

PSYCHOANALYTIC THEORY

Lissa Weinstein, Ph.D.

Office 7/237, Office hours by appointment

Tuesday 9:30 - 11:30

Course Description

This course has two interrelated aims: First, it serves as an in depth introduction to the work of Sigmund Freud and the Ego psychologists, using primary source material as well as supplemental texts. It will trace the development of the tenets of Freudian theory (i.e. the centrality of instincts and the hegemony of internal as opposed to external determinants of experience, the discovery of the unconscious and varied modes of representation, the primacy of memory in our apprehension of the present) and examine how current research and practice approach these areas. At the end of the semester, students are expected to have become knowledgeable about the nature of, and evidence for, the major shifts in Freud's theoretical models and the clinical evidence on which these shifts were based. The course begins with the publication of *Studies on Hysteria* with Breuer in 1895, follows Freud's rejection of the seduction theory, the development of the theory of the instincts, the key concepts of the unconscious, and his theory of dreams. The middle section of the course covers Freud's metapsychological papers, the introduction of an object relations perspective with the theory of narcissism, and ends with the development of the tripartite model and the theory of signal anxiety. A final section serves as an introduction to Ego psychology, more specifically the effort to make psychoanalysis the basis of a general psychology and to add an adaptive/environmental component into analytic theory. This last section will entail a close reading of David Rapaport's *Psychoanalytic Theory of Thinking*.

The course focuses on what Freud was seeing in the clinical situation that led him to reformulate his hypotheses. At the same time, current approaches to the study of memory, the unconscious, the biological basis of emotional and cognitive behavior, and modes of representation will be contrasted and compared to Freud's efforts to conceptualize these issues. In addition, because memorizing Freud is different than "getting" what Freud was stretching to understand, occasional works of fiction and film are included to elucidate concepts in the absence of clinical case material.

All Freud readings are from the Standard Edition of the Complete Psychological Works of Sigmund Freud. The Hogarth Press: London. They are available, as are most of the readings that appear in psychoanalytic journals, on the PEP data base, which can be accessed through the Graduate Center. All other readings, apart from the suggested background texts will be available on the course web site that can be accessed through the Cohen library

Overall Course Objectives

To promote critical thinking about theory construction, to understand the observation of clinical phenomenology as a source of data and to integrate current research which, although not necessarily phrased in the same language as analytic theory, nevertheless can speak to some of the dilemmas Freud struggled with in his efforts to conceptualize the experience of being human.

Recommended Background Reading and Supplementary Texts

The following books are suggested for students who have had little familiarity with Freud's work. Although they are not required reading they can provide an overview.

Meissner, W. W. (2000). Freud and Psychoanalysis. Notre Dame, Indiana. University of Notre Dame Press: *Particularly helpful on Freud's biological models*

Ellman, S. J. (1991). Freud's Technique Papers: A Contemporary Perspective. Jason Aronson: New York. *An excellent summary on how changes in theory influenced changes in psychoanalytic technique. Also useful for a close reading of Freud's texts.*

Brenner, C. (1973). An Elementary Textbook of Psychoanalysis Revised edition., New York: International Universities Press. *This book provides a good overview of psychoanalytic theory in clear and simple language.*

Grading

- Students will be required to write a 1-paragraph response to the weekly readings. This could include a question they wish to have clarified or a critical response to what they have read. These are to be in the instructor's mailbox by the Thursday prior to the next class so that they can be incorporated into the class discussion. Students are allowed to ask ANY question, no matter how challenging to Freud's or the instructors stated views (10% of final grade)
- Students will be asked to lead the class discussion for one week. A schedule will be drawn up during the first class session. Leading the discussion will entail summarizing the week's reading, integrating the supplementary reading and organizing the responses and questions from the class. (15% of final grade)
- The class requires a final paper. Three general areas are acceptable: 1) An element of Freudian theory (i.e. repression or the concept of the ego) can be traced through Freud's writings, noting the reasons for changes in conceptualizations and comparing Freud's ideas with more recent writing on the topic. Alternately, one can pick an early case of Freud's (either from Studies on Hysteria, or Dora for example and show how Freud's theoretical stance at the time limited his

understanding of the material. How might this have looked given his final theory? What was left out of his analysis? Still another possibility might be to examine the ways in which Freud's neurological model in *The Project for a Scientific Psychology* influenced his more psychological model in *The Interpretation of Dreams*. 2) an applied psychoanalytic paper where Freudian concepts are used to illuminate a work of art, the process of creation, or the phenomenon of audience response. 3) A third possibility would involve using the taped analytic sessions. (75% of final grade)

All paper topics MUST be approved by the instructor.

Course Syllabus and Readings:

Prior to the first class, I would like students to read Kandel, E. R. (1999). Biology and the future of psychoanalysis: A new intellectual framework for psychiatry revisited. *American Journal of Psychiatry*. 156: 505-524.

Weeks One - Two: The Origins of Psychoanalysis: Early Approaches to Structure and the Recovery of Memory

One

Breuer, J. & Freud, S. (1893). On the psychical mechanism of hysterical phenomenon: A preliminary communication *Standard Edition* 2, 3 - 17

Freud, S. (1993). The psychotherapy of hysteria. *Standard Edition* 2:255 - 305

Additional Readings:

La Planche, J. (1974) Panel on 'Hysteria Today'. *International Journal of Psychoanalysis*, 55, 459 - 469.

Reisner, S. (2003). Trauma: The Seductive Hypothesis. *Journal of the American Psychoanalytic Association*: 51:381-414.

Yovell, Y. (2000) From Hysteria to Posttraumatic Stress Disorder: Psychoanalysis and the Neurobiology of Traumatic Memories. *Neuropsychanalysis*: 2: 171-181

Meissner: Chapter 2

Ellman: Part I

Film suggestion: *Waltzing with Bashir* (2008)

Two

Freud, S. (1894) The neuro-psychoses of defense *Standard Edition* 3:45 - 61

Freud, S. (1985) On the grounds for detaching a particular syndrome from neurasthenia under the description anxiety neurosis. *Standard Edition* 3: 90 - 115.

Freud, S. (1899) Screen memories *Standard Edition* 3: 303 - 322.

Week Three: Dora

Freud S. (1905) Fragment of an analysis of a case of hysteria. *Standard Edition* 7: 7 - 122.

Additional Reading:

Marcus, S. (1976). Freud and Dora: Story, history, case history. *Psychoanalysis and Contemporary Thought*, 5: 389-442

Deutsch, F. (1957). A footnote to Freud's 'fragment of an analysis of a case of hysteria. *The Psychoanalytic Quarterly*, 159 - 167

Muslin, H. & Gill, M. (1978). Transference in the Dora Case. *Journal of the American Psychoanalytic Association*, 26: 311-318.

Kuriloff, E. (2003). The Interpersonal Dora (reprinted with the permission of the author).

Just for fun: Go through the dreams in the Dora case and trace out the associations to each fragment. How convincing is Freud's interpretation?

Weeks Four - Five: Dreams, Representation and The Psychic Apparatus

Freud, S. (1900) *The Interpretation of Dreams* *Standard Edition* 5: 339 - 621. Pay particular attention to the Means of Representation in Chapter 6 (The Dream Work) and, of course, Chapter Seven (The Psychology of the Dream Processes), Also read the Dream of Botanical Monograph (pages 165, 169 -176).

Additional Reading

Freud, S. (1950). *Project for a Scientific Psychology* (1950 [1895]). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume I (1886-1899): Pre-Psycho-Analytic Publications and Unpublished Drafts, 281-391.*

Hobson, J. A. (1999)_"The New Neuropsychology of Sleep: Implications for Psychoanalysis"
Neuropsychanalysis, 2, 157-183_ Target paper by J. Allan Hobson's and a reply by Mark

Solms, who is critical of Hobson's activation/synthesis hypothesis, which is a non psychoanalytic theory of dreaming.

Flanagan, (1996). Self Expression in dreams. In *Neuroscience and Dreams*

Meissner: Chapter 3

Ionesco: *The Lesson* Provides a good example of primary process language.

Week Six: Instinct Theory

Freud, S. (1905) Three essays on the theory of sexuality. *Standard Edition* 7: 134 -243

Additional Reading

Klein, G.S. (1976). Freud's two theories of sexuality. (1969). *Psychological Issues*, 36: 14-70.

Yovell, Y. (2008). Is there a drive to love? *Neuropsychoanalysis*, 10.

Peskin, M.M. (1997). Drive theory revisited. *Psychoanalytic Quarterly*, 66:377-402.

Peskin, M. (2001). Back to basics: The psychoanalytic conceptualization of motivation. *Psychoanalytic Inquiry*, 21:658-674.

La Planche, (1979). The order of life and the genesis of human sexuality. In H. Bloom (ed) Sigmund Freud. Chelsea House Publishers: New York p.111-129.

Meissner: Chapter 5

Freud, S. (1909) Little Hans: Analysis of a phobia in a five year old boy. *Standard Edition* 10: 5 - 149. *This charming case shows Freud at his best, nonjudgmental self – something he rarely approached in the cases he treated directly. It also offers a less complex look at Freud's thoughts on psychosexual development, regression and the structure of unconscious fantasies.*

Weeks Seven - Nine: Approaches to the Pathology of the Self and Object Relations

Seven: Schreber

Freud S. (1911) Psychoanalytic notes on an autobiographical account of a case of paranoia (Demential Paranoides). *Standard Edition* 12: 9 - 82.

Additional Readings

Shengold, L. (1961). Chekhov and Schreber: vicissitudes of father-son relationship. *International Journal of Psychoanalysis*. 42:431-438.

Meissner, Chapter Seven

Eight: On Narcissism

Freud, S. (1914) On narcissism: an introduction. *Standard Edition* 14: 73-102

Additional Reading:

Kernberg, O. (1991) A Contemporary Reading of On Narcissism in Sandler, J, Person, E, and Fonagy, P. *Freud's 'On Narcissism: an Introduction.'* New Haven: Yale University Press

Ovid: Echo and Narcissus Translated by Ted Hughes (to be distributed)

Additional Assignment: Purely voluntary fun, but helpful in getting a feel for narcissism as a clinical entity

Watch "Being John Malkovich" A film by Spike Jonze

Nine: The Beginnings of an Object Relations Approach

Mourning and Melancholia *Standard Edition*: 14: 237 - 243

Film Excerpt: To be shown in class *Hiroshima Mon Amour*

Additional Reading:

Loewald, H.W. (1978). Instinct theory, object relations, and psychic-structure. *Journal of the American Psychoanalytic Association*, 26:493-506

Milrod, D. (2002). The concept of the self and the self representation. *Neuropsychoanalysis*, 4, 7 - 23.

Film: *Karoly Makk: Love* (1972)

Weeks Ten-Eleven: The Metapsychological Papers, Memory Redux

Repression *Standard Edition* 14

The Unconscious *Standard Edition* 14

Additional Readings

Schacter, D. L. (1996). *Searching for Memory: The brain, the mind and the past*. New York: Basic Books. *A fun read and useful for understanding how current researchers think about the unconscious, and the way the past is represented in the present*

Schacter, D. L. (1999). The seven sins of memory: Insight from psychology and cognitive neuroscience. *American Psychologist*, 54, 289-318.

Shevrin, H. (2002). A psychoanalytic view of memory in the light of recent cognitive and neuroscience research.. *Neuropsychanalysis*, 4: 131-139

Week Twelve: Instinct Theory Revisted: Integrating Aggression

Instincts and their Vicissitudes. (1915) *Standard Edition*. 14:117 – 140

Freud, S. (1920) Beyond the pleasure principle. *Standard Edition* 18: 7 - 64

Additional Reading

Wilson, A., Malatesta, C. (1989). Affect and compulsion to repeat: repetition compulsion revisited. *Psychoanalysis and Contemporary Thought* 12:265-312..

Loewald, H.W. (1971). *Some considerations on repetition and repetition compulsion*. *International Journal of Psychoanalysis*: 52:59-66

Weeks Thirteen-Fifteen: Introduction to Ego Psychology

Ego psychology began with “The Ego and the Id” and the development of the tripartite theory of the mind, moving away from a model of the mind organized around the relationship of mental contents to consciousness, and into a model organized around functional systems. Freud continued his clinical insights in “Inhibitions, symptoms and anxiety, where he redefines anxiety as the spur to defense, and in doing so, moves the ego away from being merely a mediator between the id and the superego and into a more powerful position into a much more prominent and less passive position. Since the Ego and the Id and Inhibitions, Symptoms and Anxiety have already been assigned as part of Dr. Wachtel’s class, students will be responsible for their content. The basic points of the two works will be summarized during lecture. Students are expected to know the reasons for Freud’s switch to the tripartite/structural model, the functions that define the id, ego and superego and the rudiments of Freud’s second anxiety theory and anxiety’s role as a spur to defense. The last section of the course will focus on a close reading of two classic papers. One is Heinz Hartman’s *Ego Psychology and the Problem of Adaptation* introduces an environmental perspective. The second paper, David Rapaport’s *Toward a Psychoanalytic Theory of Thinking* builds a model of psychoanalysis as the basis for a general psychology. This paper, although not long, is very dense, but should serve to help you consolidate what you have learned earlier in the course, and also to bring forward some of the factors that contributed to the object relations approach.

Thirteen: Introducing Reality: The Adaptive Viewpoint

Hartmann, H. Hartmann, H. Ego Psychology and the Problem of Adaptation: *Journal of the American Psychoanalytic Association*: Monograph Series number one, New York. International Universities Press Pages 1 - 79.

Additional Reading

Rapaport, D. (1967) The Autonomy of the Ego in *Collected Papers of David Rapaport* New York: Basic Books

Schaefer, R. (1970) The psychoanalytic vision of reality. *International Journal of Psychoanalysis* 51: 279 - 297.

Book: Primo Levy: *Survival in Auschwitz*

Just for Fun: How did Primo Levy survive in Auschwitz? What adaptive mechanisms were mobilized by various inmates of the lager? What was it about Levy's preexisting personality that allowed him to survive?

Weeks Fourteen -Fifteen

Rapaport, D. The psychoanalytic theory of thinking. In D. Rapaport: *The Organization and Pathology of Thought*. To be found on the course web site.

Additional Reading:

Siever,, L. J.and Weinstein, L. (2009) The Neurobiology of Personality Disorders: Implications for Psychoanalysis. *Journal of the American Psychoanalytic Association*. 57: 361-398.