Course Description:
This doctoral level course has two interrelated aims: First, it serves as an in depth introduction to the work of Sigmund Freud, 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. 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 database, 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. Suggested background texts can be borrowed from the instructor.

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.


Requirements and 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. (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 taped analytic sessions available with permission of the instructor. (75% of final grade)

All paper topics MUST be approved by the instructor.

Policy on Late Papers:
No late papers will be acceptable. There are no incompletes to be given in this course. Not finishing is an F.

Weekly Reading Assignments and Class Topics:

Prior to the first class, I would like students to read:

Week One: Introduction: The Cultural Setting: Its Effects and Limitations on the Development of Freud’s Theories

Required Reading:


**Week Two: The Origins of Psychoanalysis. Early Approaches to Structure and Trauma, A Comparison with Modern Views**


Please be prepared to discuss the main controversies addressed by these two papers in addition to the Freud readings


**Additional Suggested Readings: (Voluntary, but helpful. If you are the presenter for the class, the additional readings are required and must be summarized as part of your presentation.)**


Week Three: Initial attempts at differentiating neurotic and non-neurotic disorders. Early conceptualizations of memory

**Required Reading**


Week Four: Dora: the First Published Case Summary. Limitations of N = 1

**Required Reading**

**Additional Reading:**


*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 Five and Six: Dreams, Representation and The Psychic Apparatus, Freudian Views and Current Sleep Research
**Required Reading:**

**Additional Reading**
Hobson, J. A. (1999),"The New Neuropsychology of Sleep: Implications for Psychoanalysis” Neuropsychoanalysis, 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.
Weinstein, L. & Ellman, S. (2011) “It’s only a dream.” Physiological and developmental contributions to the feeling of reality in dreaming. Psyche: In press. (To be distributed in class)


**Week Seven: Instinct Theory: Then and Now**

**Required Reading**

**Additional Reading**


**Week Eight: Little Hans: Application of the theory of infantile sexuality to a clinical case**

**Required Reading**

**Week Nine: Approaches to the Pathology of the Self and Object Relations**

**Required Reading:**

*Additional Readings*

**Week Ten: Narcissism**

**Required Reading:**

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

Additional Reading:

Watch “Being John Malkovich” A film by Spike Jonze

Week Eleven: The Beginnings of an Object Relations Approach: The Mutual Influences of Technique and Theory

Required Reading:


Week Twelve: The Metapsychological Papers: Freudian and Current Views on Memory

Required Reading


Additional Reading
Film Excerpt: To be shown in class Hiroshima Mon Amour

Week 13: The Unconscious

**Required Reading**

Week Fourteen: Aggression and Repetition

**Required Reading**


**Additional Reading**


Film Suggestion: Ground Hog Day

Week Fifteen: The Final Model

**Required Reading:**
Freud, S. Civilization and its discontents. The Standard Edition of the Complete Psychological
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.