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2020

Literature and Psychoanalysis

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Fall 2020 Freshman Inquiry Writing Seminar: Literature and Psychoanalysis
<https://literatureandpsychoanalysis.commons.gc.cuny.edu>

COURSE DETAILS:

<p>FIQWS 10108 (writing section) ONLINE</p> <p>HA7 - 30516 M/ W 11:00-12:15 ONLINE</p> <p>HA8 - 57940 M/ W 12:30-1:45 ONLINE</p> <p>Elisabeth von Uhl she/her/hers Office hours: M/W: 10 - 11 or by appt. email: evonuhl@ccny.cuny.edu</p>	<p>FIQWS 10008 (content section) ONLINE</p> <p>HA7 - 30492 M/ W 12:30-1:45 ONLINE</p> <p>HA8 - 30489 M/ W 2:00-3:15 ONLINE</p> <p>Alyssa Yankwitt she/her/hers Office hours: M/W 3:30-4:30 or by appt. email: ayankwitt@ccny.cuny.edu</p>
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COURSE DESCRIPTION & TRAJECTORY

First-Year Composition Mission Statement: First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students’ writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

Description: This course aims to introduce students to basic concepts in psychoanalysis and to explore their power and limits as tools of literary and cultural analysis. We will begin by studying Sigmund Freud’s *Five Introductory Lectures*. In this short book, Freud tells the story of how he came to develop psychoanalysis as a theory and a method of treatment for mental illness, and he introduces and explains such concepts as the unconscious, repression, the dreamwork, infantile sexuality, the Oedipus complex, and the psychical personality (id, ego, and super-ego). At the same time, we will be looking at a variety of texts to see how they are illuminated by Freud’s ideas and illuminate those ideas in their turn. *Throughout the semester, students will develop their own skills as critical readers and writers through a wide variety of reading and writing activities.*

Writing Section Learning Outcomes	Content Section Learning Outcomes
<p>In the Writing section, you will:</p> <ul style="list-style-type: none"> * Explore and analyze in their own and others' writing a variety of genres and rhetorical situations * Develop strategies for reading, drafting, revising, and editing * Practice systematic application of citation conventions * Recognize and practice key rhetorical terms and strategies when engaged in writing situations * Develop and engage in the collaborative and social aspects of writing processes * Understand and use print and digital technologies to address a range of audiences * Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the internet and evaluate them for credibility, accuracy, timeliness, and bias * Compose texts that integrate the student's stance and language with appropriate sources, using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation. 	<p>In the Content section, you will:</p> <ul style="list-style-type: none"> *Gather, interpret, and assess information from a variety of sources and points of view; *Evaluate evidence and arguments critically or analytically; *Produce well-reasoned written or oral arguments using evidence to support conclusions. *Identify and apply the fundamental concepts and methods of psychoanalysis exploring the relationship between the individual and society within the scope of literature; *Through the study of works of literature, examine how an individual's place in society affects their experiences, values, and choices; *Drawing on psychoanalytic and other perspectives, assess ethical views and their underlying premises.

N.B. Writing section outcomes will be reinforced in the Content section and vice-versa.

General Education Learning Outcomes Benchmarks for FIQWS

Students will compose essays such as personal narratives/reflections, summary and response, and critical analysis accomplishing the following:

Writing:

- * Present context of and state purpose for writing
- * Develop appropriately organized essays containing a clear thesis statement and credible, relevant evidence
- * Use appropriate language that conveys meaning and is grammatically correct

Critical Thinking:

- * Clearly state issue/problem
- * Analyze and/or synthesize evidence derived from appropriate sources
- * Develop logical conclusions based on evidence

Information Literacy:

- * Demonstrate a clear understanding of information needs and ability to search efficiently (within assigned texts and/or by source search)
- * Demonstrate an understanding of scholarly sources (library visit)
- * Articulate credibility of sources or as appropriate to the discipline
- * Use information ethically by citing sources and not plagiarizing

Classes will be held both **synchronously** (when we meet as a virtual group) and **asynchronously** (when you work autonomously) as denoted by your professors on the schedule. Both synchronous and asynchronous classes will be posted on Blackboard. You will need a computer, laptop, or tablet with reliable internet in order to successfully access the course materials. A phone will work for shorter assignments and readings, but is not recommended for longer readings or formal papers or projects.

Synchronous classes will be held via Zoom as will office hours. If you can not meet for office hours via Zoom, other arrangements can be made.

Please make sure that your Zoom username is identifiable to us, so use some form of your name that's either associated with the name listed for you on CUNYFirst, or a name you have told us you'd preferred to be called.

Writing Section Zoom Info	Content Section Zoom Info
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<p>Zoom meeting details will be released to the corresponding class.</p> <p>HA7 W: 11 am -12:15 pm</p> <p>HA8 W: 12:30 - 1:45 pm</p> <p>Office Hours M/ W 10 - 11 am or by appt. Zoom office hours will be released to the class.</p> <p>Please attend the correct section's session unless you have permission from me before the scheduled session.</p>	<p>Zoom meeting details will be released to the corresponding class.</p> <p>HA7 - 30492 M/ W 12:30-1:45</p> <p>HA8 - 30489 M/ W 2:00-3:15</p> <p>Office Hours M/ W 3:30-4:30 or by appt. Zoom office hours will be released to the class.</p> <p>Please attend your assigned section's sessions; however, if you have unforeseen or unavoidable circumstances keeping you from attending, but you are able to make the other session, you can attend that one instead, but please be sure to let me know.</p>
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All readings and assignments will be posted on Blackboard. CCNY has Blackboard support. You can read more about it here:

www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/

Please be sure you are using Chrome or Firefox when accessing Blackboard.

Technology use: There are two main ways to get help with Blackboard:

1. Ask your fellow students who are also enrolled. In this group, there are people with all levels of experience who use different computers and technology. They are likely to be your best assets for discovering new ways to use Blackboard. You can create a discussion thread in the "Class Cafe" board about your particular question or issue, and others will share their ideas.
2. We do have Blackboard support on every campus. You are most likely familiar with this already, but if not, you can read more about it here: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/help>

Expectations for Professors: During the week, **we aim to answer emails within 24 hours and will be monitoring BB daily. The grading of longer, higher-stakes essays will take longer. We will inform you when your grades for formal assignments are live.** Please be sure to regularly check Blackboard to make sure your assignments were submitted. You will receive a receipt.

Grade Breakdown: Your final grade in both sections will be based on the following in each section:

Writing		Content	
Participation & Professionalism/Blackboard Assignments / Reading Quizzes	15%	Homework & Short Assignments, & all Blackboard Posts	15%
Peer Reviews	10%	Quizzes	10%
Summary & Response Essay	10%	Participation & Professionalism	10%
Exploratory Essay	15%	Summary & Response Essay	15%
Critical Research Paper	20%	Exploratory Essay	20%
Final Portfolio & Reflective Essay	25%	Critical Research Paper	25%
Essay Reflections	5%	Critical Research Paper Presentation	5%

The *content course* will satisfy your common core requirement for the Individual and Society area of the flexible core requirements.

The *writing course* will satisfy your Freshman Composition requirement.

A **detailed, rubric for essay grades** can be found here: <https://sourcebooks.fordham.edu/med/rubric.asp> and will also be posted on BB:

N.B. You will receive two grades—one from the content instructor and one from the writing instructor. These grades may not be identical.

Quality of Performance	Letter Grade	% Range	GPA
Excellent - work is of exceptional quality	A+	97 - 100	4
	A	94 - 96.9	
	A-	90 - 93.9	3.7
Good - work is of above average quality	B+	87 - 89.9	3.3
	B	84 - 86.9	3
	B-	80 - 83.9	2.7
Satisfactory	C+	77 - 79.9	2.3
	C	73 - 76.9	2
Poor	C-	70 - 72.9	1.7
	D+	67 - 69.9	1
	D	64 - 66.9	
	D-	60 - 63.9	
Failure	F	< 59.9	0

Breakdown of assignments with a brief description

Detailed assignment sheets will be posted for all formal assignments

Summary and Response Essay 500 -750 words (2-3 pages), **required for both sections.**

The summary & response assignment is an essay where you engage with the ideas of others. You will summarize an assigned text using appropriate MLA citations—or boil the text down to its basic ideas in your own words—and then respond to how you feel about the text, while citing the primary source to support your points and claims.

Exploratory Essay 1000-1250 words (4-5 pages), **required for both sections.**

This essay will introduce you to research and citation practices. You are also asked to interpret and summarize the text. It will build upon the skills used in the summary and response essay.

Researched Critical Analysis Essay 1250-1750 words (5-7 pages), **required for both sections.**

The critical analysis will build upon all the other genres studied in this class. You will use the skills you've learned to write a thoughtful and critical research paper, including a well-defined thesis (argument) and using both primary and secondary sources as evidence, cited correctly. Critical Analysis must include and cite Freud within your research and writing.

Final Presentation plus Q&A, **required Content section.**

Your presentation will be a direct reflection of your Researched Critical Analysis essay.

You will present your research and findings and discuss the ways in which your essay addresses Freudian concepts found within the literary text you've researched and written about using a digital platform. You will also respond to two classmates' presentations.

Reflection Assignments 250- 500 words (1-2 pages), **required after each formal essay.**

Reflection pages: After each assignment, you will compose 1 - 2 page in which you reflect on what you have written for the formal essay. For each reflective page or pages, you will describe your own essay in terms of its:

- Genre - What are its characteristic features?
- Exigence - What prompts you to write about this subject (beside the fact that you have to complete the assignment for class 😊)?
- Purpose - What did you hope to accomplish?
- Audience - Who is the potential audience for the essay?
- Context - What is the relationship between you as a writer, your potential audience, and the medium you're using to communicate? What knowledge, assumptions and/or goals do you and your audience share or not share?

Reflections are required for the Writing Section.

Final Portfolio and Self-Reflection: 750-1000 words (3-4 pages), **required for Writing section.**- A final portfolio accompanied by a final reflective essay (five to six pages for the final reflection) located on the online platform **CUNY Commons**; the portfolio and final reflection essay are in certain ways the most important documents that you'll create for this class.

Assembling the portfolio through assignment over the course of the semester will help you to see your progress as a writer over the course of the semester; the final reflective essay will give you the chance to further reflect on and evaluate your progress using your own criteria as well as the course-learning outcomes.

N.B. Word counts do not include headings or Work Cited pages.

How and when to submit assignments:

All formal assignments are due electronically, **via Blackboard on Turnitin**, at 11:59 p.m. on the noted due date **to both sections**. Formal assignments should be typed using 12 pt, Times New Roman font, double-spaced, with standard 1-inch margins.

Due dates for rough drafts and prep work will be noted on the assignment sheets and BB assignment links.

Reflections are to be uploaded into a separate Turn-it-in portal at 11:59 p.m. on the noted due date.

Late papers and assignments: Late papers will be accepted for up to a week for a reduced grade. Papers turned in up to three days late will receive a deduction of 5 points; papers turned in between four to seven days late will receive a 10 point deduction. Anything turned in later will be accepted at your professors' discretion. In the event you need to submit a paper late, you should let your instructors know ahead of time. Late assignments are also subject to a grade reduction.

Reading Quizzes, Discussion Boards, Journal Entries, and Blogs (on BB): There will be timed reading quizzes, required Blackboard discussion board posts, journal entries, and blogs required for **both sections**. These timed quizzes and posts will test your comprehension of the assigned reading for Homework ("HW"). You are allowed to use your books for these quizzes and posts. There will be no make-up quizzes or open posts available. The grading rubric for BB discussion posts will be embedded into discussion board post requirements. Please note that BB is not perfect. We strongly suggest that you type your responses in something like Google docs first and then copy and paste your response on BB. This way you don't lose your hard work and have to begin an assignment from scratch. Read all directions closely and carefully.

All assignments are due at 11:59 on noted due dates, unless otherwise indicated.

Attendance: All attendance will be determined by your written responses, interactions with peers and your professors via the Blackboard platform, and, finally, your ability to get these responses, assignments, and interactions done by a specific deadline (successful online teaching demands that all students turn in work on time as our assignments and discussions are built on one another). Likewise, all posts for this class must be written well and organized; please view the rubrics posted on BB. Moreover, you will be graded on the structure, cohesion, and substance of your online responses, assignments, and posts. These online responses, assignments, and posts will be in lieu of our classroom discussions. Again, please reach out via email when you have conflicts.

Participation, Professionalism and Netiquette: Participation is more than simply being present during synchronous classes. It is actively engaging with your professors, classmates, and completing coursework. Professionalism is doing the above mentioned things in a professional manner such as turning in assignments on time, engaging in synchronous classes, working effectively with classmates when necessary, and reaching out to your professors as needed.

Since our classes will all be online it is extremely important that you follow netiquette rules. When meeting in synchronous classes, we encourage you to use sound and video so you are able to engage fully with the class. If you do not want to show your surroundings, feel free to use or download a virtual background. Also, please make sure to mitigate distractions to the best of your



ability (we know all too well those siblings and children in the background, that loud car outside, your neighbor shouting, your internet dropping out -- just do the best you can and we will, too).

When sending emails to your professors, please be sure to state your name and section in the subject line of the email. In the body of the email, please be clear and specific about your questions or concerns. Don't simply state "I don't understand X." This way we can more quickly and effectively we can respond. **Always be sure to check the syllabus first.**

SLACK and The Classroom Cafe: SLACK is an online platform where you can post comments, questions, jokes, memes, etc., to your classmates in order to stay connected. It's also a good way to keep in contact without having to give out any of your personal information. Both Professor Yankwitt and Professor von Uhl will have SLACK platforms for each class; please log on and participate. **Your professors will be monitoring SLACK.**

The Classroom Cafe is a Blackboard Discussion Board forum where you can ask questions that your fellow students can answer. Students are encouraged to answer questions and engage with their peers. Topics do not have to relate to the class; feel free to ask advice about anything (feel free to post pictures of meals, funny memes, links to articles, pictures of friends, etc.). **Your professors will not be monitoring this forum.**

Academic Dishonesty / Plagiarism: Plagiarism is the unacknowledged use of anybody else's material (words or ideas). Any paper with your name on it signifies that you are the author—that the wording and the ideas are yours, with exceptions indicated by quotation marks and citations. In academic environments, where thinking is of primary importance, stealing the thoughts of others and passing them off as your own is not tolerated and is subject to the highest penalties. Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F in the course, a report filed with the college, and disciplinary action. Academic dishonesty is a serious offense. A student brochure on academic integrity is available from the Office of Academic Standards, and students may also be directed to review the CUNY Policy on Academic Integrity on the college website: <http://www.ccnycuny.edu/about/integrity.cfm> If you're having trouble with an assignment or a deadline, don't panic – communicate with your professors about it; both Professor Yankwitt and Professor von Uhl promise to be sensitive and compassionate, while challenging you academically.

Community Standards: Please familiarize yourself CCNY's Statement on Community Standards: <https://www.ccnycuny.edu/studentaffairs/community-standards>.

Support Services offered to students:

Samuel Rudin Writing Center, NAC 3rd floor plaza – offers writing assistance to all CCNY students through one-on-one tutoring and group workshops. ESL tutoring is also available through the Writing Center. The Center's service is a free resource available to all students and strongly recommended for all writing assignments for this class. Students can schedule an appointment either by going to the Center in person or by calling (212)650-8104. Students can email their work to the consultant but it will take longer time to get feedback from the consultant. The Center has a computer lab open to students where students can use computers and printers (up to 15 pages a day) during their operating hours. Check its website for more information: <http://www.ccnycuny.edu/writing/>



Gateway Advising Center, NAC 1/220: students without a declared major receive academic advising through the Gateway Center.

AccessAbility Center Tutoring Services, NAC 1/218: provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by CCNY's Access Ability Center (AAC). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the AAC, which is located on the uptown campus in NAC 1/218. It is the student's responsibility to initiate contact with the AAC and to follow the established procedures for having the accommodation notice sent to the instructor. You can contact the AAC at 212-650-5913(TTY/TTD: 212-650-6910).

SEEK Peer Academic Learning Center, Harris 08: offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

SSSP Academic Resource Center, Harris 03: offers tutoring in most core subjects and group workshops in Math and Biology for students who meet financial qualifications and have interviewed for the program.

Information Technology: <https://www.ccnycuny.edu/it>

COURSE TEXTS & MATERIALS

All course texts will be available on Blackboard under the corresponding folders. Please have all readings finished **before** the class where they are due.

We will also read a collection of student writing (yours, your peers', and others), so note that all material written for the class is considered public domain. **Please don't share anything you don't feel comfortable sharing.**

Required Texts for Writing Section:

This is a Zero Textbook Cost course. There are links to reading assignments that are accessible online, and I have uploaded assigned articles in portable document format (.pdf) or as docs (.docx) via BB's folder's under the "Readings" portal and on our class CUNY Commons's website.

See CUNY Commons link: <https://literatureandpsychoanalysis.commons.gc.cuny.edu>

Open Education Resources (OER):

<https://www.wwnorton.com/college/english/write/fieldguide/index.asp>

<https://courses.lumenlearning.com/englishcomp1v2xmaster/>

<https://owl.english.purdue.edu/owl/>

<https://writingcommons.org/>

<https://writingcenter.unc.edu/tips-and-tools/>

Required Texts for Content Section:

Freudian texts:

*Five Lectures on Psycho-Analysis by Sigmund Freud

PDF available for download on Semantic Scholar: <https://www.semanticscholar.org/paper/Five-lectures-on-psycho-analysis-Freud/b446cfb00094a2e62f82e8c8e430581891ca4e47>

as well as Blackboard.

*Selections from “The Dissection of the Psychological Personality” by Sigmund Freud

Literary texts:

*“The Yellow Wallpaper” by Charlotte Perkins Gilman

*“Why I Wrote ‘The Yellow Wallpaper’” by Charlotte Perkins Gilman

*“A Rose for Emily” by William Faulkner

*“A Country Doctor” by Franz Kafka

*“The Sick Rose” by William Blake

*“The Rocking Horse Winner” by D.H. Lawrence

*“Sonny’s Blues” by James Baldwin

*“Super-Frog Saves Tokyo” by Haruki Murakami

Other supplemental texts will also be available on Blackboard for certain essays and topics.

Please be advised that some of our readings this semester may deal with uncomfortable topics, including (but not limited to) psychological, physical, domestic, or sexual violence, poverty, racism, and drug/alcohol abuse. Additionally, some pieces may contain strong language, including swearing and derogatory, racially charged words.

The classroom is a space where open, courteous and respectful discussion about the issues our texts raise are both welcome and encouraged. We recognize, though, that some of these topics may trouble some readers. If you are bothered by a text’s contents, we urge you to speak with us outside of class.

Professor Yankwitt and Professor von Uhl will provide a reading and assignment schedule via separate links on each classes’ Blackboard site and the classes’ CUNY Commons site.