

**Doctoral Program in Clinical Psychology**  
**The Graduate Center of the City University of New York**

**Theory II: Psychoanalytic Theories**

**Course # 80103.16191**

**Fall, 2011**

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**Day & Time:** Tuesday 9:45 – 11:45a.m.

**Office Hours:** By appointment via e-mail

**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.

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.*

### **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:**

Makari, G. (2008). *Revolution in Mind: The Creation of Psychoanalysis*. New York: Harper Collins Publishers. Pgs. 1 – 125.

Shorske, C. (1980). *Fin-de Siecle Vienna: Politics and Culture*. New York: Knopf Publishers. Chapters I and IV.

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

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

Freud, S. (1905). The psychotherapy of hysteria. *Standard Edition 2*:255 – 305

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

Kandel, E. R. (1999). Biology and the future of psychoanalysis: A new intellectual framework for psychiatry revisited. *American Journal of Psychiatry*. 156, 505-524.

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

*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.)

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

Martin, E. A. (1999). Melancholic biology: Prozac, Freud and neurological determinism. *Configurations 7*(3), 403-419. (Paper will be e mailed to class prior to the beginning of the semester.

Meissner, W. W. (2000). *Freud and Psychoanalysis*. Notre Dame, Indiana. University of Notre Dame Press Chapter 2.

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

**Required Reading**

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

Freud, S. (1895) 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 Four: Dora: the First Published Case Summary. Limitations of N = 1

**Required Reading**

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

**Required Reading:**

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.

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)

Ellman, S. & Weinstein, L. (2011). REM sleep, dreaming and the role of endogenous stimulation. In press, *Chicago Annual of Psychoanalysis* (To be distributed in class).

Flanagan, O. (2001). Self Expression in dreams. In *Dreaming Souls: Sleep Dreams and the Evolution of the Conscious Mind*. Chapter 5, pp. 127 – 162. Oxford University Press: USA.

Ionesco, E. (1994). The Lesson. In *Four Plays: The Bald Soprano; The Lesson; Jack, or the Submission; The Chairs* New York: Grove Press

Week Seven: Instinct Theory: Then and Now

**Required Reading**

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

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.

Widlocher, D. (2001). Primary love and infantile sexuality: An eternal debate. In D. Widlocher (Ed) *Infantile Sexuality and Attachment* (pp. 1 – 36. New York: Other Press

*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? *Neuropsychanalysis*, 10, 117 -144. Commentaries are optional.

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

Film: *Love*: Karoly Makk (1972). Available from instructor.

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

##### **Required Reading**

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.*

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

##### **Required Reading:**

Freud S. (1911) Psychoanalytic notes on an autobiographical account of a case of paranoia (Dementia 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.

#### Week Ten: Narcissism

##### **Required Reading:**

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

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

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.

*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:**

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

Freud, S. (1912) Papers on technique. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XXI*. London, Vintage.

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.

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

**Required Reading**

Freud, S. (1915). Repression. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIV (1914-1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works*, 141-158

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. *Neuropsychoanalysis*, 4: 131-139

Kris, E. (1956). The recovery of childhood memories in psychoanalysis. *The Psychoanalytic Study of the Child*, 11, 54-88.

*Additional Reading*



Schacter, D. L. (1996). *Searching for Memory: The brain, the mind and the past*. New York: Basic Books

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

### Week 13: The Unconscious

#### **Required Reading**

Freud, S. The Unconscious The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIV (1914-1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works, 159 – 215.

### Week Fourteen : Aggression and Repetition

#### **Required Reading**

Freud, S. (1920). Beyond the Pleasure Principle. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XVIII. Pp. 1 – 64.

Hartmann, H., Kris, E. & Loewenstein, R. M. (1949). Notes on the theory of aggression. *Psychoanalytic Study of the Child*, 3, 9 – 36.

#### *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

Weinstein, L. (2007) When sexuality reaches beyond the pleasure principle: Attachment repetition and infantile sexuality. In D. Diamond, J. Lichtenberg and S. Blatt, Eds. *Attachment and Sexuality*. The Analytic Press: New York

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*

*Works of Sigmund Freud, Volume XXI (1927-1931)*, London, Vintage

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.