

Psychoanalytic Approaches to Literature

Schedule of Readings

- Wed. Aug. 23 — Introductory
Fri. Aug. 25 — Jonathan Lear, “The Shrink Is In” (listserv)
Mon. Aug. 28 — Sophocles, *Oedipus the King*
Wed. Aug. 30 — Sophocles, *Oedipus the King*, cont.
Fri. Sept. 1 — Sophocles, *Oedipus the King*, cont.
Mon. Sept. 4 — LABOR DAY
Wed. Sept. 6 — Max Graf, “Reminiscences of Professor Sigmund Freud” (listserv)
Fri. Sept. 8 — Review
Mon. Sept. 11 — Freud, *Analysis of a Phobia in a Five-Year-Old Boy*, Part 1 (in *The “Wolfman” and Other Cases*)
Wed. Sept. 13 — Freud, *Analysis of a Phobia in a Five-Year-Old Boy*, Part 2
Fri. Sept. 15 — Freud, *Analysis of a Phobia in a Five-Year-Old Boy*, Part 3
Mon. Sept. 18 — Melanie Klein, “The Importance of Symbol Formation in the Development of the Ego” (all in *The Selected Melanie Klein*)
Wed. Sept. 20 — Klein, “A Contribution to the Psychogenesis of Manic-Depressive States”
Fri. Sept. 22 — Klein, “Notes on Some Schizoid Mechanisms”
Mon. Sept. 25 — *Sir Gawain and the Green Knight*, Part 1 (Norton; trans. Marie Borroff)
Wed. Sept. 27 — *Sir Gawain and the Green Knight*, Part 2
Fri. Sept. 29 — *Sir Gawain and the Green Knight*, Part 3
Mon. Oct. 2 — *Sir Gawain and the Green Knight*, Part 4
Wed. Oct. 4 — D. W. Winnicott, “Transitional Objects and Transitional Phenomena” (all in *Playing and Reality*)
Fri. Oct. 6 — HOMECOMING
Mon. Oct. 9 — Winnicott, “Creativity and Its Origins”; “The Location of Cultural Experience”
Wed. Oct. 11 — Winnicott, “The Use of an Object and Relating Through Identifications”
Fri. Oct. 13 — Winnicott, “The Mirror-role of Mother and Family in Individual Development”; Jacques Lacan, “The Mirror Stage as Formative of the Function of the I” (listserv)
Mon. Oct. 16 — MIDTERM, Part 1
Wed. Oct. 18 — MIDTERM, Part 2
Fri. Oct. 20 — MIDTERM, Part 3
Mon. Oct. 23 — Poe, “The Purloined Letter”; Lacan, “Seminar on ‘The Purloined Letter’” (all in *The Purloined Poe*)
Wed. Oct. 25 — Marie Bonaparte, from *The Life and Work of Edgar Allan Poe*
Fri. Oct. 27 — Shoshana Felman, “On Reading Poetry”
Mon. Oct. 30 — Shakespeare, *Othello*, Acts 1 & 2
Wed. Nov. 1 — Shakespeare, *Othello*, Act 3
Fri. Nov. 3 — Shakespeare, *Othello*, Acts 4 & 5
Mon. Nov. 6 — John Bowlby, “The Origins of Attachment Theory” (all in *The Secure Base*)

Wed. Nov. 8 — Bowlby, “Psychoanalysis as Art and Science” & “Psychoanalysis as a Natural Science”
Fri. Nov. 10 — VETERANS DAY
Mon. Nov. 13 — Bowlby, “The Role of Attachment in Personality Development” & “Attachment, Communication, and the Therapeutic Process”; EARLY PAPER TOPICS DUE
Wed. Nov. 15 — Heinz Kohut, “Thoughts on Narcissism and Narcissistic Rage” (listserv)
Fri. Nov. 17 — Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (Penguin)
Mon. Nov. 22 — Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*, cont.; EARLY PAPERS DUE & ALL PAPER TOPICS DUE
Wed. Nov. 20 — THANKSGIVING
Fri. Nov. 22 — THANKSGIVING
Mon. Nov. 27 — Oscar Wilde, *The Picture of Dorian Gray*, Preface & chs. 1-7 (Penguin; Rev. Ed.)
Wed. Nov. 29 — Wilde, *The Picture of Dorian Gray*, chs. 8-12; ALL PAPERS DUE
Fri. Dec. 1 — Wilde, *The Picture of Dorian Gray*, chs. 13-20
Mon. Dec. 6 — FINAL, Part 1; EARLY PAPER REWRITES DUE
Wed. Dec. 8 — 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 of one to two double-spaced printed 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 I'm particularly interested in whether you find psychoanalytic theory relevant to your own life, you alone will determine how introspective you wish your diaries to be. My primary role will be to support your attempts at self-expression, not to judge or interpret what you write. 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. At the end of the semester, I will collect and look them all over for the last time, and then return them to you.

Course Objectives

This course has three aims: (1) to introduce students to major currents of psychoanalytic theory; (2) to show how different psychoanalytic approaches may be used to interpret literature; and (3) to consider how literature may deepen our understanding of psychoanalysis. While providing a grounding in psychoanalytic studies, the course seeks to enhance students' skills of close reading and critical thinking. The in-class examinations and *five-page* term paper will ask students to demonstrate analytic and writing abilities commensurate with an upper-division English course.

Course Requirements & Evaluation Criteria

The course grade will be based on the following criteria: midterm (25%), final exam (25%), one paper (40%), and class participation (10%), though I reserve the right to adjust these percentages in a student's 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 (25 points); (3) an essay on a choice of topics (25 points). The noncumulative final will include only the identifications and essay sections. Part 1 is closed-book and closed-note; the other parts are open-book and open-note.

Papers must follow the guidelines of the Style Sheet and be limited to five pages. At least one week before the papers are due, students must email me a one-paragraph thesis statement. I will then either tell you to go ahead or ask for further clarification before you proceed. *No outside sources may be used without my advance permission.* Early papers will be returned the following week with my comments and a grade. They may then be rewritten for a new grade. *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.* Except for *Othello*, course books have been ordered at the UF Bookstore; additional readings will be distributed via the listserv.

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 accommodations. For more information about Student Disability Services, see: <http://www.ufl.edu/disability/>