



PS 343B PSYCHOLOGY AND SOCIETY IN VIENNA
IES Abroad Vienna

DESCRIPTION:

This course explores the history and development of psychology in Vienna in the context of 19th century Viennese society. We will cover the classical theory of psychoanalysis, concentrating on the work of Sigmund Freud and the Post-Freudians, including Alfred Adler, Karen Horney, Erik Erikson, Anna Freud, C.G. Jung, and Viktor Frankl. Further, we will explore Carl Rogers' person-centered approach and investigate its similarities, differences, and connections to psychoanalytic approaches. Learning about the psychological theories in 19th century Viennese society, as well as class discussion and personal reflection, will enable students to explore cultural connections and relevance of the various approaches to contemporary issues. The course includes a visit to the Freud Museum, the Frankl Museum, and to the Vienna Central Cemetery.

Trigger Warning: Learning is risk taking therefore it can be life changing. The content and discussion in this course will necessarily explore human sexuality, personal behavior and experience, every week. Much of it may be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense content that discusses or represents human sexuality, personal behavior, in literature and art, and will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.

CREDITS: 3 credits

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: The course assumes students have taken at least one introductory course in Psychology

METHOD OF PRESENTATION: Lectures, discussions, video demonstration, online resources, course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation, discussion, homework, weekly journal: 15%
- Oral presentation: 20%
- Critical analysis paper: 15%
- Mid-term: 25%
- Final exam: 25%

Class Participation

Student engages in active contributions to topic in discussion, demonstrates knowledge of the reading assignment and relates to personal experiences or implications in society.

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.

C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

Journal

Students will write a weekly journal, reflecting on the relevance today of specific approaches covered, as well as on the course-related trips.

Class Presentation

Students will present an overview of one of the psychological approaches learned in class, as demonstrated via a case study of a celebrity (actor, singer, etc.), politician, or character from a well-known book, film or series. The presentation must include an overview of the main components of the psychological approach, as well as how the chosen theory explains the celebrity's personality characteristics, behaviors, life story, etc. Further, the student should include which particular therapeutic tools from the chosen approach could be useful for the celebrity, politician, etc.

Critical analysis essay

Students will write a 1000-word essay (size 12 font, double-spaced) briefly describing and critically evaluating the 3 Viennese schools of psychotherapy. Explain whether/how they built upon and influenced each other as well as how/whether their influence can be seen in the person-centered approach to psychotherapy. Finally give your opinion regarding which of the approaches is the most applicable/useful today. Include examples, case studies as evidence to support your view. Citation of sources is required.

Midterm Exam

Written exam consisting of a mixture of multiple choice, true/false, and open-answer questions.

Final Exam

Written exam consisting of a mixture of multiple choice, true/false, and open-answer questions.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Recognize various approaches from classical psychoanalysis, existential and humanistic therapies.
- Interpret a case study according to these basic theories.
- Discuss the advantages and disadvantages of applying a specific approach to contemporary issues.
- Understand the impact of the three Viennese schools of psychotherapy on humanistic psychological approaches.
- Contribute a carefully written statement on the advantages and disadvantages of a specific approach, based either on a case study or on a contemporary issue.

ATTENDANCE POLICY:

IES Vienna requires attendance at all class sessions, including field study excursions, internship meetings, scheduled rehearsals, and all tests and exams. Attendance will be taken. If a student misses more than the equivalent of a week of classes without an excuse, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Excused absences can be obtained for ill health, religious holidays, grave incidents affecting family members, and conflicting academic commitments but only in accordance with our policy. For more details, consult our Moodle page, the IES Vienna App, or the Registrar.

Excused absences are permitted only when

- 1) a student is ill (health issues),

- 2) when class is held on a recognized religious holiday traditionally observed by the particular student, or
- 3) in the case of a grave incident affecting family members
- 4) exceptions may be made for conflicting academic commitments, but only in writing and only well in advance of missed class time.

Any other absences are unexcused.

Attendance in the class meetings and thorough preparation of the readings for each class meeting is essential for a successful participation in the seminar. Attendance in class and of the field trip is recorded in center's online database. Compensation for missed class is required. See IES Vienna attendance policy for details.

Session	Content	Assignments
Week 1	- Getting to know each other. Introduction to the seminar. - Introduction: Freud and 19th/turn-of-the century Vienna; medicine and society	- Kardas, Edward: History of Psychology: The Making of a Science; Wadsworth/Cengage, 2014: pp. 366-377 - First journal entries: Beginning impressions - In class: Defense mechanisms worksheets
Week 2	Freud's psychoanalytic paradigm/theories of the unconscious, psychodynamic forces	Journal entry 1 due: Psychoanalysis reflection (submit via email) - Friedman, Howard S., Schustack, Miriam W., Personality: Classical Theories and Modern Research: pp. 62-106 - In class: Personality structure worksheets
Week 3	Field trip: Freud Museum (2nd half of class), TBA	Journal entry 2 due: TBA(submit via email) Reading: TBA
Week 4	Post-Freudians: Alfred Adler: Individual psychology	Journal entry 3 due: TBA(submit via email) - Kardas: History of Psychology: pp. 385-391 - Friedman, Schustack: Personality: pp. 116-122 In class: - Research: Birth order and relationships
Week 5	- Erik Erikson: Psychosocial development - Karen Horney: Feminist approach - Anna Freud: Ego psychology; child psychology	Journal entry 4 due: TBA (submit via email) - Kardas: History of Psychology: pp. 391-398 (Horney, A. Freud and summary of psychoanalytic theories) - Friedman, Schustack: Personality: pp. 123-128 (Horney and A. Freud); 133-139 (Erikson)
Week 6	Midterm Exam	
Week 7	Field trip: Narrenturm, TBA Carl G. Jung: Analytical psychology	Assignment due: TBA (Medicine in Vienna: Narrenturm) - Kardas, History of Psychology: pp. 377-385 - Friedman, Schustack: Personality: pp. 109-116 - In-class: A Dangerous Method (part of the film)

Week 8	• C.G. Jung, Analytical psychology, cont.: Dreams • Existential therapies • Viktor Frankl: Logotherapy	Journal entry 5 due: Archetype reflection (submit via email) In-class: • Stevens, Anthony: Jung, A Very Short Introduction; Oxford University Press, 2001. (Pages TBA in class/ short summary presentations) • Corey, Gerald: Theory and Practice of Counseling and Psychotherapy; Cengage Learning, 10th ed., 2015: pp. 132-149
Week 9	Field trip: The meaning of life: Vienna's Central Cemetery	
Week 10	Field trip (2nd half of class): Frankl Museum, TBA Viktor Frankl: Man's Search for Meaning	Journal entry 6 due: Cemetery reflection (submit via email) • Frankl, Viktor: Man's Search for Meaning; Beacon Press, 2006: Part 1 • In-class: Oral book quiz/discussion
Week 11	Carl Rogers: Person-centered approach	• Corey, Gerald: Theory and Practice of Counseling and Psychotherapy; Cengage Learning, 10th ed., 2015: pp. 164-177 • Carl R. Rogers: The necessary and sufficient conditions of personality change. In: Kirschenbaum, Henderson: pp.219-262
Week 12	Presentations	• Send presentations via email by beginning of class
Week 13	Final Exam	

COURSE-RELATED TRIPS:

- The Freud Museum
- Narrenturm
- The Frankl Museum
- Vienna's Central Cemetery (Zentralfriedhof)

REQUIRED READINGS: (SEE ABOVE FOR DETAILS/PAGES)

- Kardas, Edward (2014). History of Psychology: The Making of a Science. Boston: Wadsworth/Cengage.
- Friedman, Howard S., Schustack, Miriam W., Personality (1999). Classical Theories and Modern Research. Boston: Allyn and Bacon.
- Stevens, Anthony (2001). Jung, A Very Short Introduction. New York: Oxford University Press, 2001
- Frankl, Viktor (2006 [1959]). Man's Search for Meaning. Boston: Beacon Press.
- Kirschenbaum, Howard, Land Henderson, Valerie (eds.) (1989). The Carl Rogers Reader. New York: Houghton Mifflin Company.
- Corey, Gerald (2015): Theory and Practice of Counseling and Psychotherapy, 10th ed. Boston: Cengage Learning.

RECOMMENDED READINGS:

- Freud, Sigmund (2002 [1922]). The Joke and its relation to the unconscious. London: Penguin Books.
- Freud, Sigmund (2002 [1922]). Sexuality in the Aetiology of the Neuroses. London: Penguin Books.
- Jung, Carl, Chodorow, Joan (Ed.) (1997). Active Imagination. Princeton: Princeton University Press.
- Newman, Barbara and Newman, Philip (2018). Development Through Life: A Psychosocial Approach. Boston: Cengage Learning.
- Rogers, C.R. (1978). On personal Power: The politics of helping professions.
- Frankl, Viktor (2019 [1946]). Yes to Life in Spite of Everything. London: Rider/Penguin/Random House.