

Course Outline

Freud: On Personality and Clinical Practice

UofW Psyc-4350

Fall Term 2021

Professor H. Bradbury

Course description. This course, together with its sequel (Psyc-4355), presents most of Sigmund Freud's psychological writing as it appears in the definitive English text, *The Standard Edition*. This first half covers Freud's theory of personality, including his concepts of the unconscious, infantile sexuality, the Oedipus complex, and dream interpretation. The course focuses on Freud's earlier writings and on the case studies of Dora, Little Hans, Rat Man, and Schreber.

This course covers the work Freud did before he broadened his scope to include society and culture, and then changed the theory in fundamental ways. The course stops just before *Totem and Taboo*. It concerns Freud's basic and initial theory, the theory of the pleasure principal, of libido, unconscious processes, dreams and fantasies, infantile sexuality, and neurosis. These writings contain everything that was, and still is, essential to psychoanalysis. Yet here there is no structure of id, ego, and superego, no death instinct, and not much about civilization, as such. Those familiar Freudian topics came in with the changes. This course deals with the classic foundation, the theory before it changed.

Readings assigned. The following is a list of the major titles assigned along with their volume locations in *The Standard Edition*.

<i>Five Lectures on Psychoanalysis</i> (The Clark Lectures)	11
<i>Studies on Hysteria</i>	2
<i>The Interpretation of Dreams</i>	4, 5
<i>The Psychopathology of Everyday Life</i>	6
<i>Three Essays on the Theory of Sexuality</i>	7
"Delusions and Dreams in Jensen's <i>Gradiva</i> "	9
<i>Fragment of an Analysis of a Case of Hysteria</i> (Dora)	7
<i>Analysis of a Phobia in a Five-Year-Old Boy</i> (Little Hans)	10
<i>Notes upon a Case of Obsessional Neurosis</i> (The Rat Man)	10
<i>Psycho-Analytic Notes on an Autobiographical Account of a Case of Paranoia (Dementia Paranoides)</i> (Schreber)	12

Take note of three important early works by Freud that are not assigned in this course: *The Project for a Scientific Psychology* (Vol. 1); *Jokes and Their Relation to the Unconscious*, (Vol. 8); *Leonardo da Vinci and a Memory of His Childhood*, (Vol. 11).

The following are shorter papers that are referred to in the assignment list by number.

1. Obsessions and phobias: Their psychological mechanism and their aetiology	3
2. On the grounds for detaching a particular syndrome from neurasthenia under the description 'anxiety neurosis'	3
3. Sexuality in the aetiology of the neuroses	3
4. Screen memories	3
5. My views on the part played by sexuality in the aetiology of the neuroses	7
6. Psychopathic characters on the stage	7
7. Obsessive actions and religious practices	9
8. The sexual enlightenment of children	9
9. Creative writers and day-dreaming	9
10. Hysterical phantasies and their relation to bisexuality	9
11. Character and anal eroticism	9
12. "Civilized" sexual morality and modern nervous illness	9
13. On the sexual theories of children	9
14. Some general remarks on hysterical attacks	9
15. Family romances	9
16. A special type of object choice made by men	11
17. On the universal tendency to debasement in the sphere of love	11

Weekly Assignment Schedule. The dates shown, on which assignments are due, are the 12 Mondays the class will meet following the first week, for which there is no assignment, and also the scheduled final exam time. Some items in the list, indicated by *, are the informal names by which everyone knows them. To locate them in an alphabetical list of *The Standard Edition* contents, you will need their formal titles. These are provided following the assignment list under *.

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| 1. September 20 | <i>Studies on Hysteria</i> , Chapters I and II (178 pages) |
| 2. September 27 | <i>Studies on Hysteria</i> , Chapter IV and Papers 1, 2, 3, 4 (129 pages) |
| 3. October 4 | <i>The Psychopathology of Everyday Life</i> (279 pages) |
| 4. October 18 | <i>The Interpretation of Dreams</i> , all but Chapter I (530 pages) |
| 5. October 25 | The Dora Case*, The Clark Lectures*, and Paper 5 (170 pages) |
| 6. November 1 | <i>Three Essays on the Theory of Sexuality</i> (108 pages) |
| 7. November 8 | "Delusions and dreams in Jensen's <i>Gradiva</i> " (88 pages) |
| 8. November 15 | Papers 6, 7, 8, 9, 10, 11 (52 pages) |
| 9. November 22 | The Little Hans Case* (144 pages) |
| 10. November 29 | The Rat Man Case* (163 pages) |
| 11. December 6 | The Schreber Case* (73 pages) |
| 12. Final Exam date | Papers 12, 13, 14, 15, 16, 17 (75 pages) |

- * Dora Case: "Fragment of an Analysis of a Case of Hysteria"
Clark Lectures: "Five Lectures on Psycho-Analysis"
Little Hans Case: "Analysis of a Phobia in a Five-Year-Old Boy"
Rat Man Case: "Notes Upon a Case of Obsessional Neurosis"
Schreber Case: "Psycho-Analytic Notes on an Autobiographical Account of a Case of Paranoia"

Testing and Grading. Following the first week, for which there is no assignment, each Monday's class will begin with a quiz on the reading for that date. The quiz questions will all concern straightforward facts, and they will all have one, and only one, correct answer. Over the 12 weeks of assignments, a total of 100 quiz questions will be given. They will be similar to the following four.

1. List all members of Little Hans' immediate family. (Hans, father, mother, and baby sister)
2. In her dream, why does Dora have to run from the house? (The house is on fire.)
3. What does Schreber think God is changing him into? (a woman)
4. From whom did the Rat Man learn of the hideous rat torture? (the cruel Captain)

The quizzes will serve as a kind of qualification round for a written assignment that will show, in a mosaic fashion, the student's response to everything he or she has read in the course. The grade on the written assignment will be the course grade, but the grading of that document will be constrained by the quiz scores in the following way. To get some form of A in the course, the student must make written submissions that are of A-quality, but must also have a score no lower than 80% on the quizzes. The best someone with a quiz score of 60% to 79% would be able to do is B or B+. For 50% to 59%, it is D, C, or C+. Anyone with a quiz score below 50 would get an F. The quiz scores will set the upper limit of one's grade. The written assignment will determine how high the grade goes up to the limit.

Come to each Monday class prepared to answer eight or so harmless questions about the current reading assignment. That will be the week's quiz. Then, no later than 12:00 noon each Wednesday (class at 2:30) provide Professor Bradbury by email with a statement of your response to what you have read that week. These statements can be critiques, reflections, or questions, preferably reflective ones. (Dare I invite free associations?) Whatever their form, these submissions will be your rhetorical response to Freud, and they will be the main measure of you in the course. You'll put them together, week by week, and then be allowed to polish them up at the end, as a package.

As an example of a grade calculation, consider a student with a quiz average of 85 or 86, not an uncommon occurrence. If the written assignment lived up to the quizzes in that case, the student would get A-, A, or A+, depending on the quality of the writing. Someone with a quiz total of 73 and a good essay would get a B, or more likely a B+.

To discourage the contagion of late preparation that results in quizzes not being written on the dates assigned, if a student misses a quiz, the quiz may be taken later, but at a cost. The best score a student may receive for a quiz taken late will be the lowest quiz score that student records on the other quizzes. As an example, a student misses Quiz #5, which has 10 questions, and later records a score of only 5 (of 8 questions) on Quiz #9. This 5/8 (63%) ends up being that student's lowest quiz score overall. Making up Quiz #5, the highest score the student could record would be 6, which is 63% of the 10 questions on the missed quiz.

So much for missing quizzes on Mondays. What about missing discussions on Wednesdays? Anyone who misses a Wednesday class must compensate by submission of an additional written response (minimum 500 words) on a topic that will be supplied for the week in question. Any such make-up documents will be added to the student's collected weekly written submissions that determine the course grade. Failure to submit a Wednesday make-up paper will result in an F on the total written assignment, which would mean an F in the course.

Over the years, students have not typically missed either quizzes or discussions, and grades have been high. One class of thirteen who took the course years ago did very well, indeed, and set a standard that, while high, has often been matched. The total mean score for all quizzes for the eleven people who finished the course that time was 83%. The letter grade distribution for the class was as follows: two A+, five A, two A-, one B+, one B, and two W. That group is legendary. Many of its members have still not fully recovered from their transferences, and perhaps never will. One of them received the gold medal in honours Philosophy that year, and another later taught various classes for our Psychology department. A most recent group consisted of 18 students who averaged 86% on the quizzes, and distributed in grades as one A+, nine A, seven A-, one B, and two withdrawals. The A+ winner that year is now a tenured faculty member in this department.

You must surely take it as your collective goal that your group will meet or even exceed the marks set by those amazing scholars, many of whom have now romped through graduate programs, astounding their professors and devastating their opponents with their quiet command of Freud. Effortlessly they can toss off little details like the color of Olga Graf's underwear, the surprising contents of Emma Eckstein's nose, and the inventive way Judge Schreber dealt with bathroom problems when he was at work. Soon you too will know all this, and more.

Tedious formalities. University regulations require that all course outlines direct the student's attention to those provisions of *The Calendar* that deal with academic misconduct. You are encouraged to consult that source in the unlikely event that your needs turn in a grim direction. In addition, course outlines are supposed to inform students that grades submitted by the professor are provisional and subject to change until they are accepted by the University Senate. So be it. As well, they are required to state the withdrawal deadline. It is November 16.

The University Senate has further stipulated that the following scripted gestures of civility be included in all course outlines. So, here they are

1. "We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume)."
2. "All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect."
3. "Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>."
4. "Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found at: <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>."
5. "Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at www.theuwsa.ca/academic-advocacy or call 204-786-9780."