

ENG 4015  
plr@ufl.edu

Prof. Rudnytsky  
4366 TUR  
F 4:00-4:45 p.m. & by appt.

Psychoanalytic Approaches to Literature

*Schedule of Readings*

Wed. Aug. 21 — Introductory

Fri. Aug. 23 — Jonathan Lear, “The Shrink Is In” (packet)

Mon. Aug. 26 — Sophocles, *Oedipus the King*

Wed. Aug. 28 — Sophocles, *Oedipus the King*, cont.

Fri., Aug. 30 — Freud, *Analysis of a Phobia in a Five-Year-Old Boy*, Part 1 (in *The “Wolfman” and Other Cases*); Max Graf, “Reminiscences of Professor Sigmund Freud” (packet)

Mon. Sept 2 — Labor Day

Wed. Sept. 4 — Freud, *Analysis of a Phobia in a Five-Year-Old Boy*, Part 2

Fri. Sept. 6 — Freud, *Analysis of a Phobia in a Five-Year-Old Boy*, Part 3

Mon. Sept. 9 — Melanie Klein, “The Importance of Symbol Formation in the Development of the Ego” (all in *The Selected Melanie Klein*)

Wed. Sept. 11 — Klein, “A Contribution to the Psychogenesis of Manic-Depressive States”

Fri. Sept. 13 — Klein, “Notes on Some Schizoid Mechanisms”

Mon. Sept. 16 — *Sir Gawain and the Green Knight*, Parts 1 & 2 (Norton; trans. Marie Borroff)

Wed. Sept. 18 — *Sir Gawain and the Green Knight*, Part 3

Fri. Sept. 20 — *Sir Gawain and the Green Knight*, Part 4

Mon. Sept. 23 — D. W. Winnicott, “Transitional Objects and Transitional Phenomena” & “Creativity and Its Origins” (all in *Playing and Reality*)

Wed. Sept. 25 — Winnicott, “The Use of an Object and Relating Through Identifications” & “The Location of Cultural Experience”

Fri. Sept. 27 — Winnicott, ; and “The Mirror-role of Mother and Family in Individual Development”; Jacques Lacan, “The Mirror Stage as Formative of the Function of the I” (packet)

Mon. Sept. 30 — Poe, “The Purloined Letter”; Lacan, “Seminar on ‘The Purloined Letter’” (all in *The Purloined Poe*)

Wed. Oct. 2 — Marie Bonaparte, from *The Life and Work of Edgar Allan Poe*; Shoshana Felman, “On Reading Poetry”

Fri. Oct. 4 — Homecoming

Mon. Oct. 7 — Shakespeare, *Othello*, Acts 1 & 2

Wed. Oct. 9 — Shakespeare, *Othello*, Act. 3

Fri. Oct. 11 — Shakespeare, *Othello*, Acts 4 & 5

Mon. Oct. 14 — MIDTERM, Part 1

Wed. Oct. 16 — MIDTERM, Part 2

Fri. Oct. 18 — MIDTERM, Part 3

Mon. Oct. 21 — John Bowlby, “The Origins of Attachment Theory” (all in *The Secure Base*)

Wed. Oct. 23 — Bowlby, “Psychoanalysis as Art and Science” & “Psychoanalysis as a Natural Science”

Fri. Oct. 25 — “The Role of Attachment in Personality Development” & “Attachment, Communication, and the Therapeutic Process”

Mon. Oct. 28 — Mary Shelley, *Frankenstein*, Preface & Vol. 1 (Penguin; 1818 edition)

Wed. Oct. 30 — Shelley, *Frankenstein*, Vol. 2

Fri. Nov. 1 — Shelley, *Frankenstein*, Vol. 3

Mon. Nov. 4 — Heinz Kohut, “Thoughts on Narcissism and Narcissistic Rage” (packet)

Wed. Nov. 6 — Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (Penguin)

Fri. Nov. 8 — Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*, cont.; EARLY PAPER TOPICS DUE

Mon. Nov. 11 — Veterans Day

Wed. Nov. 13 — Oscar Wilde, *The Picture of Dorian Gray*, Preface & chs. 1-7 (Penguin; Rev. Ed.)

Fri. Nov. 15 — Wilde, *The Picture of Dorian Gray*, chs. 8-12; EARLY PAPERS DUE

Mon. Nov. 18 — Wilde, *The Picture of Dorian Gray*, chs. 13-20; ALL PAPER TOPICS DUE

Wed. Nov. 20 — Barrie, *Peter and Wendy*, chs. 1-6 (Penguin; *Peter Pan*)

Fri. Nov. 22 — Barrie, *Peter and Wendy*, chs. 7-12

Mon. Nov. 25 — Barrie, *Peter and Wendy*, chs. 13-17; ALL PAPERS DUE

Wed. Nov. 27 & Fri. Nov. 29 — Thanksgiving

Mon. Dec. 2 — FINAL, Part 1; EARLY PAPER REWRITES DUE

Wed. Dec. 4 — FINAL, Part 2

### *A Psychoanalytic Diary*

I will ask you to keep a weekly diary as part of ENG 4015. Each week you should submit an entry (one to two double-spaced typed pages), which I will return to you with my comments, the following week. What you write can be as personal or impersonal as you wish. The following topics are merely suggestions:

- dreams you've had and attempts to interpret them
- “Freudian slips” you've come across
- impressions of the preceding class or responses to the reading
- agreements or disagreements with friends
- parent-child relationships
- attitudes toward sex, love, work, religion, the future
- problems in your life (and possible solutions to them)
- what you like or dislike about the instructor

These diaries will, I hope, stimulate you to make connections between what you learn in class and what you think and do outside of class. Although one of the aims is to encourage self-discovery, you alone will determine how introspective you wish your diaries to be. I'm particularly interested in whether you find psychoanalytic theory relevant to your own life. The diaries thus represent the “lab” part of the course, in which you become both the analyst and the patient. My primary role in reading your diaries will not be to interpret them, but to support your attempts at self-analysis.

Try to include only what is important. Do not worry about making the diaries into polished essays. You will NOT be graded, and my comments will not be concerned with spelling and grammar, though I do expect you to demonstrate good writing skills on your exams and term paper. Please NUMBER and DATE each of your entries.

Before I return the diaries to you, I will read a few of them aloud in class. The diaries will always be read anonymously, and there will be no discussion of them afterward. If you do not want me to read your diary, please indicate this on the entry. Remember that you are free to make of the diaries what you wish and they will not be graded, but they are a required part of the course.

### *Course Objectives*

This course will introduce students to the major currents of psychoanalytic theory and consider how different psychoanalytic approaches may be used to interpret literature as well as how literature deepens our understanding of psychoanalysis. The primary objective will be to enhance your skills of close reading and critical thinking as well as to provide a grounding in psychoanalytic studies. The two in-class examinations and *five-page* term paper will provide opportunities for students to demonstrate analytic and writing skills commensurate with an upper-division English course.

### *Course Requirements & Evaluation Criteria*

Your course grade will be based on the following criteria: midterm (25%), final exam (25%), one five-page paper (40%), and class participation (10%), though I reserve the right to adjust these percentages in your favor if it seems warranted. The midterm will consist of three parts: (1) identification and commentary on five passages (25 points); (2) extended textual commentary (20 points); (3) an essay on a choice of topics (25 points). The noncumulative final will include the identifications and essay sections. Part 1 on both exams is closed-book and closed-note; the others are open-book and open-note. *Papers must follow the guidelines of the Style Sheet.* At least one week before the papers are due, you must send me an email with a one-paragraph proposal for your topic and setting forth your thesis. I will respond and tell you either to go ahead or ask for further clarification before you proceed. *No outside sources may be used without being specified ahead of time and receiving my permission.* Early papers will be returned the following week with my comments and a grade, and may then be rewritten the week after that for a new grade. Any unapproved use of smartphones or other electronic devices during class will be subject to one warning per semester, and a second occurrence will count as an absence. *Attendance will be taken starting in the first class, and each absence over five per semester may result in a lowering of your course grade by one-half a letter.* The course books are available at the UF Bookstore and the required packet is at Target Copy.

### *Students with Disabilities*

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities in the classroom. Staff will assist any student who registers as having a disability. Official documentation is required to determine eligibility for appropriate classroom accommodations. For more information about Student Disability Services, see: <http://www.ufl.edu/disability/>