: January 11	<i>Introduction</i>	
2: January 18	Fingarette –Self Deception	Chapter1 &2
3. January 25	Fingarette – Self Deception	Chapter 3
4. February 1	Fingarette -Self-Deception	Chapter 4
5. February 8	Freeman – Hindsight	Chapters 1 & 2
6. February 22	Freeman – Hindsight	Chapters 3, 4, & 5
7. March 1	Freeman – Hindsight	Chapters 6, 7 & Coda
8. March 8	Kierkegaard	On eClass & Fingarette Chapter 5
9. March 15	Sartre	On eClass & Fingarette Chapter 5
10. March 22	Sartre and De Beauvoir	on eClass
11. March 29	Freud	On eClass & Fingarette Chapter 6
12. April 5	Lacan	on eClass
13. April 12	Kristeva	on eClass

## Other Important Dates

February 5	Essay #1
March 5	Essay # 2
April 19	Final Term paper.

1. *First term paper* (about 6-8 pages, about 250 words/page) giving (a) a *synoptic exposition* or *overview* of Fingarette's arguments in chapter 1-4 **and** (b) an exposition of his position. Clearly, this paper will only list one reference, namely the text. (Due February 5, 2021, worth 20%)
2. *Second term paper* (about 8-10 pages, about 250 words/page) giving (a) a *synoptic exposition* or *overview* of Freeman's arguments in *Hindsight* and exposition of his position. (Due March 5, 2021, worth 30%)
3. *Final Exam/ Term paper* (about 12-15 pages, about 250 words/page) dealing with the topic of *self-deception/self-estrangement* as presented in one of the readings/novels listed below, or any other novel you may have already read, or *using yourself as a case study*. In this paper I expect that you will use the concepts/ideas developed in (a) the lectures, (b) Fingarette chapters b) Freeman and other reading material to understand what you take to be an instance of deceiving oneself or being estranged from oneself. (Due April 19, 2021, worth 40%).
4. **Attendance and Participation:** Class attendance and participation will count 10% of your final grade. The participation grade of 10% will consist of 1) attendance and participation in online class discussion every Monday at 6 -7:30pm and 2) the posting of one or more questions concerning that week's reading on the class forum by Sunday 23:59 pm.

Papers should follow APA format (see *APA Manual*); however you may use the first person in your writings. I also caution you to restrict the number of references to those you have actually read and use in the terms papers.

### Grade Evaluation:

Distribution of Grades												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% Range	≥95	90-94	85-89	80-84	75-79	71-74	67-70	63-66	60-62	55-59	50-54	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

This table contains an approximate guideline for the course, however the instructor reserves the right to adjust this table to correspond to University-suggested ranges and assign appropriate grades based on relative performance.

Written assignments will be given a percentage grade.

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Assessments	Weighting	Date
Participation	10%	Throughout the course
Essay #1	20%	Feb.5
Essay #2	30%	March 5.
Final Take-Home Exam	40%	April 19

### **Missed Term Exams and Assignments:**

For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request.

### **Policy for Late Assignments:**

Written assignments: These should be handed to me in class on the due date or turned in to the St. Joseph's College Department office before the office closes that day. Assignments turned in to the office must be placed in the assignment in-box on the front desk or handed directly to the secretary, so they can be date-stamped and passed on to me. Assignments inappropriately handed in (e.g. sliding under my office door) will not be accepted. E-mail submissions will only be considered if there is a serious problem (e.g. illness) that prevents you from being present on campus to turn in your assignment, but must be cleared with me first. In the interests of fairness to all participants, the due dates for the assignments are strict. Unless you have been given an extension by myself, late assignments will be subject to one third of a letter grade penalty of the assignment mark per day (e.g. an A will become an A-). If you need to ask for an extension, please call or e-mail me at least 2 days before the assignment due date.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

**Deferred Final Examination:** A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be made to the student's Faculty office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

### **STUDENT RESPONSIBILITIES:**

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor.

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

**Exams:** Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes, and must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms. See Calendar information on [Conduct of Exams](#) for more information.

**Cell Phones:** Cell phones are to be turned off during lectures, labs and seminars, unless the instructor has explicitly requested their use in association with lecture/learning material (e.g., ePoll). Cell phones are not to be brought to exams.

**Recording and/or Distribution of Course Materials:** Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

## **STUDENT RESOURCES:**

**Accessibility Resources (AR) (1 – 80 SUB):** The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations

in accordance with AR deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations.

**Academic Success Centre (1-80 SUB):** [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

**The Centre for Writers (1-42 Assiniboia Hall):** The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:** The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

## LEARNING AND WORKING ENVIRONMENT

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

**Disclaimer:** Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website (e.g., eClass). The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.