



KIIS Austria-Bregenz, Summer 2017

PSY 299-1 Topics: Sigmund Freud and Psychoanalysis

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Syllabus subject to change

Course Description:

Psychology as an independent discipline began in the German speaking world and perhaps one of the most notorious figures in the field of psychology is Sigmund Freud. Freud's views have permeated popular culture, are often controversial, and sometimes misunderstood. This course explores Freud's views and the psychoanalytic approach. We will also study some of the theories developed by Freud's students as they rejected or modified aspects of Freudian psychoanalysis, ultimately leading up to what is now called psychodynamic psychology. Along with discussing psychoanalytic theory itself, we will be paying special attention the historical and cultural context in which they developed.

Course Level Note: Western Kentucky University lists Special Topics courses in Psychology as 299. Despite this course's 299 listing at WKU, it is actually an upper level (300-400+ level) course at many other universities. As such, it is being taught as an upper level 300-400+ level course.

Course Objectives:

- Students will understand the historical/cultural context in which Freud's views were developed. *Assessed through:* Field journals, Entry Quizzes, Case Study Role Play, Final Exam
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- Students will demonstrate their understanding of the ways in which Freud's life experiences (and those of other theorists) influenced his theories and practices. *Assessed through:* Field Journals, Entry Quizzes, Final Exam
- Students will be able to describe and critically evaluate Freud's theories. *Assessed through:* Mini-presentation, Case Study Role Play, Entry Quizzes, Final Exam
- Students will be able to compare and contrast Freud's original theories with some of the theories developed by his students. *Assessed through:* Entry Quizzes, Final Exam

Texts

Required

Edwards, S. (2008). The Little Book, Plume Publishing, USA.

Jacobs, M. (2010). Sigmund Freud, 2nd Edition, Sage Publishing, Los Angeles.

You will also choose a book written by Freud to read on your own and present to the class. Check with Dr. B. for approval so we don't all read the same book! You'll need online or paper access to this text.

Additional required readings will be available to students via a shared dropbox folder from me prior to our departure. Be sure to email me as soon as possible to request an e-mail with this link.

Our books are: a little novel that looks at Freud with a cultural lens and a reader with an explanatory focus on Freud's major theories and accomplishments. We will also draw information from a historical account of Freud's escape from Nazi occupied Vienna and from a novel about the relatives that Freud left behind when he escaped.

As the nature of topic of this course implies, there will be a variety of sensitive, complex, and potentially controversial topics discussed throughout. This is part of the beauty and complexity of Freud's work.

If you are a take-your-time reader, you should make every effort to read (or at least get started on) our readings prior to the start of the class. You will have short journal reactions based on readings due for each class meeting, including upon arrival. There will be short and fun class entry quizzes on each class's assigned reading as soon as we arrive in class each morning. Getting an early start, if you like, will help you feel less pressured to do the reading during our trip. The plane ride over is a great opportunity to do a little reading ahead. In particular, you may enjoy reading our novel ("The Little Book") ahead of time. If you read "The Little Book" ahead of time and are interested, you could also pursue the sequel to this book just for fun and interest: "The Lost Prince."

Instructional Activities

In addition to lectures and readings, the course will involve the following activities:

- Field Excursions and Observation assignments organized for our entire travel group
- One Field Excursion just for our class
- Class Exercises and activities
- One afternoon film
- Class Discussions
- Individual Mini-presentations and small group role plays
- Final Exam (to be completed during the last day of class—it will consist of selected questions from our class entry quizzes plus a few possible surprises.

Field Excursions/Travel Days

When we take a travel day, you will be exploring Freud-related topics in the context of Bregenz's surrounding areas. To help structure this learning, when we travel, take a notebook (either paper or digital!) and answer questions/make observations as your field journal. We'll share and comment on our observations during the next class meeting.

Required excursions...

Munich (2nd) Weekend: *Dachau* (free admission)

Vienna (3rd) Weekend: *Freud House* and museum (admission fee may be paid by KISS); Overnight train to Vienna (consider paying extra for a couchette)

Grading

Course grades will be based on the total number of points earned on each of the following activities:

- Daily Reaction Journals for Before Class Chapter Readings (13 at 10 points each)

- Class Entry Quizzes (12 at 5 points each)

- 2 Excursion Field Journal Entries (2 at 10 points each)

- Mini-presentation (10 points)

- Freud Pinterest Project (9 points)

- Case Study Role plays (5 points)

- Final Exam (34 points)

- Class attendance (6 points if attend all regular classes; 1 point for film; 6 points if attend all required field excursions)

Total points possible: 261

Letter grades for the course will be assigned as follows:

90-100% of the total points available = A

80-89% of the total points available = B

70-79% of the total points available = C

60-69% of the total points available = D

0-59% of the total points available = F

Late Work/Make-up Work

Late work or make up work will be given at the discretion of the instructor. The validity of an excuse given as a reason for missing an exam or assignment or turning in work late will be determined by the instructor. If you do not have a good excuse, a creative one may be accepted. The instructor reserves the right to not allow late work or make-up work, or to give late or make-up work which is more difficult or in a different form than the original.

Attendance

You are required to attend all class meetings and excursions. One unexcused absence may result in failure of the course or dismissal from the program.

Course Outline (subject to adjustment)

Meeting Topic*

Sonntag 5/27

Class 1

Introduction.

Syllabus and requirements review

Entry Quiz/Activities

Reaction journal to (in class):

Bundy Freud Blog

Campbell, T. (2014, February). 4 ways Freud is still relevant. Advanced Hindsight.com

For tomorrow... don't forget your **bumper stickers!!** You need a bumper sticker every time there's a **"Before class"** reaction assignment

Montag 28

Class 2

Freud Life Story and Overview

Before class, read and reaction journal to: Jacobs Chapter 1

Entry Quiz/Activities

View and reaction journal to (in class):

Crash Course in Psychology #1

Bundy ppt. Freud's Stage Theory

T/Dienstag 29

Class 3

Freud's Stage Theory Lindau EXCURSION

Before Class: Read and reaction journal to: Jacobs pp. 49-60 (turn in to Dr. B. before/on Lindau excursion)

Your reaction for today will consist only of your answers to the following questions:

Q 1 What is a stage theory?

Q 2 In addition to Freud's stage theory, what are other developmental stage theories in psychology that you have studied? How do they compare/contrast to Freud's?

Q 3 Puberty occurs a.) when the super-ego develops; b.) during the latency stage; c) before the latency stage d.) at the genital stage

Q4 Discuss one concept within Freud's stage theory that seems very sensible to you as well as one concept that seems dubious/improbably.

While in Lindau: development (counts as in-class) reaction journal

Observe any children you can see in general, but especially choose one child. Estimate the child's age and Freudian developmental stage. Discuss what you observe about the child's behavior. Note the most appealing and the most difficult behavior that you saw the infant/child display. How would Freud interpret these? If you have seen more than one child and they are of different ages, pay attention to the differences between them. What stages would Freud put them in and how might he interpret their behaviors?

W/Mittwoch 30

Class 4 **Major Freud Theoretical Contributions**

Before class, read and reaction journal to: Jacobs pp. 33-49. Bring in a brief description of a dream that you have in the past month(!)

Entry Quiz/Activities

View and reaction journal to (in class):

**The Interpretation of Dreams* excerpt youtube audio.

*American Psychoanalytic Society Q & A on *The Interpretation of Dreams*

End of class activity: Explore <http://dreamdoze.com> Each student enter a dream for interpretation and enter sample interpretation of each other's dreams in pairs.

Th/Donnerstag 5/31

Class 5 **Freud's Family and WW II; The Science of Evil**

Before class, read and reaction journal to:

Chapter 1, Baron-Cohen, S. (2011). *The Science of Evil: On Empathy and the Origins of Cruelty*, Perseus, USA. (in our class dropbox)

Freud Pinterest Board initiated (see rubric on class dropbox)

Entry Quiz/Activities

Read and reaction journal to (in class):

1. <http://www.thedailybeast.com/articles/2013/01/11/goce-smilevski-s-freud-s-sister.html>

2. Listen to an excerpt and reaction journal to "Freud's Sister"

3. Dachau memorial virtual tour

Excursion Planning... You must go to Dachau with the entire program (Friday). Visit should be at least 2-3 hours in length.

6/1-6/3 Excursion to Munich... Dachau visit required

Montag 6/4

Class 6

More Major Freud Theoretical Contributions

Before class, read and reaction journal to: Jacobs pp. 33-49. Bring Dachau reaction journal.

Field Journal Sharing

Listen and reaction journal to (in class): NPR story Remembering Dachau

Entry Quiz/Activities

Bundy ppt. in class

End of class activities:

Bundy guided hypnotic/deep relaxation imagery activity

Review our dream interpretations from dreamdoze (if any)

T/Dienstag 6/5

Class 7

The Little Book

Before class, read and reaction journal to: Edwards, Part One-The Connectedness of All Things

Entry Quiz/Activities

Discuss Edwards

Class time to plan our mini-presentations....consider bringing laptop/tablet

W/Mittwoch 6/6

Class 8

The Little Book, Resistance

Before class, read and reaction journal to: Edwards, Part Two-The Nature of Our Condition AND Jacobs pp. 71-74

Entry Quiz/Activities

View/Listen and react to (in class): "The Shrink from Planet Zeb"..Denial &Resistance

In class read and discuss: Escape of Sigmund Freud chapter (in class dropbox)

Discuss Edwards

Excursion Planning... We will visit the Freud House and museum in Vienna together. Don't forget to make an entry in your field journal.

Excursion Planning...

Read and reaction journal to (in class):

<http://www.mydestination.com/vienna/usefulinfo/6181006/freuds-vienna>

Read and plan our visit!

<http://www.freud-museum.at/cms/#>

6/7 (night train)-6/10 Excursion to Vienna...Freud House visit required with class on 6/8

Montag 6/11

Class 9

The Little Book, Transference

Before class, read and reaction journal to: Edwards, Part Three-The Last Burden AND Jacobs pp. 86-89. Bring Freud House Reaction Journal.

Entry Quiz/Activities

Read and reaction journal (in class): Freud's Butcher blog entry online or handout

View and reaction journal to (in class): Dr. Ruth and Sigmund Freud--Transference

Discuss Edwards

*NPR podcast "Freud, Jung and What Went Wrong"

*Recorded excerpt Carl Jung "The Red Book"

<http://www.youtube.com/watch?v=rRWUT6ZYNNc>

Watch "A Dangerous Method" as a class 3:45-5:45

T/Dienstag 6/12

Class 10

Class **Excursion** to Jewish Museum Hohenems. Enjoy—no assignment.

Before class, read and reaction journal to: Edwards, Part Four-Fin de Siècle Turn in to Bundy.

Your reaction for today will consist only of your answers to the following questions:

Q1 Before reading *The Little Book*, what did you know about the fin de siècle period of European history? What are some of the things you've learned? Why do you think Edwards chose to portray this era in the novel?

Q2 Write about Freud's influence on Wheeler, Weezie, and other characters in our book. What role did he fulfill for them?

Q3 What did you remember from our Escape of Sigmund Freud reading when we were visiting Freud's house in Vienna?

Q4 Did you like the ending of this book? Why or why not? If you want to experience more about these characters, consider reading "The Lost Prince"

W/Mittwoch 6/13

Class 11 **Freud on The Structure of Personality Influence on Therapy and the World; NeoFreudians**

Before class, read and reaction journal to: Jacobs pp. 61-66, Jacobs, Chapter 5

Entry Quiz/Activities

Bundy ppt

Watch and reaction journal (in class): Marshmallow experiment

Travel Time—long weekend---enjoy!

Mittwoch 6/18

Class 12 **Freud's Contributions to Psychological Practice**

Before class, read and reaction journal to: Jacobs, Chapter 3 (review & new portions)

Entry Quiz/Activities.

Bundy ppt. Case Study Method

Case Study Role Plays

Students select their group and study (from 6 possibilities in class dropbox).

Read summary and research online for quotes, etc. Create and play out a role play in class to illustrate the main concepts and interesting aspects of "your" case study.

T/ Dienstag 6/19

Class 13 **Criticisms and Rebuttals**

Before class, read and reaction journal to: Jacobs, Chapter 4

Comments to Freud's Pinterest boards complete

Entry Quiz/Activities

Reaction journal to (in class): Monty Python..Psychiatrist Milkman
<http://www.youtube.com/watch?v=Ql0RiqK3XJc>

Bundy ppt History of Psychopathology Conceptualization

W/Mittwoch 6/20

Class 14

Freud in the Future

Before class, read and react to: McGowan, K. (2014). Freud. *Discovery*.

Entry Quiz/Activities

Discuss *Discovery* Article

Watch and Reaction Journal to (in class):

Freud & Cocaine

Neuropsychanalysis/video

Begin Student Presentations (Depending on Class Size)

Student Mini Presentations

Each mini oral presentation is limited to a maximum of 5 minutes (about 3 minutes of presentation, 2 minutes Q&A). If you use powerpoint slides or other visual materials, you are limited to 3. Choose a Freud text that is unique and interesting to you. Gain and provide your listeners with a deeper extension of concepts we studied in class. Bring up interesting questions or engage us in an relevant activity. Do NOT provide a *summary* of the book.

Th/Donnerstag 6/21

Class 15:

Finals:

Finish student mini presentations (first hour)

Final Exam (second hour) (compilation of past Entry Quiz questions plus cumulative concepts and maybe a surprise question or two)

Field Journal/Reaction Journal Guidelines

The Field Journal/Reading Reaction Journal Notebook

The field notebook is more of a biological concept, but we are going to try it out with social science!

Your field and reading reaction journal is the basis for your record keeping. Get in the habit of writing down notes when you observe something or have a conceptual thought that you want to remember. Write notes at the time of your observations or as you read or YOU WILL FORGET. Carry your journal with you on our excursions and also have it with you for recording your reading reactions and reactions to class activities, videos, etc. It should be small

enough to be carried comfortably. As long as we can understand it at the end of the day, it doesn't really matter how untidy or telegraphic your style (and it may be both if you are traveling in a van on a bumpy road or in a train). This is where you can also jot down things like the e-mails of people you meet, good restaurants and directions to a cheap hostel - stuff that has no official place in your Field Journal but could make great memories. ☺

If things are happening very fast, or very slowly, make a note of the time at which you make entries. For example if you are watching a child on a playground, you may be making a note every minute or so. If you go to sleep on the train and wake up in completely new surroundings, you may want to make a note of how much time you missed.

Keeping a good journal:

You will not only get credit for your journal and reading reaction entries, but I hope they can become a permanent memento of your trip, and could contain conceptual information that could be used by you or someone else later. Please do not summarize or outline the readings. I will have read them and will not need a review! But I will enjoy reading about your thoughts.

You can organize your reaction papers around answering the following questions:

What is the most **important** finding or concept in the reading in your opinion?

What is the one thing you found most **interesting** about the reading?

How can you relate this research study to an experience or observation you have had during our time in **Austria**?

If you had to create an interesting **bumper sticker** to capture a theme found in this day's chapter or research article, what would it be? Be brief and be catchy. *We will share these in class **each day**.*

The reaction journals for our out of class readings should be about 1 full page in length if you hand write. In class reaction journal entries will be briefer.

When field journaling, some questions you might ask yourself:

1. What aspects of Freud's theory or life do you see represented in the different locations that we visit or readings that we do? Examples?
2. What are people doing in our sites (classmates or others)?
3. Any additional observations related to the information we have been learning in class?
4. What is your attitude toward the sites as you see them in today's location(s)? What forms these attitudes?
5. What interested or surprised you most during this travel?

Being organized, thoughtful, and committed are the keys to good journal writing

With practice you will find it easier; eventually it will become second nature. **Learning to keep a good journal will develop and sharpen your observation skills.** Below are some hints to keep you on the straight and narrow.

- **Take good field notes.**

The key to this is staying **alert, engaged and questioning**: When travelling, what sights do I see out the window? What have I been witnessing on the way to my

destination? How are these things to be interpreted?

When taking walks or visiting sights, make an occasional notes if there is something that you don't want to forget.

- **Make sure you know where you are and what date it is, and that you convey this in your notes.**
- Allow time at the end of the day to add to your reading or field journal (depending on what we have been doing that day), and **make it a priority.**
- As you read through your assigned readings, take notes on the readings and you can later combine these thoughts in your reactions....annotate your readings as you go along. You will forget your deepest thoughts if you don't take notes as you go.
- Don't be daunted by the task. Just do it. I am looking for good ideas and thinking here, not a polished product.
- Be legible, and as neat as you can, but don't make calligraphy a priority.
- Cultivate brevity. Quality, not quantity is the key.
- If you get behind, don't compound the problem. Better write a good account for today's reading before trying to catch up from yesterday.

Materials for journaling:

You should acquire, and bring with you, the following materials:

Field and Reaction Notebook

A small sturdy notebook which you can carry with you everywhere or a tablet or other device that is easily portable and shared with Dr. B. A composition notebook is great or if you prefer, a small spiral bound notebook or a folder to hold loose leaf paper.

Drawing ink pen

There are a number of good fibre-tip pens and roller balls now available which contain waterproof, fade proof drawing ink. If you think you would like to preserve your study abroad record over time, go to an office supply or art store and ask.

Pilot Drawing Pens (Pigment Ink Type) would work, and Micron Pigma pens are good. The Uniball Vision is a good rolling ball pen with waterproof and fade proof ink.

Style

You can just write in standard paragraph form or you can get more creative. Some people divide the page vertically, with the main part reserved for recording observations and a narrower area running down the side for scribbling questions, ideas, sketches, hypotheses, and things to look up later. Some students make sketches or drawings; some do diagrams or graphs or flowcharts.

Tape flags or small "Post-it" notes

You may find sticky tabs useful to mark the pages that you want to discuss in class or follow up on. There are several removable tabs which will serve the purpose.

Activities/Structure of our Class Time Together

1. *Bumper sticker share.* We'll write and enjoy each other's stickers first thing.

2. *Entry quiz.* This activity will include 3 more factual/course material type questions and 1-2 questions requiring class members to role play/demonstrate developmental information to each other. We will make it fun.
3. *Field Journal Sharing.* After travel days.
4. *Chapter Study questions.* We'll take turns reading and discussing our answers to these questions as well as presenting our created thought questions for the class to answer and discuss.
5. *Videos:* We will sometimes view videos or listen to audio pieces to help us learn about and apply main course concepts of the day.
6. *Dr. Bundy* will sometimes review major psychoanalytic concepts for our topic of the day.
7. We will sometimes react to short, informal written pieces that we'll read or view together in class.
8. We will work together to plan our two big excursions (Munich and Vienna).

Depending on the day and weather, we will complete most of these activities in the classroom and maybe a few outside. Maybe you'll have some additional short excursions or projects that you want to plan. I'm open to it.

Final Exam

The final will ask you to spend time reconsidering and writing answers to some of the chapter thought questions you have answered throughout our class. Selections from the questions you created during class will be included!

When You Come to Class, Bring:

1. Your book or reading of the day.
2. Any notetaking device you may want to use. (e.g., notebook, piece of paper, laptop, tablet etc.)
3. Your reading reaction paper for the day.
4. Field journal if applicable.
5. Good energy for thinking, talking, learning!