

CSTC 9685: An Anatomy of Compulsive Leucocholy: Late Lacan, Love, Bondage, and the Other

Professor Allan Pero

Office:

Email: apero@uwo.ca

Phone: (519) 661-2111 x 85816

Class Times:

Office Hours, Autumn Term:

This course will explore three of Lacan's late seminars in depth and breadth: *From an Other to the other* (XVI), *The Other Side of Psychoanalysis* (XVII), and *Encore* (XX). We will consider Lacan's theorization of logic and the split in the Real in relation to three other important, imbricated dimensions of his late thought: difference, revolution, social bonds, and love.

We live in an age in which we regularly witness a pathologization of the other. But what exactly is the other? What is the difference between another person and what Lacan calls "the big Other"? How does these ideas of otherness inform Lacan's later theorization of the subject? A close reading of three of Lacan's late seminars reveal that he was describing, if not anticipating, the current problematics informing how we struggle to imagine social bonds and an emancipatory politics. If, as Žižek has long argued, enjoyment is a "political factor," then a critical engagement with Lacan's theory of enjoyment is in order. Enjoyment or jouissance is fraught with paradox, disavowal, and injunction. As we know, Lacan came to name a surplus jouissance—that is, a jouissance we can marshal to substitute for the lost object or other—as *objet petit a*. In turn, the material effects of surplus jouissance inform how Lacan articulates social bonds—namely, his four discourses, those of the Master, the Hysteric, the University, and the Analyst. As the course proceeds, we will turn finally to how our relation to an other and to jouissance shape the concept of love, or "giving what we do not have to someone who does not want it."

Course Texts:

Lacan, Jacques. *Seminar XVI: From an Other to the other* (Polity) (paper 33.95)

Lacan, Jacques. *Seminar XVII: The Other Side of Psychoanalysis* (Norton) (paper 29.95)

Lacan, Jacques. *Seminar XX: Encore* (Norton) (paper 28.95)

Course Assignments:

Response Paper (10%)

Seminar: (35%)

1 Respondent to the Seminar (15%)

Final Essay (40%)

Method of Evaluation:

Seminar Presentation (25 minutes of prepared material) - (35%)

The seminar presentation will consist of a broader critique, assessment, or analysis of the issues that emerge from the readings that week. You should think of the seminar as a kind of lecture in which you are attempting to teach the rest of us something about the literature and the theory/criticism, as well as exploring your own position on it. Further, you should be working toward developing useful or provocative questions that will help lead the subsequent class discussion.

Respondent to the Seminar (15%)

The seminar presenter is not alone in teasing out useful lines of discussion; the respondent's role is to take up some of the issues or problematics raised by the presenter and work them in turn into fruitful questions that will be addressed not only to the presenter, but to the class as a whole.

The purpose of this role is to encourage and generate class discussion; in larger terms, it is also meant to prompt you to start thinking like teachers - to take up issues and make them the basis of exciting and dynamic debate and conversation.

Major Research Paper - (5000-6000 words) (40%)

The research paper is to give you the opportunity to synthesize in more depth one or more aspects opened up by the course material. The topic is fairly open, but should be determined in consultation with me. That said, I would prefer that your paper engage with the thinkers, material, or concepts explored in the course. Feel free to come and consult me about anything you're puzzling over - let it be a case of "analysis terminable" rather than "interminable."

The purpose of the paper is to help you begin to articulate, in written form, some of your own thoughts on the material. I hope that you'll use the paper to help solidify your grasp of the material to make it your own.

1 Response Paper (10%)

Length: 500 words each

The response papers are open: you may write a response to the any of the readings in any way you see fit. Broadly, the response paper is an opportunity to be intellectually or aesthetically creative with the material. For example, you can work out a position on a text or point that uncannily haunts you, or work toward a thesis for your major paper. Have fun with it!

Course Schedule:

Week 1 (Introduction)

Week 2 (Introduction, continued)

Week 3 (*Seminar XVI*, Introduction, "From Surplus Value to Surplus Jouissance")

Week 4 NATIONAL DAY FOR TRUTH AND RECONCILIATION (NO CLASS)

Week 5 (*Seminar XVI*, "THE INCONSISTENCY OF THE OTHER," pp. 19-86)

Week 6 READING WEEK (NO CLASS)

Week 7 (*Seminar XVI*, “ON PASCAL’S WAGER,” pp. 89-158)

Week 8 (*Seminar XVII*, “JOUISSANCE: ITS FIELD,” pp. 161-225) (**RESPONSE PAPER DUE**)

Week 9 (*Seminar XVII*, “JOUISSANCE: ITS REAL,” pp. 229-292)

Week 10 (*Seminar XVII*, “JOUISSANCE: ITS LOGIC,” “EVACUATION,” pp. 295-352)

Week 11 (*Seminar XVII*, pp. 11-83)

Week 12 (*Seminar XVII*, pp. 87-193)

Week 13 (*Seminar XX*, pp. 1-77)

Week 14 (*Seminar XX*, pp. 78-146)

Statement on Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

AI Policy:

Use of any AI platform is expressly forbidden. Any assignment discovered to have been produced by AI, in whole or in part, will result in a grade of zero. Apart from its disturbing legal, moral, and environmental implications, the fact that AI seems to have trouble determining the number of “r”s in strawberry is in itself damning.

Statement on Gender-Based and Sexual Violence

“Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following: https://www.uwo.ca/health/student_support/survivor_support/get-help.html To connect with a case manager or set up an appointment, please contact support@uwo.ca

Graduate Course Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. For example, please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related

services available to students may be found at <http://www.health.uwo.ca/>. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found here: <https://www.uwo.ca/health/psych/index.html>.