
Name	Jared Green
Department	English
What course are you proposing to collaborate on?	LC261: Freud and the Modern World
In which semester would you be teaching this class?	Fall 2012
Project Title	Freud and the Modern World

Project Proposal (250–500 words)

This integrative seminar asks students to synthesize their knowledge of Freud's major cases and their work on psychological narratives (these being the foci of the linked courses) and to bring their analytical skills to bear on the visual art, cinema, and mass culture that emerged as a symptom of the popularization of psychoanalysis in the 20th century. A crucial aspect of the students' work is an oral presentation, which requires that the presenter(s) research at least one scholarly work on the material in question, distribute the article to the class, and clearly present the scholar's argument as a way to develop a sophisticated analysis of the primary text.

In the past, we have found that students typically have a great deal of difficulty identifying appropriate scholarly sources for their work, even though we offer very specific guidelines about using electronic and print sources. The first issue at play here is one of basic research literacy, especially when it comes to students who have not had much prior experience seeking out literary and cultural scholarship. Our goal is to develop our students' awareness of how knowledge is produced and disseminated in the fields of literary and cultural studies, as well as to sharpen more generalized skills such as familiarity with research methods, discernment in source selection, and proper incorporation and citation of scholarly arguments in their own spoken and written work.

The benefits of having a sustained research component elaborated through a partnership with the library are manifold, especially when it comes to preparing students to produce the kind of sophisticated, persuasive argumentation that will be required of them in their upper–level courses. By the same token, the benefits to the class are easily measured in what we anticipate will be a marked increase in the quality of the research undertaken and thus the depth and utility of the discussions that we are able to have with our students.

This time around, we would also like to explore how an enhanced relationship with the library might help students produce their own wiki, comprised of in–depth, student–generated research on the key terms and themes with which this course is concerned. Our aim would be to develop a permanent reference resource that future students of this LC could use and to which they might contribute. The eventual result would be useful for Stonehill students more generally and would be linked to the English department web page as a showcase for the quality of student research at our institution.

LC261a

Integrative Seminar: Psychoanalysis and Modern Culture

Professors Jared Green and Daniel Itzkovitz

Fall 2012

M • 2:30–5

Seminar Description

This integrative seminar will consider the reception and circulation of Freudian and post-Freudian ideas in popular culture, including painting, cinema, and television. In addition to close examination of a range of visual media, we will meet with professional psychoanalysts and clinical psychologists who will offer the psychoanalytic profession's contemporary perspective on Freud and his key concepts.

Course Requirements:

- Attendance: Attendance is mandatory. Each unexcused absence will result in a markdown of 1/3 of a grade point from the class participation grade. Multiple unexcused absences will result in a grade of no credit.
- Written Work: Writing assignments include regular posts to the course blog (see below) and a final paper (12–15 pages) that integrates work from the three linked courses.
- Class Participation: Active participation is an essential part of this course. Students should come to each class with the assigned materials fully annotated and should be prepared to ask questions and engage in discussion.
- Class Blog:
Your analytical writing will include frequent commentary on our assigned readings and films on the LC216a class blog. Students will be asked to submit a portfolio of all of their blog posts at the end of the semester.
- Discussion Leadership: Students will work in groups of 2 (with one group of 3) to lead one group discussion session during the course of the semester. Guidelines for discussion leadership will be distributed separately.

Grading:

Class participation: 30%

Blog: 20%

Student-Led Discussion: 20%

Final: 30%

Syllabus

Session 1 Introduction

Session 2 Dreams and the Unconscious:

Film: Inception (Nolan, 2010)

Session 3 Vienna around 1900: Freud and German/Austrian
Expressionism

In Class: The Cabinet of Dr. Caligari (Wiene,1920)

Session 4 Becoming Animal: Wolves

Readings: Grimm Brothers, "Little Red Riding Hood"

Bruno Bettelheim, from The Uses of Enchantment

Anne Sexton, "Red Riding Hood"

Angela Carter, from The Bloody Chamber

Film: In the Company of Wolves (Jordan,1984)

Session 5 "Existence is Elsewhere": Surrealism as Art and Style

Film: Spellbound (Hitchcock,1945)

In Class: Dali and Buñuel, Un chien Andalou (1929)

Session 6 Another Look at Looking

Reading: Laura Mulvey, "Visual Pleasure and Narrative Cinema"

Film: Rear Window (Hitchcock,1954)

Session 7 Guest Lecture: Profs. Sharon Ramos-Goyette and John McCoy, Neuroscience Department, Stonehill
College

Session 8 Scopophilia and the Perversion of the Gaze

Film: Peeping Tom (Powell, 1960)

Session 9 Guest Lecture: Dr. Jack Fohl, Ph.D., Boston Analytic Society and Institute

Session 10 Fetishism and Desire

Film: Vertigo (Hitchcock,1958)

Session 11 Research and Conference Day

Session 12 Neuromarketing: The Psychology of
Advertising and Spin

Film: The Persuaders (Goodman and Dretzin, 2004);

In class: Edward Bernays: The Father of Spin (Yost, 2000)

Session 13 The Return of Little Hans: Masculinity, Castration
Anxiety and Violence

Film: Fight Club (Fincher, 1999)

Session 14 The Fragmented Self: 21st Century Hysteria

Film: Black Swan (Aronofsky, 2010)

