



KIIS Austria-Bregenz, Summer 2023

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.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two

paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Course Objectives/Student Learning Outcomes

- Students will discuss the historical/cultural context in which Freud's views were developed. *Assessed through:* Field journals, Entry Quizzes, Case Study Role Play, Final Exam
- 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 describe and critically evaluate Freud's theories. *Assessed through:* Mini-presentation, Case Study Role Play, Entry Quizzes, Final Exam
- Students will compare and contrast Freud's original theories with some of the theories developed by his students. *Assessed through:* Entry Quizzes, Final Exam

Required Readings and Materials

Required

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

Jacobs, M. (2010/2012 online). 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. You **must** 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 create “bumper stickers” based on readings. 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/evening 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, you may wish to 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.

This class will have specific assignments to complete related to the following excursions...

Munich Weekend: *Dachau* (free admission)

Hohenems Museum (student admission may be paid by KIIS)

Vienna Weekend: *Freud House* and museum (admission fee may be paid by KIIS)

Grading

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

Bumper Stickers for Before Class Chapter Readings (8 at 1 point each)

Class Entry Quizzes (9 at 5 points each)

3 Excursion Field Journal Entries (3 10 points each)

Mini-presentation (10 points)

Freud Pinterest Project (9 points)

Case Study Role plays (5 points)

In-class Reactions (9 at 1 point each)

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: 163

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

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your

home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

Course Outline (subject to adjustment)

Meeting	Topic*
Class 1	Introduction. Syllabus and requirements review <i>Entry Quiz/Activities</i> <i>Reaction journal to (in class):</i> <i>Bundy Freud Blog</i> Campbell, T. (2014, February). 4 ways Freud is still relevant. <i>Advanced Hindsight.com</i>

Freud Life Story and Overview

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

Entry Quiz/Activities

View and reaction journal to (in class):
Crash Course in Psychology #1

Create our class Freud pinterest board

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

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 for **each set of readings**.*

Class 2	Freud's Stage Theory Before Class: Read and bumper sticker for: Jacobs pp. 49-60
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Bundy ppt. Freud's Stage Theory

We'll go out into Bregenz and...

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?

Class 3

Major Freud Theoretical Contributions

Before class, read and bumper sticker for: 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*

In class activity: Explore <http://dreamdoze.com> or dreammoods.com.

In class: Post to our Freud Pinterest Board (see rubric on class dropbox)

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

Before class, read and bumper sticker for:

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

<http://www.amazon.com/Freuds-Sister-Novel-Goce-Smilevski/dp/0143121456>

Class 4

More Major Freud Theoretical Contributions

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

Class time to plan our mini-presentations....consider bringing laptop/tablet and your Freud book

The Little Book

Before class, read and bumper sticker for: Edwards, Part One-The Connectedness of All Things and Jacobs pp. 71-74

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

Entry Quiz/Activities

Discuss Edwards

Class 5

The Little Book, Resistance

Before class, read and bumper sticker for: Edwards, Part Two-The Nature of Our Condition AND

Entry Quiz/Activities

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

Discuss Edwards

Class 6

Freud's Contributions to Psychological Practice

Before class, read and bumper sticker for: Jacobs, Chapter 3 (review & new portions)

The Little Book, Transference

Before class, read and bumper sticker for: Edwards, Part Three-The Last Burden AND Jacobs pp. 86-89.

Entry Quiz/Activities.

Bundy ppt. Case Study Method

In class read: Free Associations reading

Case Study Role Plays

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

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

Class 7

Before class, read and bumper sticker for: Edwards, Part Four-Fin de Siecle
Turn in to Bundy.

Your reaction in today's class will consist 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"

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>

Class 8

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

Before class, read and bumper sticker for: Jacobs pp. 61-66, Jacobs, Chapter 5 (We may read Jacobs in class, so you can focus on finishing Edwards before class)

Entry Quiz/Activities

Bundy ppt

Watch and reaction journal (in class): Marshmallow experiment

Complete our posts and Comments to Freud Pinterest board

Class 9

Criticisms and Rebuttals

Before class, read and bumper sticker for: Jacobs, Chapter 4

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

Freud in the Future

Before or in class (let's discuss a plan ahead of time), read and bumper sticker for: McGowan, K. (2014). Freud. *Discovery*.

Entry Quiz/Activities

Discuss *Discovery* Article

Watch (in class):

Freud & Cocaine

Neuropsychanalysis/video

Finishing touches to mini presentations

Class 10:

Finals:

Student mini presentations (first half of class)

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

Each mini oral presentation is limited to a maximum of 8 minutes (about 5 minutes of presentation, 3 minutes Q&A). If you use powerpoint slides or other visual materials, you are limited to 4. Choose a Freud text that is unique, interesting to you, and approved by Dr. Bundy. Gain and provide your listeners with a deeper extension of concepts we studied in class. Bring up interesting questions or engage us in a relevant activity. Do NOT provide a *summary* of the book.

Excursions:

Excursion 1...

Excursion to Munich... Dachau visit required. Reaction/Field Journal Entry plus one photo share.

We will go to Dachau with the entire program. Visit should be at least 2-3 hours in length.

Let's look here in class: Dachau memorial virtual tour: http://www.kz-gedenkstaette-dachau.de/virtual_tour.html

Excursion 2...

Hohenems museum excursion...Field Journal Assignment will be 3 things photo assignment

Excursion 3....

We will visit the **Freud House and museum in Vienna** together. Don't forget to make an entry in your field journal plus one photo share.

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/#>

Staycursion 4...

Watch "**A Dangerous Method**" as a class. (We will select a date/time for this activity)

Possible Program wide Excursion 5:

Excursion to **Innsbruck**. Read Halsman Murder Case (dropbox) before our trip. Dr. B. will question you about it in Innsbruck or in our next class!

Field Journal/Reaction Journal Guidelines

The Field 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. It could be a paper notebook or a phone or tablet. 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 contact info for 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 field journal 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.

When field journaling on excursions, 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 or reading 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.
- If you are handwriting, 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.
- You can just write in standard paragraph form or you can get more creative. Some people divide a paper 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 virtual or paper sticky tabs useful to mark the pages that you want to discuss in class or follow up on. .

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. *Videos:* We will sometimes view videos or listen to audio pieces to help us learn about and apply main course concepts of the day.
5. *Dr. Bundy* will sometimes review major psychoanalytic concepts for our topic of the day.
6. We will sometimes react to short, informal written pieces that we'll read or view together in class.
7. 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 one or two outside.

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!