

CHAMINADE UNIVERSITY

PSY 480: Sigmund Freud and the Psychoanalytic Approach

Online

Spring DUG Term (January 10 – May 6, 2022)

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Text

Freud, S. (1995). The Basic Writings of Sigmund Freud (Psychopathology of Everyday Life, the Interpretation of Dreams, and Three Contributions To the Theory of Sex). Modern Library. (ISBN # 9780679601661)

Phillips, A. (2016). Becoming Freud: The making of a Psychoanalyst. Yale University Press (ISBN # 9780300219838)

Program Course Linkage

This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Course Overview

This course will provide an overview of the life and work of Sigmund Freud, the founder of psychoanalysis and a major contributor to the field of psychology. Students will have the opportunity to explore Freud's early life and some of the possible experiences that shaped his ideas. Students will also have the opportunity to read some of Freud's seminal publications to learn more about his theories and ideas.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics are integrated into this course.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students With Disabilities

Chaminade University will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the counseling center 735-4845 or, 739-4603, (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or

to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Student Learning Outcomes

Student will:

1. Discuss the history of Sigmund Freud and the impacts that his life experiences had on his ideas.
2. Evaluate the theories of Sigmund Freud
3. Describe the impacts that Freud's ideas have had on the field the psychology.
4. Explain current issues and research related to Freud's theories and ideas.
5. Formulate how the Five Marianist Educational Values are integrated into the course.

BS-DIV Student Learning Outcomes

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

1. The Basic Writings of Sigmund Freud Report points	=	50
2. Becoming Freud: The making of a Psychoanalyst Report. points	=	50
3. Class Discussions points	=	50
4. Final Project (1 @ 100 pts) points	=	100
	Total Points =	200

1. **The Basic Writings of Sigmund Freud Paper (50 points).** After reading this book, write a 5 page paper discussing the book and the areas that you think were the most interesting or important to you.

2. **Becoming Freud: The making of a Psychoanalyst Paper (50 points).** After reading this book, write a 5 page paper discussing the book and the areas that you think were the most interesting or important to you.

3. **Class Discussions (50 points)** - Students should participate in the 5 class discussions which will include both original posts and follow-up responses to peers postings.

4. **Final Project (100 points).** For this assignment, you can propose a project related to Sigmund Freud. Your options could include anything from writing a paper discussing why many people have such negative opinions about Freud to participating in and writing about the Freud trip to Europe (if you are already signed up for it) to making a video about some aspect of his life or work. I encourage you to be creative and to propose a project that you think is interesting. Please send me your proposal as soon as you can but definitely by April 1st so that I can approve it before you start. The final project is due May 1st.

Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside

of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations, Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)

Course Calendar

January 10 – February 20: Read and write your report on Becoming Freud: The making of a Psychoanalyst.

February 21 – March 20: Read and write your report on The Basic Writings of Sigmund Freud

April 3: Final project proposal due

April 29: Final Project due

Discussion due dates:

Discussion 1 - January 16

Discussion 2 - February 20

Discussion 3 - March 20

Discussion 4 - April 10

Discussion 5 - April 24