

GENERAL EDUCATION COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **EXISTING** courses for review. If this course will be submitted for review in more than one category, submit a separate proposal for each category.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	FREUD: TEXTS AND REPRESENTATIONS		
SUBMITTED BY:	Vasey	DATE:	Jan 28 2008
<i>This course proposal is submitted with the department's approval. (Put a check in the box to the right.)</i>			X
<i>If part of a science sequence involving two departments, both departments approve.</i>			

THIS COURSE IS PROPOSED FOR (check one).

First-Year Seminar (<i>indicate in the rationale if this will also count for major credit</i>)	X
Quantitative Reasoning	
Global Inquiry	
Human Experience and Society	
Experiential Learning	
Arts, Literature, and Performance: Process	or
	Appreciation
Natural Science (<i>include both parts of the sequence</i>)	

NOTE: See the report entitled "General Education Curriculum as Approved by the Faculty Senate," dated November 7, 2007, for details about the general education categories and the criteria that will be used to evaluate courses proposed. The report is available at www.jtmorello.org/gened.

RATIONALE: Using only the space provided in the box below, **briefly** state why this course should be approved as a general education course in the category specified above. *Attach a course syllabus.* **Submit this form and attached syllabus electronically as one document to John Morello (jmorello@umw.edu).** All submissions **must** be in electronic form.

Almost everyone has strong opinions about the work and concepts associated with the name “Freud,” and almost no one has read more than a few pages of his writings. This seminar provides the opportunity to read, discuss, analyze, and conduct research into the essays and books of one of the most revolutionary and influential thinkers in human history. The unconscious, dreams, slips, sexuality, art, religion, civilization—just a partial list of the topics illuminated by this fascinating thinker.

One of the great things about Freud is that he is so readable. He was an excellent public speaker/ lecturer, and his writings are clear in their meaning, if controversial in their implications. So students will read and prepare presentations on the meaning of the concepts and theories he spells out in his writings. His ideas were controversial, even upsetting, one hundred years ago, and they continue to be. Students will also keep a weekly journal of their reactions to his ideas and their relevance, which they will review in the final weeks of the semester, and write a paper on.

The Interpretation of Dreams, The Psychopathology of Everyday Life, Three Essays on a Theory of Sexuality, Civilization and its Discontents, The Future of an Illusion, Totem and Taboo, Leonardo da Vinci and a Memory of Childhood, The Ego and the Id .

They will write short reports summarizing Freud’s texts and his reception, weekly journal entries, and be responsible for three oral presentations as well as general contributions to the discussion. The final exam essay will challenge them to critically review their own reaction to Freud and how it has evolved over the semester.

This course will count as an elective in the Philosophy Major.

syllabus

First Year Seminar: *Freud: Texts and Representations*
Dr. Craig Vasey, Dept of Classics, Philosophy, and Religion

The main idea of this seminar will be to allow student to explore, first-hand, the writings, ideas, and impact of Freud. He is eminently readable, this a good author for first year students; he is also one of the most influential theorists of Western civilization. Most students, like most faculty, have read virtually nothing of Freud's work, but have strong opinions about several (if not all) of what they identify as his core ideas.

The two aspects of the subtitle indicate that the course will not only provide the opportunity to read Freud oneself, but also to become familiar with a variety of interpretations of his work. But "representations" can be taken in an even broader sense than just how various authors and schools have interpreted him, to include his impact upon the culture, e.g., how he has achieved an iconic status in our culture. So, besides seminar presentations on selected texts by Freud, students will do short (and largely lightweight) reports on "Images of Freud": famous photos, paintings, films, poems, toys, novels, games, etc., in which we can find him. They will also do short (and largely lightweight) reports on his impact on our culture: the pervasiveness of his vocabulary in everyday life, the Einstein-Freud correspondence over War, feminism, etc.

Texts:

The Interpretation of Dreams
Three Essays on a Theory of Sexuality
The Psychopathology of Everyday Life
The Future of an Illusion
Totem and Taboo
Civilization and its Discontents

Representations:

Interpretations and evaluations: Sartre, deBeauvoir, Popper, Lacan, Foucault, Rorty, Habermas, Derrida, Binswanger, Chodorow, Dinnerstein, etc.
Images: Freud in photos, film, painting, toys, games, etc.
Impact: Freud's effect upon our culture

15 points: Weekly journal of two pages of reflections on class work, posted to wiki

20 points: Team presentation on a text of Freud

20 points: Team presentation on either an Interpretation/evaluation or Impact

15 points: Team presentation on an Image

15 points: Mid term exam

15 points: Final exam.

100 points total
