

Course Outline

Freud: On Personality and Clinical Practice

UofW Psyc-4350

Fall Term 2018

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 is the work Freud did before he broadened his interpretative scope to include society and culture, and then changed his 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 principle, 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 Tuesdays the class will meet following the first week, for which there is no assignment, and also the scheduled final exam time.

1. September 11 *Studies on Hysteria*, Chapters I and II (178 pages)
2. September 18 *Studies on Hysteria*, Chapter IV and Papers 1, 2, 3, 4 (129 pages)
3. September 25 *The Psychopathology of Everyday Life* (279 pages)
4. October 2 The Dora Case, The Clark Lectures, and Paper 5 (170 pages)
5. October 16 *The Interpretation of Dreams*, all but Chapter I (530 pages)
6. October 23 *Three Essays on the Theory of Sexuality* (108 pages)
7. October 30 "Delusions and dreams in Jensen's *Gradiva*" (88 pages)
8. November 6 Papers 6, 7, 8, 9, 10, 11 (52 pages)
9. November 13 The Little Hans Case (144 pages)
10. November 20 The Rat Man Case (163 pages)
11. November 27 The Schreber Case (73 pages)
12. December 5 at 1:30 Papers 12, 13, 14, 15, 16, 17 (75 pages)

Testing and Grading. Following the first week, for which there is no assignment, each Tuesday'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 13 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 the writing of an essay. The grade on the essay will be the course grade, but the grading of the essay will be constrained by the quiz scores in the following way. To get some form of A in the course, the student must write an A essay, 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 essay will determine how high the grade goes up to the limit. The essay is due by the end of December.

As an example of a grade calculation, consider a student with a quiz average of 85 or 86, not an uncommon occurrence. If the essay lived up to the quizzes in that case, the student would get A-, A, or A+, depending on the quality of the paper. 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 Tuesdays. What about missing discussions on Thursdays? If a Thursday class is missed, the student will be required to compensate by submitting an essay (1,000 words) on a topic that will be provided for the occasion. Such a paper will be attached as a qualification to the major essay that determines the course grade. Failure to submit a Thursday make-up paper will mean an F on the major essay. That would be an F in the course since the course grade is the essay grade.

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 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 year is now a 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 Daniel Paul 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 must state the withdrawal deadline. It is November 12th this year.

The University Senate has further stipulated that the following scripted statements of clarification be included in all course outlines:

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."