



Signifying practices of listening in a South African university classroom: psychoanalysis, music, and sexual subjectivity

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Abstract

I Consider How Lacanian Psychoanalysis Can Be Used To Understand Complex Social Processes At Play In A Pedagogical Context Such As The University Classroom. I Focus On Students' Listening Relationship To Music (And Each Other) As A Classroom Activity, Through Unintended Hearings, Unconsciously Betraying The Identity They Imagine For Themselves During Class, With Respect To Sexuality. I Trace The Unconscious In Students' Relationship To Signifiers In Their Discourse, Activating And Interrupted By (Master) Signifiers In The Signifying Practices Of Listening To Music And Class Discussions, As Well As The Symbolic Field Constituting The Classroom Space. I Analyse A Particular Seminar That Forms Part Of An Advanced Six-Month Course On Adult Psychopathology That I Teach, Consisting Of Eight Students Enrolled In A Clinical Psychology Master's Training Programme At Stellenbosch University. A Brief And Unexpected Moment Transpired During A Seminar About 'Sexual Dysfunctions' And 'Gender Dysphoria', As Per The Dsm-V's Classification System, When A Female Student Of Colour Reflected On Her Countertransference To A Piece Of Music, As A Part Of A Listening Activity, Producing A Rupture Of Non-Verbal Responses From The Other Students That Betrayed What She Consciously Intended To Disclose About Her Sexual Subjectivity.

Keywords: Psychoanalysis, Music, Sexual Subjectivity, Pedagogy, The Unconscious, Signifiers