Department of Psychosocial Studies
&
Department of History, Classics and Archaeology

School of Social Science, History and Philosophy

Birkbeck, University of London

MA Psychoanalytic Studies

Programme Director: Professor Stephen Frosh

Programme Handbook 2016/17
Introduction

Welcome to the MA Psychoanalytic Studies at Birkbeck. We hope that this programme will be an exciting and challenging learning experience, and we look forward to working with you. Birkbeck is a leading centre for the study of the origins, history and cultural context of psychoanalysis. To see more about our distinctive and highly interdisciplinary approach to psychoanalysis, see our film *Spaces of Psychoanalysis* (2016), directed by Bartek Dziadosz and produced by Lily Ford of Birkbeck’s own Derek Jarman Lab.

This handbook aims to contain all the information that you need to know about the programme.

You will find an electronic version of the handbook on Moodle which will be updated as we proceed through the year.

The MA Programme

This interdisciplinary programme, jointly run in the School of Social Sciences, History and Philosophy by the Departments of Psychosocial Studies, History, Classics and Archaeology, aims to introduce you to the history and development of psychoanalysis in the past 100 years, and to explore and critically assess applications of psychoanalysis to the understanding of culture and history.

The MA Psychoanalytic Studies takes psychoanalysis as its object of study. It examines the clinical and theoretical developments of the tradition of thought and practice pioneered by Sigmund Freud, and considers the wider relationship between psychoanalysis, culture and history in the modern age. The programme explores how psychoanalytic thought has been used to illuminate pressing social and political concerns, and examines the controversies that have surrounded its application outside the clinical setting. It focuses on the interface between psychoanalysis as an evolving clinical practice, as a form of knowledge, and as a mode of critique.

The core teaching staff group for the programme brings together researchers in psychosocial studies, historians and practising clinicians. The aim is to enable students to study closely the numerous modern developments within psychoanalysis, from Freud through to contemporary psychoanalytic theory and practice; to examine its key concepts in detail; to place those concepts in context; and to explore the methodological, epistemological and ethical issues that have resulted from diverse elaboration and extension of psychoanalytic ideas, not only in a clinical setting, but also in social and cultural inquiries, and in the interpretation of the historical past.

The particular approaches of history, psychosocial studies and psychoanalysis have been brought to bear upon many of the most urgent problems of the twentieth and twenty-first centuries. In important ways, contemporary understandings of ‘civilization’ and of ‘barbarism’ have been shaped by these approaches. This MA asks how far modern thought on war and other forms of violent conflict, fascism, terrorism, racism and xenophobia has had an influence on the way we think about the unconscious mind, and vice versa. It also investigates how psychoanalytic accounts of interpersonal and intra-psychic relationships have shaped – or been shaped by – wider cultural attitudes to love, intimacy and friendship. Each of the core disciplines investigated in this MA have addressed our precarious and increasingly interconnected collective fates, and have influenced the way we
understand the most intimate aspects of personal and psychic life. This programme asks how far
their different approaches can be brought into productive dialogue and explores the potential for
working across disciplinary boundaries.

The MA programme has good links with the British Psycho-Analytical Society through its teaching
staff and also because the Society’s Foundation Course in Psychoanalysis can be taken as an option
module by students on the MA. For students with strong clinical interests, this arrangement provides
an exceptional opportunity to be taught psychoanalytic theory by some of the most senior and
eminent psychoanalysts in the country.

This MA is a chance for serious engagement with psychoanalysis at the highest intellectual level.

Core Staff Group
Professor Stephen Frosh (Programme Director; Department of Psychosocial Studies) [on
research leave September-December 2016])
Professor Daniel Pick (Department of History, Classics and Archaeology)
Dr Lisa Baraitser (Programme Director September-December 2016; Department of
Psychosocial Studies)

Administration
The Programme is administered from the Department of Psychosocial Studies.

Preliminary Reading
For students wishing to update their knowledge of the basics of psychoanalytic theory and practice,
we recommend the following two books by members of the MA Psychoanalytic Studies core staff
group.


In addition, the following would be useful reading prior to the start of the programme:

  Complete Psychological Works of Sigmund Freud, Volume XV (1915-1916)*: Introductory
  Lectures on Psycho-analysis (Parts I and II), 1-240 (also available in Penguin books)
  Vintage.
Aims of the MA

- To provide postgraduate level teaching addressing the intersection of psychoanalysis with cultural and historical issues, with a focus on psychoanalysis as it has developed in the past 100 years.
- To provide an opportunity for students to engage critically with key psychoanalytic concepts and to understand them in their historical and cultural context.
- To introduce students to the history of psychoanalysis as it has developed from its European base, including some coverage of psychoanalysis outside Europe.
- To critically explore applications of psychoanalysis to the understanding of culture and history.

Learning Outcomes

On successful completion of this programme a student will be expected to be able to:

- Demonstrate a firm grasp of a range of interdisciplinary theoretical approaches to understanding the development and impact of psychoanalysis in its historical and cultural context.
- Demonstrate an understanding of central concepts in the main psychoanalytic traditions.
- Demonstrate the capacity to apply psychoanalytic ideas to key cultural and historical problematics and phenomena and to evaluate the strengths and limitations of such applications.
- Demonstrate a conceptual grasp and practical understanding of psychosocial epistemologies and methodologies for empirical and theoretical research.
- Carry out a piece of independent research (either empirical or theoretical) on a topic of their choice relevant to the programme.
- Work effectively in a small group so as to perform a number of small-group tasks including group oral presentations.
- Manage their own independent reading and learning outside staff contact-time so as to produce assignments of the required standard.

Duration and Workload

The MA Psychoanalytic Studies can be taken full-time over one year or part-time over two years. Full-time students will attend the programme a minimum of two evenings per week. Part-time students attend a minimum of one evening per week. Teaching methods include lectures, seminars, tutorials, and group supervision offered by staff at Birkbeck, as well as workshops and guest lectures by visiting staff. Term dates are:

- Autumn Term: Monday 3 October 2016-Friday 16 December 2016
- Spring Term: Monday 9 January 2017-Friday 24 March 2017
- Summer Term: Monday 24 April 2017-Friday 7 July 2017

Induction

There are general College inductions for postgraduate students in September 2016 (dates to be announced in June 2016).

For more information, go to http://www.bbk.ac.uk/mybirkbeck/aig. In particular, have a look at the pre-entry support offered for postgraduate students.

There will be an induction to the MA on the 26th September 2016, beginning at 2pm. This will offer an opportunity to meet students on this MA and others in the Department and to hear more about the programme itself, as well as to be introduced to the Library and other resources. It will also provide an introduction to our approach to studying psychoanalysis. See the programme on the next page.
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
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<tbody>
<tr>
<td>14:00 – 14:30</td>
<td>Programme Introduction (Provisional programme)</td>
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<td></td>
<td>Welcome talk from Dr Lisa Baraitser, the Programme Director of the MA Psychoanalytic Studies, and Professor Daniel Pick, convener of the Psychoanalysis and History module.</td>
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<tr>
<td>14:30 – 15:10</td>
<td>Connecting the Psychic, the Social and the Historical (including introduction to the main psychoanalytic schools) (Dr Lisa Baraitser)</td>
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<tr>
<td>15:10 – 15:30</td>
<td>Break</td>
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<tr>
<td>15:30 – 17:00</td>
<td>Introduction to Department of Psychosocial Studies</td>
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<td></td>
<td>• Meet our Head of Department – Dr Gail Lewis</td>
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<td>• Student Services – Geoff Morrison</td>
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<td>• Wellbeing Services: Disability &amp; Dyslexia; Counselling; Mental Health – Mark Pimm</td>
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<td>• Library – David Green</td>
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<td></td>
<td>• Study Skills – Jennifer Fraser</td>
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<tr>
<td>17:00 – 18:00</td>
<td>Break</td>
<td></td>
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<tr>
<td>18:00 – 19:30</td>
<td>Psychoanalytic Concepts and Timelines (Professor Daniel Pick)</td>
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Supporting your Studies

Moodle
In keeping with many higher educational settings, we use a Virtual Learning Environment called Moodle (http://moodle.bbk.ac.uk) to support the learning and teaching of this programme. You can use Moodle to communicate with staff and fellow students, to access some of the set reading, to submit assignments and receive feedback, and many more things besides. Alongside specific Moodle pages for your separate modules, the MA Psychoanalytic Studies also has a general Moodle page where you can find important information. Please make sure you familiarize yourself with Moodle near the beginning of the programme. If you experience any difficulties with Moodle please let a member of staff know.

Student Support
Each student will be assigned a personal tutor at the beginning of the academic year. Students usually meet with their tutors once a term in order to discuss any issues that arise in relation to the experience of the programme. These might include particular aspects of the programme curriculum that you want to discuss, or more general issues related to your experience of teaching and learning. These meetings are voluntary and students are expected to make their own arrangements to see their tutor. There are many other forms of support for students that are detailed on the My Birkbeck website (http://www.bbk.ac.uk/mybirkbeck/services), including disability support, extra learning support, the University Counselling Service, the Student’s Union and the Careers Service. The My Birkbeck Student Centre phone number is: 020 7631 6316. Please speak with your tutor if you have difficulty accessing any of these services, or if you require other forms of support that are not detailed in this handbook.

Study Skills Support
There are a range of resources on study skills available at Birkbeck. Please see http://www.bbk.ac.uk/mybirkbeck/services/facilities/support for further information.

The Disability & Dyslexia Service and Mental Health Service.
The Disability & Dyslexia Service is located in the Wellbeing Centre G26, on the ground floor of the Malet Street building. All enquiries should come to the Wellbeing Centre, who will determine the appropriate referral to specialist staff. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc. If you have a disability or dyslexia, we recommend you call us on 0207 631 6316 to book an appointment.

The Disability & Dyslexia Service can help you to complete your Study Support Plan, confirming your support requirements with your School and relevant Departments at the College so they are informed of your needs.

Access at Birkbeck
Birkbeck’s main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability & Dyslexia Service. In order to ensure that any particular access needs are met, we need to be told of them in advance, as accessibility of teaching rooms varies.
The Disabled Students’ Allowance
UK and EU (with migrant worker status) disabled and dyslexia students are eligible to apply for the Disabled Students’ Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help e.g. note takers, BSL interpreters, specialist tutors for students with dyslexia and mental health mentors and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and the evidence shows that students who receive it are more likely to complete their courses successfully. The Disability & Dyslexia Service can provide further information on the DSA and can assist you in applying to Student Finance England for this support.

Support in your Department
Your Department will receive a copy of your Study Support Plan from the Disability and Dyslexia Service. This will make recommendations about the support you should receive from the Department. Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may be able to assist you.

Support in IT Services and Library Services
There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes an Assistive Technology Room, which may be booked by disabled students. We have software packages for dyslexic students, screen reading and character enhancing software for students with visual impairments available in our computer laboratories, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs, etc. We have an Assistive Technology Officer, who can be contacted via IT Services.

The Library has an Assistive Technology Centre, where there is also a range of specialist equipment, including an electronic magnifier for visually impaired students, as well as specialist orthopaedic chairs and writing slopes. The Disability and Dyslexia Service Office refers all students with disabilities to the Library Access Support service, who provide a comprehensive range of services for students with disabilities and dyslexia.

Examinations and Assessments
Many disabled and dyslexia students can receive support in examination, including additional time, use of a computer, etc. They are often also eligible for extensions of up to two weeks on coursework, which should be requested in writing.

Specific Learning Difficulties (e.g. dyslexia, dyspraxia)
Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies to make studying significantly easier. If you think you may be dyslexic you can take an online screening test in the computer laboratories, the instructions for the screening test are available on the Disability Office website. If appropriate, you will be referred to an Educational Psychologist for a dyslexia assessment. Some students can receive assistance in meeting this cost, either from their employer or from Birkbeck.

Further information
For further information or to make an appointment to see the Disability & Dyslexia Service, please call the Wellbeing Administrators on 020 7631 6316 or email disability@bbk.ac.uk.
**Programme Committee Meetings**

The programme committee meets once a term to ensure its smooth running, to discuss any issues arising from the programme, to implement changes, etc. An extremely important function is considering the views of students and resolving problems as they arise, as far as is possible.

At the start of each term, two students (one full-time and one part-time) are elected by the student group as their programme representatives. These representatives attend the Programme Committee, providing feedback on student concerns and issues and contributing to the discussion. Prior to the Programme Committee, the representatives are asked to consult with the rest of their cohort to discuss any matters pertaining to the programme they would like raised. This can be done in the form of a meeting when students are attending the programme, or via email. Once any issues have been identified, the representatives should bring these for discussion at the meeting. Matters can be raised anonymously if appropriate. For guidance, course representatives should encourage their co-students to identify strengths of the modules as well as any areas of concern. A Programme Representative Handbook is available from the Birkbeck Student’s Union.

The meeting dates for the academic year 2016/17 are:

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Monday 7\textsuperscript{th} November 2016</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 20\textsuperscript{th} February 2017</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 22\textsuperscript{nd} May 2017</td>
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</tbody>
</table>

All meetings will take place at 4.00pm, before the teaching sessions.
Programme Design

The MA programme consists of two core modules, *Psychoanalysis and History* (30 credits), and *Psychoanalysis and Culture* (30 credits). Students then choose two 30-credit option modules selected from a range available at Birkbeck and at the Institute of Psychoanalysis (the *Foundation Course in Psychoanalysis*). Students also undertake the independent study dissertation module (60 credits), which includes a compulsory element taught in Term 1 of full time study and Term 4 of part time study.

Teaching Schedule

<table>
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<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time students</strong></td>
<td>Core Module 1: Psychoanalysis and History (Mondays)</td>
<td>Core Module 2: Psychoanalysis and Culture (Mondays)</td>
<td>Dissertation Support Sessions</td>
</tr>
<tr>
<td></td>
<td>Optional module**</td>
<td>Optional module**</td>
<td>Dissertation Supervision</td>
</tr>
<tr>
<td></td>
<td>Psychosocial Research Methods (Thursdays 6-8.30; or Mondays 4.30-5.30).*</td>
<td>Optional module**</td>
<td>Dissertation Support Sessions</td>
</tr>
<tr>
<td><strong>Part-time Year 1</strong></td>
<td>Core Module 1: Psychoanalysis and History (Mondays)</td>
<td>Core Module 2: Psychoanalysis and Culture (Mondays)</td>
<td>Summer Programme***</td>
</tr>
<tr>
<td><strong>Part-time Year 2</strong></td>
<td>Optional module**</td>
<td>Optional module**</td>
<td>Dissertation Supervision</td>
</tr>
<tr>
<td></td>
<td>Psychosocial Research Methods (Thursdays 6-7.30; or Mondays 4.30-5.30).*</td>
<td>Optional module**</td>
<td>Dissertation Support Sessions</td>
</tr>
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* Students taking the Foundation Course will need to watch a recording of the Psychosocial Research Methods lecture each week and attend the Monday afternoon seminar.

** If an Optional module is taken in the summer term, one is dropped from either the Autumn or Spring terms.

*** The Summer Programme consists of guest lectures, seminars and film screenings.

**** Part-time students are welcome to attend the Dissertation Support Sessions in their first year in order to support their full-time colleagues, and learn more about the research process, as above, but this is not compulsory.
Assessment
Each module is assessed separately, with the requirements listed at the end of the module description. Exact dates for the submission of essays will be given by the module co-ordinator. The assessment timetable is as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
<th>Submission Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core: Psychoanalysis and History</td>
<td>4000-word essay</td>
<td>Monday 9 January 2017</td>
</tr>
<tr>
<td>Core: Psychoanalysis and Culture</td>
<td>4000-word essay</td>
<td>Monday 24 April 2017</td>
</tr>
<tr>
<td>Term 1 options</td>
<td>See individual option</td>
<td>January 2017</td>
</tr>
<tr>
<td>Term 2 options</td>
<td>See individual option</td>
<td>April/May 2017</td>
</tr>
<tr>
<td>Foundation Course option</td>
<td>4000-word essay</td>
<td>Friday 19 May 2016</td>
</tr>
<tr>
<td>Independent Research Module</td>
<td>300-word paragraph</td>
<td>Monday 30 January 2017</td>
</tr>
<tr>
<td></td>
<td>2000-word essay</td>
<td>Monday 16 January 2017</td>
</tr>
<tr>
<td></td>
<td>2000-word proposal</td>
<td>March 2017</td>
</tr>
<tr>
<td></td>
<td>10-12,000-word dissertation</td>
<td>Monday 11 September 2017</td>
</tr>
<tr>
<td>Completed Component*</td>
<td>Log of 3 x 500-word pieces</td>
<td>Monday 12 December 2016</td>
</tr>
<tr>
<td></td>
<td>(1 a term; pass/fail)</td>
<td>Monday 20 March 2017</td>
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<tr>
<td></td>
<td></td>
<td>Monday 10 July 2017</td>
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</tbody>
</table>

* The log for full-time and year 2 part-time students is a way for you to engage with the many events organised around the College and beyond, in a format different from your theoretical essays. It is marked pass/fail and it is a completed component of the Independent Research Module. We recommend that you write it as and when you attend these events, but there will be a final deadline on the Monday after the end of each term.

If you have failed a piece of work you will be given one opportunity to resubmit your work in order to try to pass the module. Any resubmitted work will be subject to a cap at the pass mark (50%). You will be given written feedback from the module co-ordinator indicating what you need to do in order to pass the assignment. If the work is awarded a mark lower than 40% students must re-take the module. Unless otherwise agreed with the Programme Director, resubmission deadlines are as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>(Re)submission Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 1 and Term 1 options</td>
<td>Monday 13 March 2017</td>
</tr>
<tr>
<td>Core 2 and Term 2 options</td>
<td>Monday 12 June 2017</td>
</tr>
<tr>
<td>Dissertation</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

See Appendix 1 for information on Breaks in Study.
See Appendix 2 for assessment guidelines.

Late Submissions
Under College regulations, extensions are not given for assessed work. If an essay has to come in late for good reason, we ask students to submit it as early as possible, accompanied by a mitigating circumstances form which is considered as part of the Exam Board. If the mitigating circumstances are accepted, then there is no penalty in the mark awarded the essay. If it is not accepted, the essay can get no more than the pass mark (50%). One issue is commonly whether the circumstances account for the entire delay; the later the submission, the harder it is to approve the request for mitigating circumstances to be taken into account.
Module Descriptions

Core Module 1: Psychoanalysis and History (SSPA077S7, 30 credits)

Module Co-ordinator: Prof Daniel Pick
Term, day and time: Autumn term, Mondays, 6.00-8.30pm
Venue: TBC
Assessment: 4000-word essay

Pre-course reading:
S. Frosh, A Brief Introduction to Psychoanalytic Theory (New York, 2012)
J. Lear, Freud (London, 2005)

Task to prepare for seminar in week 1: Finding and assessing book reviews of key works on the history of psychoanalysis.

The purpose of this task is to draw attention to the history of psychoanalysis, the history of historical interpretations of psychoanalysis, sources and arguments in historical writing, and critical and appreciative reflections on that writing in subsequent reviews both in specialist journals and more generally in the media. Students are asked here to consider how particular works on the history of psychoanalysis are put together, and to then explore how book or larger essay reviews illuminate the work in question. A serious book review can be expected to provide the reader with a sense of the scope of the book (or books) under consideration, its purposes, the evidence/sources on which it is based, its location in relation to existing debates about the subject in question, and some evaluation of the achievements, and perhaps also shortcomings of the work.

Find at least one essay review from a scholarly journal and another from a newspaper or website relating to one of the following histories of the twentieth century, and one of the following histories of psychoanalysis in the twentieth century:

- M. Mazower, Dark Continent: Europe’s Twentieth Century (London, 1998)

Identify in the reviews you have selected the geographical and chronological scope of each book, the authors’ stated purposes and their main argument, the key sources on which the books are based and the critical evaluation made by the reviewers in each case. Compare and contrast the differences between the scholarly reviews and the newspaper/website reviews. Write brief notes that cover the points outlined above and post in the discussion forum for ‘Seminar One: Reviews’ on Moodle.
Optional Additional Tasks:
Look at either or both of the books themselves, to compare your own reading of the material, with that provided by the reviewer.

Using internet resources, locate at least one additional useful source of information, such as interviews, video commentary, author profiles, etc. that shed light on the works by Makari and Zaretsky above.

From the material in the review, the books themselves, or other sources, suggest three other relevant books that relate to some key aspect of the book in question.

All weeks are taken by Daniel Pick unless stated otherwise.

Week 1: Monday 3 October 2016

Lecture: Histories of The Twentieth Century and Histories of Psychoanalysis in the Twentieth Century

Seminar: Discussion of the assignment set out above.

Background Reading: Selections made from the four works above.

Week 2 Monday 10 October 2016

Lecture and Class, 6.00-8.30

Lecture: The Rat Man Revisited: Reflections on Continuity and Changes in How Analysts approach Clinical Work with their Patients.

Part 1 - A Case of Obsessional Neurosis (clinical illustration, based around the Rat Man case).

Part 2 - The Therapeutic Process in Psychoanalysis (clinical illustrations from ‘Dora’, and from Priscilla Roth’s essay, ‘Mapping the Landscape: Four levels of interpretation’)

Key Reading:
S. Freud, A Case of Obsessional Neurosis [1909], in SE, Volume 10 (London, 1955)

Background Reading
S. Freud, ‘Fragment of an Analysis of a Case of Hysteria’, SE, vol. 7
J. Lear, Freud (London, 2005)
P. Mahony, Freud and the Rat Man (New Haven, 1986)
Edna O’Shaughnessy, ‘Relating to the Superego’, IJP (1999), vol. 80, pp. 861–70
Week 3 Monday 17 October 2016

Film Screening, The Discovery of Psychoanalysis

Short Lecture: The Origins of Psychoanalysis: Early Freud in Historical Context

Seminar: Psychoanalysis and ‘the Crisis of Reason’

Questions: To what extent did Freud’s work between 1895 and 1905 add to a more general ‘crisis of reason’ in modern political and social thought? In what senses did Freud’s early work provide a new understanding of how we reason, how we desire, how we feel, or how we behave? The focus here is on comparing various Victorian ideas of psychology, reasoning, self-awareness and self-interest with Freud’s early psychoanalytical writings.

Reference will be made to the section on Victorian values and the unconscious on the Deviance, Disorder and the Self website. This can be accessed via the ‘current students’ link on the Birkbeck Department of History, Classics and Archaeology home page: http://www.bbk.ac.uk/history/current-students/.

We also consider earlier theories of inter-personal ‘rapport’ and the development of mesmerism and hypnosis by Mesmer, Braid and Charcot, in particular. We will discuss Victorian work on hysteria and the unconscious; Darwin and instincts; criminal anthropology: late nineteenth century ideas of the irrational and instinctual, and their use in the period, as well as some historical works that have charted a ‘crisis of reason’ in political and social thought between 1870 and 1914.

Key Reading:

‘Ideas of the unconscious’ and ‘Victorian values’ on the website, Deviance, Disorder and the Self. http://www.bbk.ac.uk/deviance/


Background Reading:


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**Week 4: Monday 24 October 2016**

**Freud Museum visit**

This session takes place at the Freud Museum and includes film footage of the Freud family and a chance to hear Freud’s interview with the BBC in 1938. The seminar examines various histories of early psychoanalysis. We focus on Eli Zaretzky’s *Secrets of the Soul* (Introduction and Part 1), asking why histories of psychoanalysis have so often centred around Freud as an individual. Reference will also be made to George Makari’s attempt to redress this tendency in *Revolution in Mind*. Secondly, we consider the memorialisation of Freud and the politics of archives, cultural memory and commemoration, and read a recent essay by Mignon Nixon. This visit will also introduce students to the resources available at the Museum and the opportunities for writing about its artefacts or using its resources in the preparation of essays and dissertations.

**Key Reading**


**Background Reading:**


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**Week 5**

**READING WEEK (NO CLASS)**

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**WEEK 6 Monday 7 November 2016**
Sexuality, Masculinity, Shellshock and World War One

In this session we will discuss Freudian ideas of sexuality, consider questions regarding the notion of masculinity, and see how the Great War reshaped attitudes to both. We will also look at changes in the psychoanalytical thought and the psychoanalytical movement in light of the war. Finally we will debate the ways in which psychoanalysts contributed to the understanding of the war neuroses. The session will also include a screening of film footage of the treatment of shellshock during World War One.

Key Reading

Background Reading 1 (mainly focused on sexuality)
S. Freud, Beyond the Pleasure Principle (1922), SE, vol. 18. [Extract can also be found in P. Gay Freud Reader (New York, 1989).
D. Herzog (ed.), Brutality and Desire: War and Sexuality in Europe’s Twentieth Century (London, 2009)

Background Reading 2 (mainly focused on shellshock)
T. Harrison, Bion, Rickman, Foukes, and the Northfield Experiments: Advancing on a Different Front (London, 2000)

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Week 7: Monday 14 November 2016
This week is split into two parts: the first on Schisms and the Build-up to WWII, the second focussing on the work of Melanie Klein

Part 1:
We explore the major schisms within the psychoanalytic movement. We trace the shift within the psychoanalytic movement from a pioneering leader with disciples, to an organization with institutions, and look at the splits between Freud and both Jung and Ferenczi, culminating in the Controversial Discussions. Reference will also be made to the development of Freud’s ideas on war, violence, and the death drive in the context of the rise of fascism, and the threat of renewed war.

Key Reading:

Background Reading:

Part 2:
The Development of British Psychoanalysis 1910-1945 and an Introduction to Melanie Klein

In this part of the session, we discuss the origins and early development of Klein’s work in interwar and wartime Britain. We will discuss two of her most important concepts: the paranoid schizoid and depressive positions.

Key Reading:
Background Reading:
See background information on the website of the Melanie Klein Trust
R. Anderson (ed.), *Clinical Lectures on Klein and Bion* (London, 1992)

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Week 8: Monday 21 November 2016
*Three essential Lacanian contributions to Psychoanalytic theory* (Lionel Bailly)

This session introduces and expands upon three crucial developments of psychoanalytic theory in Lacan’s early work, from the late 1930s to the early 60s. The first one, the mirror-stage has to do with the first time the child thinks of itself as ‘I’ in relationship to an image that he starts to understand as representing himself. Introducing the notion of Subject, the other and dealing with identification and identity, the Mirror Stage also define the Ego as a fiction. The second contribution is Lacan’s view that the unconscious is structured as a language. Humans are ‘speaking beings’ and the words define us as much as we utter them. Using the tools of linguistic, Lacan dissected words and suggested that only signifiers can be repressed and were therefore the building blocks of that part of the unconscious analysts work with. Lastly, Lacan revisited the Oedipus complex and suggested that castration is the symbolic loss of an imaginary object, the object of the mother’s desire. This development completely changed the understanding of the place of the father but also opened up to a new view of gender identity.

Key Reading:

Background reading to be discussed in class.

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Week 9 (Sarah Marks): Monday 28 November 2016
*Psychoanalysis in the Soviet Union and Communist Eastern Europe*

This session will trace the reception of psychoanalysis in Russia and its changing fortunes after the Bolshevik Revolution, from its resilience in the early years, to its rejection under Stalin, examining the tensions between the psychoanalytic worldview and Marxist-Leninist philosophies of human nature. It also examines the surprising histories of psychoanalysis in Eastern European countries during the Cold War, where theories and practices that were officially contrary to state ideology sometimes endured underground, or even fared well in plain sight with the support of the regime.
Key Reading


Background Reading


M. Conci ‘Freud, Ossipow and the Psychoanalysis of Migration’ *Psychoanalysis and History*, 15 (1), pp. 221-227


J. Mészáros ‘Progress and Persecution in the Psychoanalytic Heartland: Antisemitism, Communism and the Fate of Hungarian Psychoanalysis’ *Psychoanalytic Dialogues*, 20 (2010), pp. 600-622


G. Swain and N. Swain *Eastern Europe since 1945*. (Basingstoke: Palgrave, 2009)

Week 10: Monday 5 December 2016

The Development of Psychoanalysis in the Americas  (Daniel Pick)

In this seminar we very briefly consider the emergence and development of psychoanalysis in the United States and in Latin America (specifically Argentina and Brazil). Themes and questions to be considered include: what were the first points of cultural encounter? How did the institutions of analysis develop? How far did the Third Reich and the migration of European analysts transform both the theory and practice of analysis in the Americas. How was the ‘talking cure’ taken up in popular culture in the two different contexts? What is meant by ‘ego psychology’? What are the key differences between the reception and development of psychoanalysis in North and South America? How has psychoanalysis responded to the different political circumstances in the two contexts?

Key Reading:


**Background Reading:**

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**Week 11: Monday 12 December 2016**

**The Oedipus Complex.**

The Oedipus conflict is one of the foundational ideas of psychoanalysis. Explanations have been given of many kinds of inter-generational conflict, which extend this model of rivalry between sons and fathers (and daughters and mothers) to explain broader social conflicts that appear to have a generational dimension, such as those of the late 1960s and 1970s. Such conflicts necessarily have two sides - not only rebellion against the parental generation, but also repression of the new generation – thus the Oedipus complex and the Oedipus complex reversed. We will discuss Deleuze and Guattari’s radical critique of this entire idea.

**Key Reading:**

**Background Reading:**


R. Young, *The Oedipus Complex* (Ideas in Psychoanalysis) (London, 2001)
Core Module 2: Psychoanalysis and Culture (SSPA078S7, 30 credits)

Psychoanalysis and Culture (SSPA078S7, 30 credits)

Module Co-ordinator: Prof Stephen Frosh
Term, day and time: Spring term, Mondays, 6.00-8.30pm
Venue: Room 101, 30, Russell Square
Assessment: 4000-word essay

This module will run on Monday evenings, 6.00-8.30pm in Term 2 of year 1 of full time and part time study. It is offered as an option on other Psychosocial Studies programmes. The module will begin in the second week of term and run without a reading week (this is so as not to clash with essay submission dates).

This module looks at applications and implications of psychoanalysis in the study of culture, politics and history. The aim is to consider the issues that have surrounded the uses of psychoanalysis in understandings of history and culture, and to examine existing debates about psychoanalysis as a form of historical and cultural understanding. The underlying assumption is that psychoanalytic ideas have had their primary grounding in the evidence of the clinical consulting room, and have mainly evolved in response to clinical experience. However, psychoanalysis has been used extensively outside the clinic to deepen understanding of a very wide range of artistic, cultural and political phenomena. These seminars will explore how concepts which have rich meaning in their primary context can throw light on the social and cultural sphere, and in turn how such applications can have an impact on the development of psychoanalytic theory. The methodological issues involved in making these broader applications and grounding them in evidence, will be explored as we proceed. The module will examine how psychoanalysis has contributed to debates in areas that draw together politics, social theory and the study of culture – including the fundamental social ‘divisions’ of sexual difference and ‘race’, as well as authoritarian and terroristic states of mind. The key question is whether (and how) the psychoanalytic articulation of unconscious processes facilitates understanding in the social and cultural world.

The module is based on reading closely a small number of primary texts, which will form the core of each seminar. Students will be expected to read the Set Text for each seminar carefully and be prepared to present their ideas on it. The Background Reading offers some important contextualising sources for these Set Texts and further references will be given during the module.

Background Reading
Seminar 1: Monday 16 January 2017 The Uncanny


This seminar explores a turning point in Freud’s thinking, when he is on the verge of proposing the existence of a ‘death drive’, by examining how traces, spectres and doubles appear in his work. The key text here is The Uncanny, published just after the First World War and just before the reformulation of Freud’s drive theory in Beyond the Pleasure Principle. The trope of ghostliness was rife at the time – in the wake of pervasive experiences of loss throughout Europe – and a kind of melancholic longing was prevalent. Psychoanalysis, which had always had occult associations and influences and which now, bolstered by the idea of the death drive, had a compelling philosophy of destructiveness and return at its core, was one of the sources of cultural understanding of this longing. The question for this seminar is of the cultural resonance of the ideas Freud develops in this text – of where they come from and what they feed into.

Seminar 2 Monday 23 January 2017 Political implications


Psychoanalysis is often implicated in politics. To some extent this follows automatically from its adoption of an ethical stance on the conditions necessary for people to lead a good life, something which many writers see as essential to the psychoanalytic outlook. This indirect involvement of psychoanalysis with politics is complemented by a tradition of direct application that has many sources. There is a rich seam of work on the politics of psychoanalysis, which includes infighting between its various schools as well as investigations of the sometimes dark history of psychoanalysis’ collusion with oppressive regimes. There are also many examples of ways in which psychoanalysis has been used as an instrument to advance progressive politics by supplying a theory of the social subject that is compatible with radical critique. The reading that can be done for this is immense. This seminar concentrates on one text that attempts to re-read Freud in a way that has political consequences in the contemporary world. Specifically, Said’s lecture on Moses and Monotheism (and the response by Jacqueline Rose) focuses on one centre of political crisis (Israel/Palestine) but also raises issues for the broadest possible understanding of the relationships between personal and national ‘identity’ and for cultural contestations over political and social reality. Said reads Freud as opening out the prospect of a ‘broken identity’ as a source of political emancipation; the seminar looks at this idea in relation to other psychoanalytic formulations.

Seminar 3 Monday 30 January 2017 Colonialism


Psychoanalytic theory, despite its own complicated history of involvement in colonialist thought, has proved one of the most enduring resources within postcolonial studies. This is true in terms of Fanon’s early critique of colonial racism, Black Skin White Masks, in Homi Bhabha’s later references to the fetishistic stereotyping of colonial discourse, and in subsequent Lacanian theorisations of the ‘theft of enjoyment’. This is an especially complex situation, because psychoanalysis holds a controversial position within postcolonial thought. The debate, launched perhaps most fully in response to Bhabha’s Lacanian inflected reading of Fanon, is partly to do with psychoanalysis’ historical immersion in
colonial modes of thinking and partly over whether the use of psychoanalysis results in too strong a focus on affective and subjective issues, to the detriment of ongoing struggles with decolonisation. This rehearses a ‘politics versus psyche’ debate that has long haunted attempts to apply psychoanalysis in the social field. It has the added important dissension over whether the abstractions of psychoanalytic theory universalise its claims in ways that are opposed to the postcolonial requirement of accounts of particular cultural domains. Whilst some postcolonial consumers of psychoanalysis have adapted psychoanalysis for use in specific contexts, others (Bhabha and Khanna, for instance) have been more inclined to treat psychoanalytic concepts as offering leverage on cultural processes in general, sometimes (it is alleged) drifting into a psychologising discourse that risks losing sight of the material oppression that forms the backbone of colonialism.

This seminar traces the terrain of how psychoanalysis has both been turned against the colonising force of psychoanalysis itself and adapted to the purposes of anti-racist and anti-colonial critique, and asks how successful this can be.

Seminar 4 Monday 6 February 2017  Collective creativity, assemblies, public mourning (Dr Raluca Soreanu)
Details to follow.

Seminar 5 Monday 13 February 2017 Sexual difference

Almost from the outset, psychoanalysis has instigated and contributed to heated debates over sexual difference. The engagement between psychoanalytic and feminist thought since 1968, in which each could be seen as acting as an internal critique of the other, has been one of the most important sources of change within psychoanalytic theory. Psychoanalysis has also dynamically and controversially influenced feminist, gender and queer theory over the last four decades. This seminar outlines some of the history of these engagements, and discusses the ideological and practical possibilities – and limitations – of psychoanalysis in relation to shifts in sexual and gender politics.

Seminar 6 Monday 20 February 2017 Melancholia

Melancholia, in its Freudian formulation, has taken over from narcissism as a key term for comprehending contemporary cultural experience. It is used to theorise loss, but also to problematise gender identities and postcolonial conditions. This seminar traces one genealogy of this melancholic consciousness, particularly considering its psychoanalytic resonance and its emergence as a strand in cultural thinking. Acting against the classic reading of melancholia as depressed self-destructiveness, some theorists (building directly on Freud’s Mourning and Melancholia) have latched onto the idea that in ‘preserving’ the lost object as an unconscious trace, melancholia may provide a paradigm for the recovery of colonised histories and hence for a progressive politics of liberation. Others (for instance Butler) have argued that melancholic identification is a key element in the formation of gendered and raced identities. These ideas have demonstrated much leverage, but also promote what is potentially a regressive search for the ‘authentic’ object that has been stolen and needs to be re-found. Against this, politicised notions of lack, ‘contrapuntal’ out-of-timeness, and messianism are drawn upon as aids to thinking through the conditions necessary for resistance and renewal. The question is, should melancholia be rescued in this way or is this an idealising/romanticising move?
Psychoanalysis and cinema grew up at the same time and were deeply involved with one another from the beginning. The dating is instructive: in 1895, the Lumière brothers invented a film projector, and Breuer and Freud’s *Studies on Hysteria* appeared, arguably the first psychoanalytic text. Both entities – cinema and psychoanalysis – deal with illusions, fantasies and dreams, and the ‘dream factories’ of film and psychoanalysis have always been entwined with each other. ‘Illumination’ (even ‘Lumière’) is the activity of cinema and of psychoanalysis, and one might argue that the vocabulary and technology of film is exactly what is needed to help us understand psychoanalysis itself. Perhaps it is only amongst a population that is used to the play of images on a screen, out of which a narrative is made, that the distinction between conscious perception and unconscious significance makes sense; or perhaps it requires familiarity with the kinds of visual glimpses and auditory hints to be found in the cinema before one can be completely comfortable with the way psychoanalysis finds meaning in small gestures and slips. The major shift of psychoanalytic film criticism towards Lacanian psychoanalysis in the 1970s, reflected particularly powerfully in Laura Mulvey’s article, revealed the potency of the latter’s focus on the imaginary and on representation; but perhaps it is also the case that Lacanian psychoanalysis *needs* cinema to ground it, to enable its concepts to make sense. The same might be true of psychoanalysis more generally – its dreamscape is cinematic, and without film we might neither imagine it so thoroughly nor find it so convincing. This seminar examines how the metaphors of film and psychoanalysis embrace one another, probing questions of representation, ideology and sexual difference.

In this session we will consider what psychoanalysis can offer the interpretation of literary texts, as well as the ways in which literature can open up key psychoanalytical concepts. We will concentrate our discussions on the two ideas: unlikely resilience and infantile abandonment. Shakespeare’s late play *The Winter’s Tale* will form the focus of our discussions and we will work closely on two key scenes: Act 3. scene 2 - where a baby is forcibly removed from a nursing mother; and Act 3, scene 3 - where the same baby is abandoned on a beach. We will read these scenes closely as a group and
consider how psychoanalytic perspectives might open up our responses to the text before discussing the issues raised more widely. No previous experience of reading Shakespeare will be necessary to take part in this session.

Seminar 9 Monday 13 March 2017
Trauma

Trauma is a central focus for psychoanalysis and a major figure in social debate. It refers both to the experiences of individuals and to the exposure of entire cultures to histories of abuse, colonisation and violent oppression. It also encapsulates the feeling of something shocking and unexpected that cannot be thought about fully – that cannot be symbolised – and consequently stays ‘alive’ as a repudiated psychosocial entity. Many psychoanalytic ideas are drawn on to make sense of this, from technical concepts such as repression and foreclosure, to the specially invented ‘cryptonomy’ of Abraham and Torok. This has been related especially to Holocaust studies, but also to a wide range of cultural concerns, including the invention of psychoanalysis itself.

The idea that trauma blocks symbolisation is a widespread one that reads the history of culture as well as of individuals as a procession of unbearable – and hence defended against – impingements. This seminar questions this claimed relation between trauma and history. It links back to the first seminar of the module, with its interest in ghostly phenomena: is history a matter of traumatic haunting in the psychoanalytic sense?

Seminar 10 Monday 20 March 2016 Review

This session will offer students the opportunity to review the module, clarify and consolidate the main theoretical concepts we have covered, and discuss the assignment.

Assessment
One 4000 word essay.
Core Module: Independent Research (Dissertation) (PSSL007D7, 60 credits)

This module is taken in year 1 of full-time study and year 2 of part-time study. It provides an opportunity to undertake a piece of supervised independent research of the student’s choice in the field of psychosocial studies or history, applied to psychoanalysis. It allows students to test and develop their knowledge and understanding of the field gained in the core and optional modules and is the culmination of a student’s learning on the MA.

The Independent Research Module consists of four elements: a taught element called “Psychosocial Research Methods”, individual or group supervision, an Ethics Workshop, a “Research Proposal Workshop”, and “Dissertation Support Workshops”.

1. The Psychosocial Research Methods element of this module will be taught over 11 weeks in term 1 of full-time study or term 4 of part-time study, leading into the proposal stage for the dissertation. All sessions of the taught element will attend to issues of reflexivity, ethics, power and inequality in the research process as an integral element of the teaching; all sessions will also attend to the epistemological and ontological assumptions of the particular method(s)/ approach; all sessions will interrogate what validity and reliability mean in relation to the particular method(s)/approaches being discussed; and all will have a focus on exploring answers to the module’s central question, “what is psychosocial research?”

2. Dissertation Proposal Workshop
Following completion of the taught element, students will work towards the completion of a research-based dissertation. Students will be asked to complete a short dissertation topic form by January in advance of a Research Proposal Workshop in February about the scope of dissertations and the development of research proposals, including attention to ethics, to be submitted by the end of term 2 (or 5, if part-time). The topic of the research must be relevant to Psychoanalytic Studies as represented on the programme. Students will undertake either a theoretical research project using historical or psychosocial ideas and sources, or a piece of qualitative empirical research.

3. Supervision
Based on their dissertation topic form, students will be allocated supervisors to support the development of their dissertation proposal and then will pursue research for their dissertations over terms 2 and especially term 3 of full-time, or terms 5 and 6 of part-time study. Students will be expected to liaise with allocated supervisors to arrange supervision times. Supervisors will comment on a draft dissertation proposal, including on any ethical issues, before the submission of the 2000-word dissertation proposal at the end of term. A template for the proposal is in the Independent Research Methods handbook, and will include a discussion of the following (depending on the type of project, some points may not apply):

- What is your general topic?
- What questions do you want to answer?
- What is the key literature and its limitations?
- What are the main hypotheses of the work?
- What methodology do you intend to use?
- What/who are your case studies or participants, if any, and what are your selection criteria?
- Timetable of research

Students can expect to see their supervisors three times between allocation and hand-in. Students should be aware that supervisors will be unavailable for most of the
summer.

4. **Dissertation Support Workshops**

In term 3 (or term 6, if part time), students will attend four 2-hour Dissertation Support Workshops. These workshops will also offer students the chance to present their work in progress to staff and peers, and so gain valuable feedback before completing their dissertations.

**Learning Outcomes:**

On successful completion of this module a student will be expected to be able to:

- Demonstrate a firm understanding of (psychosocial) research methods through the completion of a piece of independent research of their choice.
- Provide evidence of an understanding of a substantive topic in the fields of psychosocial studies, psychoanalysis, history, cultural studies, social anthropology or education, through the appropriate choice and in-depth exploration of their research area.

**Assessment (full time students or Year 2 part time students)**

Dissertation of 10-12,000 words submitted in September 2017.
Option Modules

Students take two 30-credit options, either one in each of term 1 and 2 of full-time study, or in terms 1 and 2 of year 2 of part-time study. However, those students who choose to take the Foundation Course of the Institute of Psychoanalysis as an option will take this throughout the year of full-time study, or throughout year 2 of part-time study. One optional module must be chosen from the portfolio offered by the Department of Psychosocial Studies or by the Department of History, Classics and Archaeology; the other can be chosen from a range of modules across the College, including those from our Departments.

A list of options available in 2016-17 will be made available over the summer of 2016 and we would also be willing to attempt to negotiate places for suitably qualified students on other appropriate modules in the College. For descriptions, please see the separate Optional Module Booklet.

Some option modules are offered in Term 3 (for example, the intensive one on Lacanian Psychoanalysis and several History modules). A Term 3 module can be taken in place of an option in either Term 1 or Term 2, but it is important to be sure you can balance your work successfully.

Please note that full-time students will be contacted in August/September 2016 and asked to make their option preferences known then. Part-time students do options in their second year of study.

Summer Term Programme

With the exception of some Term 3 options and the Foundation Course in Psychoanalysis most taught modules do not run in the summer term. In their stead, the following programme is offered. Although the Summer Programme is not compulsory, we strongly recommend students attend the events on offer as they are specifically designed for the MA students in the Department of Psychosocial Studies, to support and enhance their learning.

Dissertation Support Seminars
Four seminars that are attended by all students doing dissertations (full-time students and year 2 part-time students).

Psychosocial Lectures and Film Screenings
A series of annual lectures, talks, seminars and film screenings. The programme of events will be distributed in the spring term.

Additional Academic Events

There is a range of additional, optional academic events that are held throughout the year at Birkbeck. Please visit the Birkbeck website regularly for updated information about these events, particularly those put on by the Birkbeck Institute for Social Research (http://www.bbk.ac.uk/bisr) and the Birkbeck Institute for the Humanities (http://www.bbk.ac.uk/bih).
Appendices

1. Break in Studies

Students may apply for a break in studies for a maximum of two years in total during their programme of study and this will normally be for a period of one academic year. Requests for breaks in study must be made in writing to the Programme Director.

2. Assessments

Each module is assessed separately. You must pass the set assessment in order to complete the module.

Each Optional Module has its own assessment which is described in the handbook for that module. Students must pass the assessment of two optional modules in order to complete the course.

Students with disabilities and dyslexia may be eligible for special arrangements for examinations e.g. extra time, use of a word processor, amanuensis, enlarged examination papers etc. In order to receive special arrangements students must provide Medical Evidence of their disability (or an Educational Psychologist’s Report if you are dyslexic) to the Disability Office. You are however, strongly recommended to contact the Disability Office well before this date, preferably soon after starting the course.

2.1 Submission Guidelines

All course work needs to be submitted electronically on Moodle via Turnitin, where it will be checked for plagiarism and word count.

The title page should state the following information:

<table>
<thead>
<tr>
<th>MA Psychoanalytic Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>Module Co-ordinator</td>
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<tr>
<td>Student Number</td>
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<tr>
<td>Title</td>
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<tr>
<td>Word count</td>
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<td>Submission Date</td>
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</tbody>
</table>

NB. With the exception of the dissertation, **never put your name on any coursework**.

2.2 Deferral of Examinations

Permission to defer any part of the examination, including submission of the dissertation, may be granted for reasons judged adequate in the particular case by the Examination Board and the College. Subject to such exemption being granted, candidates will be informed of the marks they obtained in those elements in which they have been examined and the examiners may determine the exemptions
which will be allowed on re-entry.

Successful completion of the course involves attaining a pass in all elements of the examination. Normally, candidates who have been granted a deferment of entry to one or more elements of the examination will be expected to complete the course in the next academic year.

In order to obtain permission for a deferral, you must make an application to the Programme Director. A copy of this application should go to the Course Administrator. Where appropriate, you should supply documentary evidence supporting your application for deferral. Candidates who do not attend an examination or who do not submit written work without being granted permission to defer or withdraw their examination entry shall be deemed to have failed the examination on that occasion.

2.3 Late Submission of Work for Assessment and Resubmission of Failed Work

Work to be considered for formal assessment that is submitted late is given two marks: a penalty mark of 50%, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late.

Students may request mitigating circumstances by providing written evidence, medical or otherwise, as to why their work was submitted late. This should be made on the standard pro forma and submitted to the Programme Director and the Administrator. The case will then be considered by the appropriate sub-board or delegated panel. If no such documentation is received prior to the meeting of the Exam Board, the ‘real’ mark will not be considered and the penalty mark will stand. If the case is made and accepted then the examination board may allow the ‘real’ mark to stand.

If you have failed a piece of work you will be given one opportunity to resubmit your work in order to try to pass the module, with a maximum possible mark of 50%. You will be given detailed written feedback from the module co-ordinator indicating what you need to do in order to pass the assignment. If the work is awarded a mark lower than 40% students must re-take the module.

2.4 Mitigating Circumstances

The College Policy on Mitigating Circumstances determines how boards of examiners will treat assessment that has been affected by adverse circumstances. Mitigating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your performance in assessment. This should not be confused with long term issues such as medical conditions, for which the College can make adjustments before assessment (for guidance on how arrangements can be made in these cases please see the College’s Procedures for Dealing with Special Examination Arrangements).

A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:

a) the late or non-submission of assessment;

b) non-attendance at examination(s);

c) poor performance in assessment.

For a claim to be accepted you must produce independent documentary evidence to show that the circumstances:

- have detrimentally affected your performance or will do so, with respect to a, b and c above;
- were unforeseen;
• were out of your control and could not have been prevented;
• relate directly to the timing of the assessment affected.

Documentation should be presented, wherever possible, on the official headed paper of the issuing body, and should normally include the dates of the period in which the circumstances applied. Copies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should bring the original into the Department Office so that a copy can be made by a member of College staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original).

Discussing your claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

You are encouraged to submit your claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is normally 1 week after the final examination unless otherwise stated by your School. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your School office) which should be submitted in accordance with the procedure for submission published by your School. Claims should always be supported by appropriate documentary evidence.

You should be aware that individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test your achievement rather than your potential; it is not normally possible to gauge what you would have achieved had mitigating circumstances not arisen. Where mitigating circumstances are accepted, and it is judged by an examination board that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

Guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy, available from http://www.bbk.ac.uk/reg/regs or your Department office; you should note that this is not an exhaustive list, and that each case will be treated on its merits by the relevant sub-board or delegated body.

2.5 General Marking Criteria

Essays will be marked in accordance with content, structure, clarity and quality of analysis. Source of quotations should be indicated. A list of all references should be included at the end of the essay. The number of words in the essay should be stated. Essays significantly over length will incur a penalty.

Assessment Grades

There are four grades for assessed work: Distinction (70-100%, divided into ‘High Distinction’ *80%++ and ‘Distinction’), Merit (60-69%), Pass (50-59%) and Fail (0-49%). The following gives an indication of what is expected for each range of marks.

80-100%: High Distinction

Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to psychosocial studies.
70%–79%: Distinction
Marks in this range indicate high levels of scholarship, and high performance in terms of all of the dimensions outlined. Comprehensively argued writing of interest and originality which is also well organized and presented exhibiting a sound, critical and analytical grasp of the relevant literature(s) and drawing on an extensive range of relevant academic sources. The work will display an excellent understanding of underlying theory as well as employing appropriate analytical techniques, resulting in an argument of interest and significance.

60%–69%: Merit
Work that demonstrates a good command of the subject and relevant literature(s) as well as a sound grasp of critical issues, with evidence of independent thought and a high standard of argument as well as good presentation. Work towards the bottom of this range may have occasional weaknesses and flaws but will nevertheless show a generally high level of competence. Work towards the top of this range will be highly competent on all dimensions.

50%–59%: Pass
Marks in this range indicate general capability, but with moderate levels of weaknesses on one or more dimensions indicated above. Work in this range may contain inaccuracies, the arguments may lack clarity or rigour, or there may be a lack of critical understanding. It will however be coherently structured and presented, showing a sound command of the subject, some awareness of critical debate, and the ability to construct a generally coherent argument.

40%–49%: Fail
Marks in this range do not quite meet the minimum standards for a pass, with considerable levels of weaknesses on one or more dimensions. Work in this range may suffer from flawed arguments, weak structure and presentation, an inadequate command of course materials, or a serious failure to reflect on those materials. It will however demonstrate a basic understanding of psychosocial studies and show evidence of reasonable attention to the course materials.

30%–39%: Low Fail
Marks in this range display major levels of weaknesses on two or more dimensions. The work may be reliant on a minimal range of reading and reflection with poor attention to detail. Work in this range may be characterised by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.

0%–29%: Very Low Fail
Marks in this range indicate general incompetence, with highly serious levels of weaknesses on two or more dimensions. Work in this range will either fail to present any real argument or opinion, or fail to engage at all with the topic in question. Work may quote heavily from a small number of sources, but fail to integrate them and provide little or no narrative to explain their relevance.
2.6 Plagiarism

Plagiarism is the most common form of examination offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an examination offence.

This section of the Course Handbook is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the publication of borrowed thoughts as original, or in other words, passing off someone else’s work as your own. In any form, plagiarism is unacceptable in the Department, as it interferes with the proper assessment of students’ academic ability. Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Linsey, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

Borrowing others’ words, ideas or data without acknowledgement

It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking. This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

Example 1

Original source:

To work as part of a team, to be able and prepared to continue to learn throughout one’s career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor’s role today. Greengross, Sally (1997), “What Patients want from their Doctors”, Choosing Tomorrow’s Doctors, ed. Allen I, Brown PJ, Hughes P, Policy Studies Institute, London.

Plagiarism:
The essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community.

Acceptable:

One social writer believes that the essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).
Example 2

Original source:
The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. *…+ Within their respective classes, universities and polytechnics were imagined to be essentially homogenous. Their actual diversity was disguised. *….+ The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher Education. Scott, Peter (1995), The Meanings of Mass Higher Education, SRHE and Open University Press, Buckingham, p43.

Plagiarism:
Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading.

Acceptable:
Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading. (Scott, 1994)

In each revision, the inclusion of the author’s name acknowledges whose ideas these originally were (not the student’s) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without acknowledgement of whose idea this really is. In writing any work, therefore (whether for assessment or not) you should document everything that you borrow – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge. But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources. For further information particularly with regard to Birkbeck procedures when plagiarism is suspected, please make sure you look at the relevant Birkbeck Registry web page: http://www.bbk.ac.uk/reg/regs/assmtoff.

When submitting coursework you will need to sign an Academic Declaration form, stating that you have read the sections on plagiarism in this Handbook and confirming that the work is your own, with the work of others fully acknowledged.

Copying material verbatim

Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. Also, you might be infringing copyright (see below).

Re-submission of work

Another form of plagiarism is submitting work you previously submitted before for another assignment. While this is obviously not the same as representing someone else’s ideas as your own, it is a form of self-plagiarism and is another form of cheating. If you want to re-work a paper for an assignment, ask your lecturer whether this is acceptable, and acknowledge your re-working in a preface.
2.7 Collaboration and collusion
In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual's contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is NOT allowed.

2.8 Copyright infringement
Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may summarise, paraphrase and make brief quotations (as I have done from my sources), but more than this risks infringing copyright.
3. Dissertation Supervision: College Guidelines

3.1 Role of the Supervisor
The role of the supervisor is to assist the student by providing advice and guidance on how to prepare, produce and improve their dissertation. It may include giving advice on choosing a suitable topic; drawing up a suitable preliminary bibliography; planning the primary and secondary research the student will need to do for the dissertation; using suitable research methods; methods of improving the presentation of the dissertation; sources of information, advice and guidance in undertaking the dissertation and other general academic advice. The supervisor should be available to advise the student on approach, coverage, questions to be asked and the outline structure and research design.

More specifically, the supervisor is expected to:

- assist the student in the definition and organisation of the project in the early stages of preparation
- advise the student on the feasibility of what (s)he plans to do
- approve the dissertation proposal

The supervisor is under no obligation to:

- find the student a suitable topic for the dissertation
- read preliminary drafts of the student’s work
- offer the student guidance or assistance after the end of the summer term proof read the final draft

It is not the role of the supervisor to direct the research or ensure that a dissertation is of sufficient quality to pass; this is the responsibility of the student. Any opinion expressed by the supervisor relating to the quality of the work should not be taken to represent the opinion of the relevant sub-board of examiners.

3.2 Responsibilities of the Student
It is the responsibility of the student to initiate contact with their dissertation supervisor once the supervisor has been allocated. Students should contact their supervisors within 10 working days of the supervisor being nominated, to agree a date for an initial meeting or other working methods.

The student and supervisor should agree a timetable at the outset for completion, which should normally include provision for at least two meetings in advance of submission. Students are responsible for providing their supervisor with drafts of work to be discussed, as agreed with the supervisor, and no later than five working days before any meeting.

3.3 Responsibilities of the Supervisor
Once a timetable for submission of drafts and for supervision meetings is agreed, supervisors should ensure that appropriate feedback is provided on submitted draft work at supervision meetings. Where written feedback is agreed this should normally be provided within a reasonable time from the agreed date for submission of draft work.

The student should normally have up to three meetings with their supervisor. These could be, for example:

- an initial discussion identifying the topic, questions and methodology and sketching out an initial action plan and bibliography
• an intermediate meeting to assess progress on the dissertation and discuss the likely structure of the first draft
• a final 'trouble-shooting' meeting.

Many dissertations are carried out when staff may be on leave or otherwise unable to meet with the student. Where a supervisor will be out of contact for a period of longer than four weeks then they, or their department should ensure that an alternative supervisor is available to cover during this period.

As stated above, it is not the role of the Supervisor to ensure that a dissertation is of sufficient quality to pass. Supervisors should refrain from commenting on the likely outcome of assessment, and focus solely on advice on how to improve the dissertation.

3.4 Complaints
Where a student considers that their supervision is not adequate then they may request a change of supervisor by writing to their Programme Director or Assistant Dean of the relevant Department. Any change will be at the discretion of the relevant Assistant Dean.
Formal complaints about supervision should be submitted in accordance with the College’s Student Complaints Policy.
4. Referencing Guidelines

You should use the Harvard referencing system for your assessed work.


Guidelines for References
It is important to include the following details in your list of references, and it may save time if you get into the habit of recording all these details as you do your reading rather than have to hunt them out at the end.

References in the Body of the Essay/Dissertation
References in the body of the essay or dissertation (as distinct from the Reference section) can occur in different contexts. Fundamentally, whenever reference is made to a published article or other source (e.g. the Internet) details should be given in the text in the form of the name(s) of authors and the date of publication. For example: ‘recent writing on hysteria (e.g. Mitchell, 2000) discusses...’. Or: ‘Mitchell (2000) claims that...’ . If a quotation is given, it should conclude with the name of author, date of publication, and exact page number. For example:

By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside. (Kristeva, 1988, p.192)

Note here that a quotation is often presented indented in the text. An alternative, when the quotation is of one sentence or less is to simply put quotation marks around it. For instance, there has been much discussion of the experience of otherness in psychoanalysis: as Kristeva (1988, p.192) comments,‘By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside’.

If a text has two authors, both should be given (e.g. Elliott and Frosh, 1995); if more than two authors use the convention et al after the first author’s name: e.g. Pattman et al, 1998. All the authors should be listed in the references at the end of the essay/dissertation.

References at the End of the Essay/Dissertation
At the end of the text, all references should be gathered together in a standard format, in alphabetical order. There are basically three relevant ways of presenting a reference, depending on whether it is to a book, a chapter in a book, or a journal article.

Books

Authored:
Name, initial. (date) Title. Place of publication: Publisher.

Multi-authored:
Name1, initial., Name2, initial. and Name3, initial. (date) Title. Place of publication: Publisher.
Edited

As with books, but with (eds) added after the authors.

Chapter from a Book
Name of author(s) of the chapter, Initial. (date) Title of chapter. In Initial. Name of editor(s) (ed), Title of Book. Place of publication: Publisher.

Journal articles
Name of author(s) of the article, Initial. (date) Title of article. Journal title in full, volume: startpage number – end page number
All authors should be listed for jointly written books, chapters and articles.

Referencing from Secondary Texts
If your only source for a reference is from another text, this should be acknowledged in the references as: Full reference of original, quoted in, full reference of secondary source.

Internet Resources
As with books or journals, but with the internet address and date of access appended.

Remember: a reference list should be a complete list of all sources actually referred to in your essay/dissertation. It is different from a bibliography, which lists sources drawn on but not necessarily explicitly referred to.