

Philosophy 537-640-2021C
MLA Seminar

Stephen P. Steinberg, Ph.D.
Lecturer in Philosophy

Philosophy and Psychoanalysis:
Freud and the Interpretation of Culture

SYLLABUS

More than a century after Sigmund Freud transformed – for better or worse – our understanding of what it means to be human, Freudian psychoanalysis still exerts a profound influence in our culture. This MLA seminar course is an exploration of the philosophical issues raised by Freudian psychoanalysis as a theory of mind and culture. After a close reading of Freud's theoretical writings on the nature of the mind and human behavior, we will explore why Freud's theories – despite more than a century of criticism – remain highly influential as a framework for the interpretation of art, literature, religion, society, politics, and history. Readings from Freud's "meta-psychological," cultural, and social writings, Paul Ricoeur's *Freud and Philosophy*, and other contemporary authors in philosophy, psychoanalysis, and other fields.

- No prerequisites.
- No previous knowledge of psychoanalysis, psychology, or philosophy required.
- Primarily intended for students in the **Master of Liberal arts Program**.
- **Undergraduates must obtain the permission of the instructor, their faculty advisor, and their college office.**
- This course counts towards the **Minor in Psychoanalytic Studies** in the College.
- May require student use of **Canvas, Zoom**, and other online applications.

Instructor: [Stephen P. Steinberg, Ph.D.](#), *Lecturer in Philosophy*

Email: sps@upenn.edu

Office: 429 Claudia Cohen Hall

Office Hours: TBD; Wednesday evenings after class; or by appointment.

Course Format: Weekly In-person Seminar Meetings (Wednesdays, 5:15-7:55 p.m.)

Course Location: 402 Van Pelt Library (Weigle Teaching Seminar Room)

Course Goals:

- Develop familiarity with and understanding of Sigmund Freud's "meta-psychological" theories and their use in interpreting human behavior.
- Develop familiarity with and understanding of the use of Freud's theories to interpret human culture, including art, literature, religion, society, politics, and history.
- Develop familiarity with and understanding of the philosophical problems raised by Freud's theories and their application as a scientific theory, a philosophy of mind, and a hermeneutics (theory of interpretation).

Course Structure for Fall 2021

As in pre-COVID semesters, this course is scheduled to meet in-person on Wednesdays from 5:15-7:55 p.m.):

- **Assigned Readings** (from the required textbooks and from PDF readings available on Canvas).
- **Weekly Canvas Discussion Boards** (for questions and comments on the readings).
- **Weekly Seminar Meetings.**

About this COURSE

Critically engaging the readings and seminar discussions are the primary learning modalities in this course, so keeping up with the assigned readings, contributing to the class discussion boards on Canvas, and participating regularly and actively in the Wednesday seminar discussions should be prioritized.

About SEMINAR DISCUSSIONS

The **Wednesday Evening Seminar Discussions** will provide an opportunity for in-depth discussion of each week's topic. Active participation in the seminar discussions will be essential to developing a deeper engagement with and understanding of Freud's metapsychology and its use in the interpretation of human culture. Each discussion will highlight and explain important aspects of the required readings. Student questions and comments submitted by 6:00 p.m. on Tuesdays on the **Weekly Canvas Discussion Boards** or raised during the weekly seminar discussions will be a central focus of these conversations.

About READINGS

There is a lot of reading, and good philosophical reading often requires repeated readings and carefully analyzing and evaluating what you are reading. The course readings are divided into **Required** and optional **Recommended** readings. The **Required Readings** will be the focus of each week's seminar discussions. Students should come to class having read and reflected on the Required Readings and prepared to discuss them. The **Recommended Readings** are intended to provide useful background (especially for those with no previous study of philosophy or psychoanalysis) and opportunities for deeper exploration of particular topics.

About CANVAS

The University's Canvas learning management system serves as the central resource for course information and materials and integrates many of the functions and utilities you will need to utilize during the course of the semester. *It is imperative that you familiarize yourself with Canvas before the beginning of the Fall semester and quickly achieve a level of comfort using*

it to access course materials and participate in the work of the course. For an introduction to or help with Canvas, go to [Canvas for Students](#) or the [Canvas Student Guide](#). You should also review Canvas's [basic computer requirements](#) and [supported browsers](#), and consider downloading the Canvas Student app on your [iOS](#) or [Android](#) devices.

About OFFICE HOURS

Students in this course should take full advantage of my office hours (posted above). Office hours may be in-person or online via Zoom. I will usually be available after each Wednesday Seminar Discussion, which is often the most convenient time to talk, to answer questions, discuss student work, or for longer, scheduled conversations. If you can't make it during the posted office hour or after class, or wish to speak more privately or at length, just email me to set up an appointment to meet either in-person or via Zoom at a more convenient time. (In your email, please list several times when you're available to meet.)

About FUTURE CHANGES

Given all the uncertainties surrounding teaching and learning in the Fall, please keep in mind that it may be necessary to make changes in the course plans described in this Syllabus, either before the start of or during the Fall semester. *All changes will be announced on Canvas to all students registered for the course.*

In case of EMERGENCY...

Life in the era of Covid-19 is highly fluid and unpredictable. Stuff happens. In the event that you encounter sudden health emergencies (for yourself or your family) or any other personal circumstances or issues that may interfere with your participation in this course please ***inform your instructor as soon as possible***, so that alternative arrangements can be made.

Weekly Student Schedule

- **Thursday to Wednesday:** Critically read and take notes on the weekly assigned readings.
- **Thursday to Tuesday:** Submit questions and comments on the readings on the Canvas Discussion Board for Wednesday's seminar discussion.
- **Wednesday:** Participate actively in the weekly seminar discussions focused on student questions/comments and important aspects of the lectures and readings.

Estimated Total Student Workload

Approximately 10-15 hrs./wk., including class time, reading, and preparation of student papers. [The amount of reading and paper preparation time will vary from week-to-week.]

Types of Required Assignments & Assessments

- **Weekly:**
 - **Assigned readings.**
 - **Discussion board questions/comments (by 6:00 p.m. on Tuesdays).**
 - **Seminar discussions (Wednesdays, 5:15-7:55 p.m.).**
- **Other:**
 - **Two short mid-term essays** (approx. 5 pp. or 1250 words each) on topics selected from lists distributed on Canvas.
 - **Roundtable discussion(s) of students' preliminary paper topics.**
 - **Brief written proposal** (1-2 pp.) for the student's final paper.
 - **Final paper** (approx. 15 pp. or 3750 words) on a topic of the student's choice, approved by and developed in consultation with the instructor.

Required Texts:

All required and recommended texts are available from the University of Pennsylvania Bookstore and can be [purchased online](#), or can be ordered (often at lower cost) from Amazon.com or other bookstores using the ISBN #s listed below. Some texts may be available as e-textbooks or in other digital formats. [All of Freud's writings are also available in both English and German in the **Psychoanalytic Electronic Publishing Archive** (described below) through the Penn Libraries' subscription.]

- Bettelheim, Bruno, *Freud and Man's Soul* (Vintage/Random House, 1983, pb., ISBN-13: 9780394710365).
- De Berg, Henk, *Freud's Theory and Its Use in Literary and Cultural Studies: An Introduction* (Boydell and Brewer, 2004, pb., ISBN-13: 9781571133014).
- Freud, Sigmund, *The Freud Reader*, edited by Peter Gay (Norton, 1995, pb., ISBN-13: 9780393314038).
- _____, *Group Psychology and the Analysis of the Ego* (Norton-The Standard Edition, 1990, pb., ISBN-13: 9780393007701).
- _____, *Introductory Lectures on Psychoanalysis* (Norton/Liveright-The Standard Edition, 1989 pb., ISBN-13: 9780871401182).
- Ricoeur, Paul, *Freud and Philosophy: An Essay on Interpretation* (Yale, 1977, pb., ISBN-13: 9780300021899).

Additional Required Readings:

Additional readings (marked by “[PDF]” in the reading assignments below) will be distributed as PDF files on the course's Canvas website: <http://canvas.upenn.edu/>.

Recommended Texts:

- Freud, Sigmund, *Moses and Monotheism* (Vintage/Random House, 1967, pb., ISBN-13: 9780394700144).
- _____, *Outline of Psychoanalysis* (Norton-The Standard Edition, 1989 pb., ISBN-13: 9780393001518).
- Gay, Peter, *Freud for Historians* (Oxford, 1985, pb., ISBN-13: 9780195042283).
- Kuhn, Th. S., *The Structure of Scientific Revolutions: 50th Anniversary Edition* (Chicago, 2012, 4th edition, pb., ISBN-13: 9780226458120).
- Marcuse, Herbert, *Eros and Civilization* (Beacon Press, 1955, pb., ISBN-13: 9780807015551).
- Students who are unfamiliar with the Greek myth of Oedipus may find it useful to read Sophocles' play *Oedipus Rex* (*Oedipus Tyrannus*), which is available in many low-cost editions.

Research Resource: Psychoanalytic Electronic Publishing Archive

<http://hdl.library.upenn.edu/1017/124647>

The Penn Libraries subscribe to the major database in psychoanalysis, the Psychoanalytic Electronic Publishing (PEP) Archive. It includes the complete works of Freud in both English and German, as well as many major books by other figures in psychoanalytic theory, practice, and research, and most of the major journals in psychoanalysis. The PEP Archive allows users to search for titles, search full text, and read abstracts and extracts of the entire back catalog of journals and classic books in psychoanalysis (up to and including some of the most recent editions).

Online Philosophy Resources:

The [Philosophy Department website](#) provides an excellent list of online philosophy resources and texts. Among these, the following may be especially helpful:

- **Dictionary of Philosophical Terms and Names**
http://www.philosophypages.com/dy/index.htm
- **Internet Encyclopedia of Philosophy**
http://www.iep.utm.edu/religion/
- **Stanford Encyclopedia of Philosophy**
http://plato.stanford.edu/
- **Routledge Encyclopedia of Philosophy** *https://www.rep.routledge.com/*

COURSE MODULES, TOPICS, READINGS, and ASSIGNMENTS

Note: Readings marked by “[PDF]” will be distributed as PDF files on Canvas.

8/25-31 Pre-Course Canvas Survey

MODULE I: INTRODUCTION

**Wk.1 9/1 Introduction and Overview of the Course:
What is Psychoanalysis?**

REQUIRED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:
“An Autobiographical Study” (1924).

MODULE II: READING FREUD

**Wk.2 9/8 Metapsychology I:
The First Topography and the Hypothesis of the Dynamic Unconscious**

REQUIRED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:
“The Unconscious” (1915).

S. Freud, “A Note on the Unconscious in Psychoanalysis” (1915). [PDF]

S. Freud, *Introductory Lectures on Psychoanalysis* (1916-17):
Lectures I-IV (in “Part I: Parapraxes”).

S. Freud, “Some Elementary Lessons of Psychoanalysis” (1938). [PDF]

Wk.3 9/15 NO CLASS (Yom Kippur)

**Wk.4 9/22 Metapsychology II:
The Second Topography and the
Dynamic Structures of the Mind (Ego/Id/Superego)**

REQUIRED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:

“Formulations on the Two Principles of Mental Functioning” (1911).

“On Narcissism: An Introduction” (1914).

“*The Ego and the Id*,” chs. I-III (1923).

**Wk.5 9/29 Metapsychology III:
The Instinct Theory (Eros/Thanatos)**

REQUIRED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:

"Instincts and their Vicissitudes" (1915).

"Repression" (1915).

"*Beyond the Pleasure Principle*" (1920).

"*The Ego and the Id*," chs. IV-V (1923).

S. Freud, "The Libido Theory" (1923). [PDF]

9/29 First Mid-Term Essay Topics Available on Canvas [Due 10/17]

Wk.6 10/6 Interpreting Human Behavior: Dreams and Sexuality

REQUIRED READINGS:

H. De Berg, *Freud's Theory and Its Use in Literary and Cultural Studies: An Introduction*, Chs. 1-2.

S. Freud, *The Freud Reader*, edited by Peter Gay:

"The Interpretation of Dreams" (1900).

"On Dreams" (1901/1911).

"The Dissolution of the Oedipus Complex" (1924).

"Some Psychological Consequences of the Anatomical Distinction Between the Sexes" (1925).

S. Freud, *Introductory Lectures* (1917):

Lectures V-XV (in "Part II: Dreams").

Lectures XVI-XXI, esp. Lectures 17-18 (in "Part III: General Theory of the Neuroses").

S. Freud, "A Letter from Freud" (*American Journal of Psychiatry*, April 1951, 107:10, pp. 786-787). [PDF]

RECOMMENDED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:

"Fragment of an Analysis of a Case of Hysteria ('Dora')" (1905).

"Three Essays on the Theory of Sexuality" (1905).

S. Freud, *Outline of Psychoanalysis*, Parts I and II (1938).

Sophocles, *Oedipus Rex* (*Oedipus Tyrannus*).

MODULE III: INTERPRETING CULTURE

Wk.7 10/13 Psychoanalysis as a Theory of Culture I: Society

REQUIRED READINGS:

H. De Berg, *Freud's Theory and Its Use in Literary and Cultural Studies: An Introduction*, Ch. 3 (“The Unconscious and Society”).

S. Freud, *The Freud Reader*, edited by Peter Gay:
“Civilization and its Discontents” (1930).

S. Freud, *Group Psychology and the Analysis of the Ego* (1921).

H. Marcuse, “Freedom and Freud’s Theory of Instincts” from *The Essential Marcuse*. [PDF]

P. Rieff, “The Emergence of Psychological Man” from *Freud: The Mind of a Moralist*. [PDF]

RECOMMENDED READINGS:

H. Marcuse, *Eros and Civilization*.

10/17 First Mid-Term Essays Due via Canvas

Wk.8 10/20 Psychoanalysis as a Theory of Culture II: Religion

REQUIRED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:

“Obsessive Actions and Religious Practices” (1907).

“The Future of an Illusion” (1927).

“The Question of a Weltanschauung” (1933).

RECOMMENDED READINGS:

S. Freud, *Moses and Monotheism* (1939).

10/20-31 Mid-Course Canvas Survey

Wk.9 10/27 Psychoanalysis as a Theory of Culture III: History

REQUIRED READINGS:

H. De Berg, *Freud's Theory and Its Use in Literary and Cultural Studies: An Introduction*, Ch. 5 (“The Psychoanalysis of Culture”).

S. Freud, *The Freud Reader*, edited by Peter Gay:
“Totem and Taboo” (1913).

S. Freud, “Thoughts for the Times on War and Death” (1915). [PDF]

M. Ignatieff, “Nationalism and Toleration.” [PDF]

P. Rieff, *The Triumph of the Therapeutic*:

“Towards a Theory of Culture” [PDF]

“The Impoverishment of Western Culture” [PDF]

“The Triumph of the Therapeutic” [PDF]

RECOMMENDED READINGS:

P. Gay, *Freud for Historians*.

Wk.10 11/3 Psychoanalysis as a Theory of Culture IV: Art and Literature

Roundtable Discussion on Preliminary Final Paper Topics

REQUIRED READINGS:

H. De Berg, *Freud's Theory and Its Use in Literary and Cultural Studies: An Introduction*, Ch. 4 ("The Psychoanalysis of Literature").

S. Freud, *The Freud Reader*, edited by Peter Gay:

"Creative Writers and Day-Dreaming" (1907).

"Leonardo da Vinci and a Memory of His Childhood" (1910).

"Theme of the Three Caskets" (1913).

"The Moses of Michelangelo" (1914).

L. Kolakowski, "The Psychoanalytic Theory of Culture." [PDF]

RECOMMENDED READINGS:

P. Ricoeur, "Psychoanalysis and the Work of Art." [PDF]

11/3 Second Mid-Term Essay Topics Available on Canvas [Due 11/21]

MODULE IV: INTERPRETING FREUD

**Wk.11 11/10 Interpreting Psychoanalysis:
Science, Humanism, or Hermeneutics?**

REQUIRED READINGS:

S. Freud, *The Freud Reader*, edited by Peter Gay:

"Project for a Scientific Psychology," excerpt (1895).

S. Freud, "The Claims of Psychoanalysis to Scientific Interest" (1913). [PDF]

S. Freud, "Constructions in Analysis" (1937). [PDF]

B. Bettelheim, *Freud and Man's Soul*.

S. Frosh, "Psychoanalysis, Science and 'Truth.'" [PDF]

J. P. Surber, "Psychoanalysis and the Critique of Culture." [PDF]

RECOMMENDED READINGS

ON THE SCIENTIFIC STATUS OF PSYCHOANALYSIS:

S. Freud, *Outline of Psychoanalysis*, Part III (1938).

S. Freud, "Project for a Scientific Psychology (1895), Part I." [PDF]

B. A. Farrell, *The Standing of Psychoanalysis*, Chs. 3-8, and 10. [PDF]

Th. S. Kuhn, *The Structure of Scientific Revolutions*.

**Wk.12 11/17 Psychoanalysis as a Theory of Interpretation I:
Symbolism and the Dispossession of the Self**

REQUIRED READINGS:

P. Ricoeur, *Freud and Philosophy*, Bk. I ("Problematic").

11/21 *Second Mid-Term Essays (on Module III) Due via Canvas*

**Wk.13 11/24 NO CLASS – THANKSGIVING WEEK
(“Thurs-Fri Classes Meet on Tues-Wed”)**

11/28 *Final Paper Proposals Due via Canvas*

**Wk.14 12/1 Psychoanalysis as a Theory of Interpretation II:
Psychoanalysis as a Mixed Discourse of Force and Meaning**

REQUIRED READINGS:

P. Ricoeur, *Freud and Philosophy*, BK. II (“Analytic”).

**Wk.15 12/8 Psychoanalysis as a Theory of Interpretation III:
Archeology, Teleology, and the Recovery of the Self**

REQUIRED READINGS:

P. Ricoeur, *Freud and Philosophy*, BK. III (“Dialectic”).

12/22 *Final Papers Due via Canvas*

12/22-31 *Post-Course Canvas Survey*

COURSE REQUIREMENTS AND POLICIES

1. Required Readings, Attendance, and Class Participation

This course is a seminar, and as such, its success depends largely on the responsible preparation and active participation of all its members. *Familiarity with all assigned readings, and attendance and active participation in the Wednesday seminar meetings are required. Students are expected to do all of the readings before class and come to class prepared with questions and comments on the material.*

Your grade for participation will not only reflect how often you contributed to class discussions, but the degree to which your contributions were constructive and generative of further response(s) from your fellow classmates. Combative posturing, defamatory remarks, or statements that are off-topic may negatively impact your participation grade.

2. Final Grade Components

25% - Class Participation and Engagement with the Course: Keeping up with the assigned readings, posting discussion board questions and comments, and active participation in the Wednesday seminar discussions.

30% - Mid-term Essays (15% each): Two short (approx. 5 pp. or 1250 words each) essays responding to a question selected from a list of topics on each module of the course. These papers are intended to demonstrate familiarity with the readings and class discussions on the Freudian metapsychology and its application to human behavior and culture and to provide practice in philosophical analysis and argumentation.

45% - Final Paper (including a Written Proposal and In-class Roundtable Presentations): A final paper (approx. 15 pp. or 3750 words) applying psychoanalytic and philosophical perspectives drawn from the class discussions and readings to some instance of human culture or to a philosophical problem posed or addressed by Freud's meta-psychology and its use in the interpretation of culture. *Topics must be approved by and developed in consultation with the instructor.*

3. Grading Standards

A = Outstanding, nearly flawless work; assignment(s) completed thoroughly; technically excellent in spelling, grammar, format, citations, etc.; excellent in writing style, presentation, organization, and clarity of philosophical analysis; evidence of real intellectual engagement with the course content; thorough grasp of the philosophical issues and connections among issues; and synthesis of individual elements into a broader narrative or analysis.

B = Good, generally satisfactory work; all aspects of assignment(s) completed thoroughly and competently; technically competent (though perhaps not perfect) in spelling, grammar, format, citations, etc.; adequate in writing style, organization, presentation and clarity of

philosophical analysis; limited grasp of the philosophical issues and connections among issues.

C = Less than fully satisfactory work; assignment(s) not completed thoroughly or according to instructions; basic grasp of issues not always evident; more than occasional technical flaws in writing, presentation, organization, spelling, grammar, format, citations, etc.

D = Basic work of course (or assignment) not done; little effort evident.

F = Failure in all or virtually all of the above criteria.

4. Policy on Grading, Incompletes, and Extensions

- **IMPORTANT:** *All students in this course will receive a grade based on work submitted at the time assignments are due and should therefore submit even incomplete work at that time.* All assignment due dates and times are U.S./Canada Eastern Time (GMT-04:00).
- In fairness to your fellow students, yourselves, and the instructors, *no incompletes or extensions will be given in this course, except in truly extraordinary circumstances beyond the control of the student.*
- Students who have submitted work on time may, subject to the advance approval of their recitation instructor and applicable University regulations, submit additional work relevant to the course, such as rewrites of the mid-term or final papers, an additional paper, etc., for additional credit, which will be factored into their final grade along with all of their regular course work and grades.

5. Academic Integrity

- **IMPORTANT:** *All students in this course are required to familiarize themselves with and abide by the University's [Code of Academic Integrity](#).*
- *All written assignments are subject to automated review for plagiarism.*
- *All suspected instances of academic dishonesty will be referred to the Office of Student Conduct for investigation and adjudication.*
- *A confirmed violation of the Code of Academic Integrity will result in a grade of 'F' for the course.*

6. Written Assignments

Satisfactory and on-time completion of several written assignments will be required:

- **Two short mid-term essays (approx. 5 pp. or 1250 words each) on a topic selected from lists of topics distributed via Canvas.** These papers are intended to demonstrate familiarity with the readings and class discussions on the Freudian metapsychology and its application to human behavior and culture and to provide practice in philosophical analysis and argumentation.
- **A brief (1-2 pages) written proposal of the student's final paper topic (explained below).** This ungraded proposal should include a brief description of the aspect of human culture selected by the student for their case study or define a philosophic problem raised by the course content to be addressed in the student's final paper. Proposals should include a thesis statement and a brief sketch of the student's anticipated argument, a preliminary list of major source materials, and identification of any specific questions or problems posed by the topic. Students will receive comments from the instructor on their proposals.
- **A final paper (approx. 15 pp. or 3750 words)** applying psychoanalytic and philosophical perspectives drawn from the class discussions and readings to the their topic. Final papers should:
 - a. Present and philosophically evaluate the use of Freud's theory to explain or interpret some particular aspect of human culture (e.g., a literary work, TV show or movie, an aspect of popular culture, a social phenomenon, or an historical event).
OR:
 - b. Analyze a philosophical problem posed or addressed by Freud's metapsychology or its use in the interpretation of human culture and behavior.

Students **must** obtain the instructor's approval of the proposed final paper topic (see above). Students will be required to periodically present and discuss their evolving paper topic in class. (Time permitting, students may be required to present a brief oral précis of their final paper during the final weeks of class.)

7. Additional Oral and Written Assignments

- **Roundtable Discussions of Preliminary Final Paper Topics:** Periodically during the latter half of the semester, students will be asked to discuss in class the topic of their final paper, their progress working on it, and any problems or difficulties they may be encountering.
- **Weekly submission of questions or comments on each week's required readings:** These should be submitted by 6:00 p.m. on Tuesdays on the weekly Canvas discussion boards.
- **Satisfactory and on-time completion** of other written assignments, in-class presentations, and exercises that may be assigned on a week-to-week basis during the semester is required.

8. Submission of Written Assignments

- **IMPORTANT:** *Please include your name and your topic number (or title for final papers) on the first page of each essay and in the digital filename.*
- *All assignment due dates and times are U.S./Canada Eastern Time (GMT-04:00).*
- All written assignments should be submitted via **Canvas**.
- All written assignments should be submitted as **PDF** documents, double-spaced, with normal 1" margins and numbered pages.
- *All direct and indirect quotations and sources should be cited using the "Notes and Bibliography" system of the Chicago Manual of Style.* See the quick reference guides at:
 - [Chicago Style Introduction](#)
 - [Chicago Manual of Style Citation Guide.](#)
- *All written assignments are subject to automated review for plagiarism.* Students unfamiliar with academic writing, plagiarism, copyright, citation of sources, etc., should review the [Code of Academic Integrity](#) and seek additional assistance as needed from the [Weingarten Learning Resource Center](#), the [Marks Family Writing Center](#), or the [Information Desk at Van Pelt Library](#).

9. Writing Resources

- The [Penn Marks Family Writing Center](#) offers individual writing guidance and feedback, scheduled appointments, workshops, etc.
- The [Weingarten Learning Resource Center](#) is a valuable resource for students needing assistance with their research, writing, and preparation of papers.
- For brief guides to writing a philosophy paper, see:
 - ["Guidelines for Writing a Philosophy Paper,"](#) by Jim Pryor (NYU). [PDF]
 - ["Writing Philosophy Papers,"](#) by John Perry, Michael Bratman, and John Martin Fischer, from [Introduction to Philosophy: Classical and Contemporary Readings](#), 8th ed. [PDF]
- Students needing additional guidance on reading philosophy or who want to improve their analytical, argumentative, and expository writing skills may find the following text helpful:
 - *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*, by Lewis Vaughn (Oxford, 2018, 2nd edition, pb.), ISBN #9780190853013.

- For a brief guide to developing, analyzing, and writing philosophical arguments, see:
 - *A Rulebook for Arguments*, Anthony Weston (Hackett, 2018, 5th revised edition, pb.), ISBN #9781624666544.

10. Student Prize in Psychoanalytic Studies

The Psychoanalytic Center of Philadelphia offers an annual prize of \$250.00 to be awarded to a student pursuing an undergraduate degree at Penn for the best paper using psychoanalytic ideas. Papers written in either semester of a calendar year must be submitted by December 31st of that year, with the prize to be awarded during the following spring semester. Papers should be submitted to **Dr. Lawrence Blum** at ldb@lawrenceblum.com.

11. Getting Help

- **If you need help, ASK FOR IT!**

There are many ways in which students in the this course can receive personal assistance, guidance, feedback on their work, etc., such as:

 - Email your instructor [sps@upenn.edu].
 - Participate in your instructor's Office Hours [drop in or make an appointment].
 - Submit Canvas Discussion Board questions about the readings and lectures before the Wednesday Seminar Meetings.
 - Participate actively in weekly Wednesday Seminar Meetings.
 - Follow up with your instructor regarding comments on mid-term essays and final paper proposals.
 - Submit the pre-/mid-/post-course Canvas surveys.
 - Contact one of the University Resources listed below or one of the Writing Resources listed above.
- **Course Problem Notices**

Your instructor will use CPNs (Course Problem Notices) to alert students who seem to be having trouble in the course. These notices also go to the student's faculty advisor and school advising office. This is not intended to be a disciplinary or punitive measure; it is used to make sure that no one falls behind and that students get appropriate help and attention.
- **Course Absence Reports**

You can use CARs (Course Absence Reports) to inform your instructor when you will be absent from recitation because of medical issues, family emergencies, or other issues that necessitate missing class. Students can log in to the CAR system from Penn InTouch and send a report to one or more instructors, indicating the number of days missed and the general reason for the absence. Students who submit Course Absence Reports are still responsible for following up with their instructor about any missed work. Course Absence Reports do not constitute "excuses."

- **University Resources and Support Services**

There are a wide variety of University Resources designed to help and support students—especially during the challenges of the COVID-19 pandemic:

[Weingarten Learning Resources Center](#)

The Office of Learning Resources at the Weingarten Learning Resources Center (WLRC) offers individualized instruction and a variety of workshops to guide Penn students towards more efficient and effective academic study skills and strategies. Professional staff provide free and confidential instruction in areas such as time and project management, academic reading and writing, study strategies, exam preparation, and test-taking strategies. Online advising is available. To schedule an appointment with a Learning Instructor, call (215) 573-9235 or consult the WLRC website.

[Tutoring Center](#)

The Tutoring Center offers Penn undergraduates free, accessible, and convenient options to supplement their academic experience. Tutoring is available online, one-on-one, in groups, in workshops, and by appointment.

[Student Disabilities Services](#)

In compliance with Penn policy and equal access laws, your instructors are available to discuss appropriate academic accommodations that you may require as a student with a disability. Except under unusual circumstances, requests for academic accommodations should be made during the first two weeks of the semester. Students must register with Student Disabilities Services (SDS) for disability verification and for determination of reasonable academic accommodations.

[Counseling & Psychological Services](#)

Students with concerns of a personal, emotional, social, or educational nature may visit or contact Counseling and Psychological Services (CAPS) for help and guidance free of charge.

[Wellness at Penn](#)

The Wellness at Penn initiative offers support, resources, and practical tools for students in the eight domains of wellness at Penn: physical, emotional, social, intellectual, environmental, financial, occupational, and spiritual.

[Technology Support for Students](#)

At Penn, every school, center, and University-affiliated organization has a dedicated IT Support Provider (also known as a Local Support Provider or LSP). Please follow [this link](#) for school-specific remote IT support guides and contact information. Students can also contact the [Tech Center](#), located on the ground floor of Van Pelt Library, for 24/7 desktop support [855-249-3243; techcenter@upenn.edu].

12. Electronic Devices

Electronic devices may be used during class for personal note-taking or accessing digital texts, provided they are used in a manner that is not disruptive or distracting to other students or the instructor. No electronic devices, such as laptops, PDAs, cell phones, iPads, etc., may be used during class for other purposes, including, but not limited to, email, text messaging, social media, web browsing, Internet access, etc. *Audio or video recording during class is not permitted under any circumstances without the explicit permission of the instructor.*

13. Food and Drink

Where permitted by posted building regulations, students may bring food and drink into class, provided that it is handled and consumed in a manner that is not distracting to other students or the instructor.