

A User's Guide to Freud (WGS312)

Department of Women's, Gender and Sexuality Studies
Emory University
Spring 2023

Professor Elizabeth A. Wilson

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Office Hours:

Mondays 2:00PM-3:00PM
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Classes:

Mondays and Wednesdays 10.00-11.15AM
Emerson E363

Course description:

The unconscious? Repression? Penis envy? Castration? Polymorphous perversity? Hysteria? What do all these Freudian terms mean, and what is their relevance for everyday life? The aim of this course is two-fold: (i) to introduce students to the core concepts of psychoanalysis, and (ii) to relate these to feminist/queer theories of gender and sexuality.

The course will introduce students to the central theoretical concepts in Freud's metapsychology: instincts, repression, the unconscious, dream interpretation. In the final weeks of the course, we will survey some contemporary feminist, cultural, and global responses to psychoanalysis. It is expected that this course will be of value to students in a wide variety of humanities and social science majors where psychological issues, gender, and sexuality are discussed.



Course goals:

By the end of the course, students should be able to:

- discuss the core tenets of Freud's metapsychology,
- discuss Freud's theory of infantile sexuality and gender,
- take an informed stance on the contemporary scholarly and cultural uses of psychoanalysis.

You are expected to:

- attend all classes,
- prepare for class by reading the set texts in advance each week,
- bring a printed out (and marked up) version of the readings to class each week,
- participate actively in each week's discussion,
- not use electronic devices in class (except when accommodations have been provided),
- prepare for and complete all the assessment tasks.

Texts:

Thurschwell, Pamela. 2009. *Sigmund Freud* (second edition). New York: Routledge. All readings are available through Canvas and Emory Library.

Class schedule and readings

WEEK	TOPIC	READINGS
Week 1 Jan 11 (Wednesday only)	Introduction	What is Psychoanalysis: Is it Weird? Freud Museum London, 2018 [8:39 minutes] Thurschwell, Pamela. 2009. <i>Sigmund Freud</i> (Introduction: 'Why Freud,' pp. 1-11). New York: Routledge.
Week 2 Jan 18 (Wednesday Only)	Instincts and Drives	Freud, Sigmund. 1915. Instincts and their vicissitudes. In S. Freud, <i>The standard edition of the complete psychological works of Sigmund Freud</i> , volume XIV (extract only: pp. 117-127). London: Hogarth Press. Thurschwell, Pamela. 2009. <i>Sigmund Freud</i> (Chapter 5: 'Freud's maps of the mind,' pp. 77-91). New York Routledge.
Week 3 January 23 + 25	Repression	Freud, Sigmund. 1915. Repression. In S. Freud, <i>The standard edition of the complete psychological works of Sigmund Freud</i> , volume XIV (pp. 146-158). London: Hogarth Press. Thurschwell, Pamela. 2009. <i>Sigmund Freud</i> (Chapter 1: 'Early theories,' pp. 15-25). New York Routledge.
Week 4 January 30 + Feb 1	The Unconscious	Freud, Sigmund. 1915. The unconscious. In S. Freud, <i>The standard edition of the complete psychological works of Sigmund Freud</i> , volume XIV (extract only: sections I, II & V). London: Hogarth Press. Thurschwell, Pamela. 2009. <i>Sigmund Freud</i> (Chapter 1: 'Early theories,' pp. 15-25). New York Routledge.
Week 5 February 6 + 8	Dreams	Freud, Sigmund. 1900. The interpretation of dreams (Chapter 2. 'The method of interpreting dreams: Analysis of a specimen dream'). In S. Freud, <i>The standard edition of the complete psychological works of Sigmund Freud</i> , volume IV (pp. 96-121). London: Hogarth Press. Thurschwell, Pamela. 2009. <i>Sigmund Freud</i> (Chapter 2: 'Interpretation,' pp. 26-39). New York Routledge.
Week 6 February 13 + 15	Class Test	Monday: Test review Wednesday: Class test (online, open book)
Week 7 February 20 + 22	Infantile Sexuality	Freud, Sigmund. 1905. Three essays on the theory of sexuality (Section II. Infantile sexuality). In S. Freud, <i>The standard edition of the complete psychological works of Sigmund Freud</i> , volume VII (extract only: pp. 173-183). London: Hogarth Press. What is Psychoanalysis? – Sexuality Freud Museum London, 2018 [10:14 minutes]

Week 8 February 27 + March 1	Oedipus	<p>Freud, Sigmund. 1923. The infantile genital organization. <i>Standard Edition of the Complete Psychological Works of Sigmund Freud</i>, Volume XIX (pp. 141–145).</p> <p>Freud, Sigmund. 1925. Some psychical consequences of the anatomical distinction between the sexes. <i>Standard Edition of the Complete Psychological Works of Sigmund Freud</i>, Volume XIX (pp. 248–258).</p> <p>What is Psychoanalysis? – The Oedipus Complex <i>Freud Museum London</i>, 2018 [10:45 minutes]</p>
March 6-10	SPRING BREAK	
Week 9 March 13 + 15	Cinema and Psychoanalysis	No reading: Screenings in class
Week 10 March 20 + 22	Global Freud	<p>Menon, Madhavi. 2018. Psychoanalysis. In M. Menon <i>Infinite Variety: A History of Desire in India</i>. Delhi: Speaking Tiger Books.</p> <p>Osnos, Evan. 2011. Meet Dr. Freud. Does psychoanalysis have a future in an authoritarian state? <i>New Yorker</i> January 10.</p>
Week 11 March 27 + 29	Sexuality	<p>Mieli, Mario. 1977/2018. Homosexual desire is universal. In <i>Towards a Gay Communism</i> (Chapter 1, pp. 1-6 only). London: Pluto Press.</p> <p>Bechdel, Alison. 2012. <i>Are You My mother? A Comic Drama</i> (Chapters 1 & 2 pp. 1-75) . New York: Mariner Books.</p>
Week 12 April 3 + 5	Hysteria	<p>Monday: Charcot, Jean-Martin. 1888. Hysteroepilepsy: A young woman with a convulsive attack in the auditorium. February 7, 1888. In <i>Charcot, The Clinician. The Tuesday lessons</i>, pp. 102–122 [Chapter 5 and commentary]. New York: Raven Press.</p> <p>Wednesday: What happened to the girls in Le Roy <i>New York Times</i> March 7, 2012 (Susan Dominus)</p>
Week 13 April 10 + 12	Clinical	<p>Corbett, Ken. 2001. Faggot=Loser. <i>Studies in Gender and Sexuality</i>, 2: 3-28.</p> <p>Jamieson Webster. 2022. Teenagers are telling us that something is wrong with America. <i>New York Times</i>, October 11, 2022.</p>
Week 14 April 17 + 19	Peer review	Review of final projects
Week 15 April 25		No class. Final project due on Canvas Monday April 24, 5pm.

Assessment

Your final grade will be assessed in four (4) parts:

- (1) *Class test* (on material in weeks 2, 3, 4, and 5): This short-answer test will assess your understanding of basic metapsychological ideas discussed in weeks 2, 3, 4, and 5. It is worth 25% of your final grade. The test will be open book and online on Wednesday February 15, 10.00am-Thursday February 16, 10.00am. Submit completed test via Canvas.
- (2) *Instagram posts*: Starting in Week 2 until week 13 (but excluding week 6, week 9, and Spring Break) you will post weekly to the class Instagram account. Post by noon on the Tuesday of each week. Include two or three sentences of text that explain your post. These posts, in total, are worth 25% of your final grade.

The account is private and accessible only by us: <https://www.instagram.com/WGS312Freud> (password: WGS312Freud!). You do not need to have your own Instagram account to access the class account. Sign all posts with your name. I encourage you to be creative with the images and video that you post.

Posts to Instagram will be graded on a three-point scale:

0: Did not complete (or submitted after deadline)

1: Completed

2: Completed in a way that was creative or thoughtful or provocative or helpful for discussion

These grades will be posted to Canvas each week.

- (3) *Final Project*: This is a media project that you will submit on Canvas by Monday April 24, 5pm. This is worth 35% of your final grade. You may choose one of four media to produce: a social media account; a video essay; a podcast; a zine. Requirement for all options: at least 1000 words of writing, and direct engagement with at least three texts from either the set readings or the bibliography at the end of this syllabus (or other texts approved by me).

Whichever modality you choose you must also write a 250–500-word reflection/commentary on your submission. In this reflection, you could address some of the following issues. Provide a brief account of why you made the creative choices that you did. What modality did you choose and why was that important for getting across your ideas? Did you encounter any obstacles in the creation of your project? What were they and how did you problem-solve? What aspect of your project do you think is strongest, most interesting, and/or most creative? How does using this method of engagement with the texts in our course impact your engagement with the course material?

- Social media account: Create a social account that reflects in some way the material we have covered in class since Spring break (e.g., what would Freud's Instagram account look like if he had lived in India? What Tik Tok videos would Corbett's child patients create?). You can create a new social media account, or you can create a "fake" account that mimics what a social media account would look like. Reminder: there needs to be at least 1000 words of your own text posted to this account.
- Video essay: Film, narrate, and edit a video essay about some aspect of the material we have covered since Spring Break. You can focus on any topic relating to this material. I encourage you to use your creative and intellectual talents as you imagine how to approach this option. The [Freud Museum videos](#) we have watched this semester are great examples of video essays. [Vox](#) also makes excellent video essays. Reminder: for this option, you will also need to turn in a "script" (at least 1000 words) for your video essay as well as the essay itself.
- Podcast: Record, narrate, and edit a podcast episode about some aspect of the material we have covered since Spring Break. You can focus on any topic relating to this material. I encourage you to use your creative and intellectual talents as you imagine how to approach this option. Might this be the opening episode in a series about global Freud? Is

it the finale in a psychoanalytic true crime podcast series? Reminder: for this option, you will also need to turn in a "script" (at least 1000 words) for your podcast as well as the podcast itself.

- Zine: Create a [zine](#) that addresses some aspect of the material we have read since Spring Break. What would a punk or LGBTQ or anti-racist psychoanalytic zine be like? What about a hysteria zine? If you are interested in collage, check out this [zine](#) from a WGSS class on Angela Davis in Spring 2022 and this "[visual dictionary of psychoanalysis](#)". The zine can be on paper or digital. Reminder: there needs to be at least 1000 words of your own text published in the zine.

[Emory Center for Digital Scholarship](#) (ECDS) will be able to assist you with parts of your media project. Contact them early in the semester to consult about your final project as it is taking shape.

(4) *Seminar participation* (15%): you are expected to contribute actively, and thoughtfully, to the class discussions. 10% of your final grade will be based on your participation in class over the course of the semester. What is good class participation? It is promoting dialogue and collaboration within the class: asking questions; making space for different opinions; robust tolerance of those differences; talking with each other, not just to the instructor.

Policies and guidelines

Electronic devices: Computers and other electronic devices must be off during class time. *If you use an unauthorized electronic device (e.g., phone, tablet, computer, watch) in class, you will be marked as absent for that day.*

Attendance: Students may miss up to 2 classes without penalty. Additional absences will *each* incur a half-letter grade penalty (e.g., from A to A-, from A- to B+ etc.) from the *final* course grade. Religious holidays are excluded from this policy. Please notify me in advance if you are unable to be in class. If you are going to be away from class for an extended period, please fill out the [OUE student self-service absence form](#).

Late work: Assessment handed in after the due date will incur a half-letter grade penalty (e.g., from A to A-, from A- to B+ etc.) for each day it is late, including weekends and holidays.

Emory College Honor Code: The [Honor Code](#) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Department of Accessibility Services: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that disability related accommodations are necessary, you may register with Emory University's [Department of Accessibility Services](#) (DAS). To register with DAS, students must self-identify and initiate contact with the DAS office.

Key reference texts

[Psychoanalytic Electronic Publishing](#) (PEP Archive, access via Emory Library Databases)

- Laplanche, Jean, and Jean-Bertrand Pontalis. 1973. *The language of psychoanalysis*. London: Norton.
- Mitchell, Juliet. 2000. *Psychoanalysis and feminism* (second, revised edition). New York: Basic Books.
- Thurschwell, Pamela. 2009. *Sigmund Freud* (second edition). London: Routledge.

Some of Freud's case histories

1905. Fragment of an analysis of a case of hysteria ('Dora'). *The standard edition of the complete psychological works of Sigmund Freud VII* (7–122).
1909. Analysis of a phobia in a five-year ('Little Hans'). *The standard edition of the complete psychological works of Sigmund Freud X* (5–149).
1920. The psychogenesis of a case of homosexuality in a woman. *The standard edition of the complete psychological works of Sigmund Freud XVII* (147–172).

Other reading

- Abel, Elizabeth, Barbara Christian, & Helene Moglen. Eds. 1997. *Female subjects in black and white: Race, psychoanalysis, feminism*. Berkeley: University of California Press.
- Adam Phillips. 2015. *Unforbidden pleasures*. New York: Farrar, Straus, and Giroux.
- Bernheimer, Charles & Claire Kahane. 1990. *In Dora's case: Freud-hysteria-feminism* (2nd ed.). New York: Columbia University Press.
- Butler, Judith. 1995. Melancholy gender—refused identification. *Psychoanalytic Dialogues* 5(2): 165-180.
- Corbett, Ken. 2009. *Boyhoods: Rethinking masculinities*. New Haven: Yale University Press.
- Danto, Elizabeth. 2005. *Freud's free clinics: Psychoanalysis and social justice 1918-1938*. New York: Columbia University Press.
- Dean, Tim & Christopher Lane. Eds. 2001. *Psychoanalysis and homosexuality*. Chicago; University of Chicago Press.
- Dimen, Muriel, and Virginia Goldner. 2002. *Gender in psychoanalytic space: Between clinic and culture*. New York: Other Press.
- Eng, David. 2003. Transnational adoption and queer diasporas. *Social Text*, 21(3): 1-37.
- Fonagy, Peter. 2000. *Attachment theory and psychoanalysis*. New York: Other Press.
- Fuss, Diana. 1995. *Identification papers*. New York: Routledge.
- Gall, Rubén. 2015. *Freud's Mexico: Into the wilds of psychoanalysis*. Cambridge, MA: MIT Press.
- Gallop, Jane. 1982. *The daughter's seduction: Feminism and psychoanalysis*. Ithaca: Cornell University Press.
- Gherovici, Patricia. 2017. *Transgender psychoanalysis: A Lacanian perspective on sexual difference*. New York: Routledge.
- Grigg, Russell, Dominique Hecq & Craig Smith. Eds. 1999. *Female sexuality: The early psychoanalytic controversies*. New York: Other Press.
- Harris, Adrienne. 2005. *Gender as soft assembly*. Hillsdale, NJ: Analytic Press.
- Homayounpour, Gohar. 2012. *Doing psychoanalysis in Tehran*. Cambridge, MA: MIT Press.
- Malcolm, Janet. 1982. *Psychoanalysis: The impossible profession*. New York: Vintage.
- Marder, Elissa. 2012. *The mother in the age of mechanical reproduction: Psychoanalysis, photography, deconstruction*. New York: Fordham University Press.
- Marsilli-Vargas, Xochitl. 2022. *Genres of listening: An ethnography of psychoanalysis in Buenos Aires*. Durham: Duke University Press.
- Matthis, Irene. Ed. 2004. *Dialogues on sexuality, gender, and psychoanalysis*. London: Karnac Books.
- Ngai, Sianne. 2001. Jealous schoolgirls, single white females, and other bad examples: Rethinking gender and envy. *Camera Obscura*, 16(2), 177–228.
- Ruti, Mari. 2018. *Penis envy and other bad feelings: The emotional costs of everyday life*. New York: Columbia University Press
- Salamon, Gayle. 2010. *Assuming a body: Transgender and rhetorics of materiality*. New York: Columbia University Press.
- Stern, Daniel. 1985. *The interpersonal world of the infant*. New York: Basic Books.
- Trans Studies Quarterly*, 2017. Volume 4, issue 3-4 (Transpsychoanalytics).
- Webster, Jamieson. 2018. *Conversion disorder: Listening to the body in psychoanalysis*. Columbia University Press, 2018.
- Winnicott, D. W. 1953. Transitional objects and transitional phenomena. *International Journal of Psycho-Analysis*, 34:89-97.
- Zeavin, Hannah. 2021. *The distance cure: A history of teletherapy*. Cambridge, MA; MIT Press.