

ENG 4015
plr@ufl.edu

Prof. Rudnytsky
4366 TUR
T 4:00-5:00 p.m. & by appt.

Psychoanalytic Approaches to Literature

Schedule of Readings

Aug. 21 – Introductory

Aug. 28 – Sophocles, *Oedipus the King*; Jonathan Lear, “The Shrink Is In” (packet)

Sept. 4 – Labor Day

Sept. 11 – Freud, *Analysis of a Phobia in a Five-Year-Old Boy* (in *The “Wolfman” and Other Cases*); Max Graf, “Reminiscences of Professor Sigmund Freud” (packet)

Sept. 18 – Melanie Klein, “The Importance of Symbol Formation in the Development of the Ego”; “A Contribution to the Psychogenesis of Manic-Depressive States”; and “Notes on Some Schizoid Mechanisms” (all in *The Selected Melanie Klein*)

Sept. 25 – *Sir Gawain and the Green Knight* (trans. Marie Borroff)

Oct. 2 – D. W. Winnicott, “Transitional Objects and Transitional Phenomena”; “Creativity and Its Origins”; “The Use of an Object and Relating Through Identifications”; “The Location of Cultural Experience”; and “The Mirror-role of Mother and Family in Individual Development” (all in *Playing and Reality*)

Oct. 9 – Poe, “The Purloined Letter”; Marie Bonaparte, from *The Life and Work of Edgar Allan Poe*; Jacques Lacan, “Seminar on ‘The Purloined Letter’”; Shoshana Felman, “On Reading Poetry” (all in *The Purloined Poe*); and Lacan, “The Mirror Stage as Formative of the Function of the I” (packet)

Oct. 16 - Midterm examination

Oct. 23 – Shakespeare, *Othello*

Oct. 30 – John Bowlby, *A Secure Base*, chs. 2,3,4,7,8

Nov. 6 – Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*; Heinz Kohut, “Thoughts on Narcissism and Narcissistic Rage” (packet)

Nov. 13 – Oscar Wilde, *The Picture of Dorian Gray*

Nov. 20 – Italo Svevo, *Zeno's Conscience*, to p. 155; EARLY PAPER TOPICS DUE

Nov. 27 – Svevo, *Zeno's Conscience*, to p. 271; EARLY PAPERS DUE; PAPER TOPICS DUE

Dec. 4 – Svevo, *Zeno's Conscience*, to end; ALL PAPERS DUE

Dec. 12 – Final examination, 12:30-2:30 p.m.

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%). You will have the full three-hour block for the midterm, which will consist of three parts: (1) identification and commentary on six passages (30 points); (2) a short essay (15 points); (3) a long essay on a choice of topics (30 points). The two-hour final is noncumulative and will have two parts: (1) identification and commentary on six passages (30 points); (2) a long essay on a choice of topics (30 points). Part 1 on both exams is closed-book and closed-note. The essay questions 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. Papers handed in before the last class will be returned the following week with my comments and a grade, and may then be rewritten by the final exam for a new grade. Because this is a three-hour class, students leaving without my permission at the break will be counted absent for the class. 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. Each absence over three per semester will 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/>