

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

**Theory IV: Psychoanalytic Theories 2**  
**Course # 80103.14426**  
**Spring, 2011**

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**Day & Time:** Thursday 2:00-4:00p.m.  
**Office Hours:** By appointment via e-mail

**Course Description:**

The doctoral level elective course surveys the major theoretical developments in psychoanalysis from Freud's introduction of the tripartite model until the development of object relations theory. The material focuses primarily on the American ego psychologists and their attempt to meld psychoanalysis with a more general psychological theory and ends with the technical implications of modern compromise formation theory. It builds on the structure of Psychoanalytic Theories One by examining concepts introduced in more depth, particularly the structure and function of the ego, the adaptation to reality, defense, the development of the autonomous ego functions and their inevitable relationship to conflict. Research in cognition and neuropsychology that elucidate the ego psychologist's notions of the autonomous ego functions are included in the reading. Another central tenet is that psychoanalysis, as conceived by the ego psychologists included an adaptive viewpoint. This serves as an entry point for thinking about the environment, culture and intersubjectivity, rather than an isolated "one person" psychology. Thus, the second section of the course focuses on the superego and how culture and the environment are internally experienced. A third section is focused on the concept of mental representation, both within classical theory and as a substitute for a model based on conflict and structure. A final section will consider how these concepts affect our understanding of the technical handling of the transference and of the psychoanalytic relationship.

**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. To provide a basis for thinking about comparative models of treatment and the influence of theory (both hidden and overt) on the construction of treatment models. To integrate knowledge from prior courses on psychological assessment into a dynamic model of the ego.

**Required Texts:**

There are no required texts. Required papers are posted on the course web site accessible through the Cohen library. Alternately, most of the papers are also available on the PEP database available through the Graduate Center Library.

### **Recommended Readings:**

Students should review the material from the *The Ego and the Id* (1923) and *Inhibitions, Symptoms and anxiety* (1926), where the ground plan of psychoanalytic ego theory was introduced. The main elements of the plan were:

- 1) the tripartite theory of mental structure of id, ego and superego: Aa systematic and coordinated conceptualization of various mental activities grouped together by virtue of their similar aims and behavioral manifestations especially associated with delay or control of instinctual discharge on the one hand and adaptation to reality opportunities and danger on the other. (Levy and Inderbitzen, 1996)
- 2) dual drive theory: libido and the destructive aggressive drive
- 3) the points of view of metapsychology: dynamic, economic and topographic/structural points of view
- 4) a developmental view of drives, affects and structure that combines with a genetic conception of conflict and conflict resolution
- 5) the Oedipus complex as the nuclear complex of the neurosis.

Students are expected to be familiar with this material prior to beginning the course.

Ellman, S. (2010). *When Theories Touch: A Historical and Theoretical Integration of Psychoanalytic Thought*. London: Karnac Books

### **Requirements and Grading:**

- Students will be required to write a 1-page response paper to weekly readings (10%)
- Attendance (5%)

Leading class presentation and discussion (35%) Two students will take primary responsibility for the discussion each week. They are responsible for doing all the additional reading for the week.

- For a final paper students may choose to focus on either a research or clinical topic (55%)
  - Clinical option can include reconceptualizing a clinical case using the lens of compromise formation and integrating notions of the autonomous functions and adaptation to your understanding of the case. Alternately, a current testing case can be used to demonstrate the integration between specific ego functions and the dynamic content of the test material.
  - Theory /Research Option: Students will write a research proposal on one of the topics discussed in this course. Alternately, a theoretical paper clarifying one of the topics in the course (for example, clarifying the notion of mental representation from a cognitive as well as a dynamic point of view) would be acceptable. As this is an advanced level course, papers are expected to be of a potentially publishable quality. An upper limit of 20 – 25 double spaced pages is suggested.

Policy for late papers:

Late papers will not be accepted.

## **Weekly Reading Assignments and Class Topics:**

### Week One: Introduction

Hartmann, H. (1950). Comments on the Psychoanalytic Theory of the Ego. *Psychoanalytic Study of the Child*, 5, 74-96

Hartmann, H. (1952). The Mutual Influences in the Development of Ego and Id. *Psychoanalytic Study of the Child*, 7, 9-30

Hartmann, H. (1956). *The Development of the Ego Concept in Freud's Work. International Journal of Psychoanalysis*, 37,425-438.

Laplanche, J. & Pontalis, H. B. (1973) *The language of psycho-analysis*. Section on Ego. New York: Norton.

### Week Two: The Adaptive Viewpoint and the Question of Reality

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.

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

Friedman, L. (1989) Hartmann's Ego Psychology and the problem of adaptation *Psychoanalytic Quarterly* 58: 526 – 550.

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

Wallerstein, R. (1973) Psychoanalytic perspectives on the problem of reality. *Journal of the American Psychoanalytic Association* 21 5 - 33.

Additional Assignment: Book: Primo Levy: *Survival in Auschwitz*

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

### Week Three: The Concept of Defense

Freud, Anna (1937/1966) *The Ego and the Mechanisms of Defense* New York. International Universities Press.

#### Week Four: Modern Understandings of Defense

Abend, S. (1981) Psychic conflict and the concept of defense. *Psychoanalytic Quarterly*, 50, 67 – 76.

Brenner, C. (1982) *The Mind in Conflict*. New York: International Universities Press pp. 72 - 92.

Schafer, R. (1968) The mechanisms of defense. *International Journal of Psychoanalysis*, 49, 49 – 62.

Waelder, R. (1930) The principle of multiple function. Observations on over determination. In *Psychoanalysis: Observation, theory, application*, ed. S. Guttman. New York: International Universities Press, 1976. Pp. 68 - 83. Also in *The Collected Papers of Robert Waelder*.

Stewart, W. A. (1970) The split in the ego and the mechanisms of disavowal. *Psychoanalytic Quarterly* 39, 1- 16.

Willick, M. S. (1983) On the concept of primitive defenses. *Journal of the American Psychoanalytic Association*, 31(5) (suppl) 175 - 200.

Roeckerath, K (2002) Projective identification: a neuro-psychoanalytic perspective. *Neuropsychanalysis*, 4, 177 – 187.

Assignment: Write a summary of the tape, thinking only in terms of defense.

#### Week Five - Six: Close Reading: The Psychoanalytic Theory of Thinking

Rappaport, D. (1951). Toward a psychoanalytic theory of thinking. In D. Rappaport (ed). *The Organization and Pathology of Thought* New York: Columbia University Press. Pgs. 689 - 730

#### Week Seven: Memory

Arlow, J. A. (1969) Fantasy, memory and reality testing. *Psychoanalytic Quarterly*, 38, 28- 51.

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

Shevrin, H. ((2002) A psychoanalytic view of memory in the light of recent cognitive and neuroscience research. *Neuropsychanalysis*, 4: 131 – 144.

*Additional Assignment:* Film: Memento. How do the film makers demonstrate the relationship between conflict and memory?

#### Week Eight: Language

Wilson, A. & Weinstein, L. (1992) An investigation into some implications of a Vygotskian perspective on the origins of the mind: psychoanalysis and Vygotskian psychology, Part I. *Journal of the American Psychoanalytic Association*, 40, 357-387.

Wilson, A. & Weinstein, L. (1992) Language and the psychoanalytic process: Psychoanalysis and Vygotskian psychology, Part II. *Journal of the American Psychoanalytic Association*, 40, 725 - 760.

*Additional Assignment:* Safran-Foer, J. (2002) *Everything is Illuminated*. New York: Houghton Mifflin. How does Alexander's language change as he regains memories and is able to integrate previously disavowed aspects of the self? Compare this to the therapeutic process.

*Alternately, take one word and trace the evolution of word meaning through the novel.*

#### Week Nine: Attention

Rappaport, D. (1959). The theory of attention cathexes: An economic and structural attempt at the explanation of cognitive processes. Theory of Attention Cathexes. In *The Collected Papers of David Rappaport*. New York: Basic Books. Pp. 778 – 795.

Schachtel, E. On focal attention. In Schachtel, E. *Metamorphosis*. New York: Basic Books, 1959. Pp 32 – 57.

#### Week Ten: the Superego

Hartmann, H. Kris, E. and Lowenstein, R. M (1946) Comments on the formation of psychic structure. *The Psychoanalytic Study of the Child*, 2, 11 - 38.

Schafer, R. (1960) The loving and beloved superego in Freud's structural theory. *The Psychoanalytic Study of the Child*, 14, 163 - 188.

Hartman, H. and Loewenstein, R. M. (1962) Notes on the Superego. *Psychoanalytic Study of the Child*, 17, 42 - 81.

Loewald, H. W. (1962) Internalization, separation, mourning and the superego. *Psychoanalytic Quarterly*, 31, 483 - 404.

Brenner, C. (1982) On the concept of the superego. A reformulation. *Psychoanalytic Quarterly*, 51, 501 - 525.

Stein, M. H. (1966), Self-observation, reality, and the superego. In: *Psychoanalysis—A General Psychology* ed. R. M. Loewenstein, I., H. Newman, & A. U. Solnit. New York: International Universities Press, pp. 275-297.

*Additional Assignment:* Initial episode of *The Sopranos* and Patricia Highsmith: *The Talented Mr. Ripley* .

*Which main character (Tony Soprano or Mr. Ripley) would qualify as a sociopath? Compare and contrast the level of object relations and antisocial activity in order to reach your conclusion.*

*For Fun:* *The Swedish version of Insomnia (film)*

*Or any of the following stories of latency age children, to better understand processes of superego internalization in development:*

Philip Roth: *The Conversion of the Jews*

James Joyce: *Araby*

Isaac Babel: *The Story of My Dovecote*

Donald Barthelme: *Me and Miss Mandible*

*These stories will be emailed to interested class participants.*

#### Week 11: Introduction to the Concept of the Object

Jacobsen, E. (1964) *The Self and the Object World*. New York: International Universities Press. Pp. 1 – 150.

Film: Bunuel: *That Obscure Object of Desire*

#### Week 12 – 13: Critiques of the Representational Concept.

Sandler, J. & Rosenblatt, B. (1962) The concept of the representational world.

*Psychoanalytic Study of the Child*, 17, 128 – 145.

Schafer, R. (1972) Internalization: process or fantasy? *Psychoanalytic Study of the Child* 27, 411 – 436.

Beres and Joseph. E. D. (1970) The concept of mental representation in psychoanalysis.

*International Journal of Psychoanalysis*. 51, 1 - 9.

Friedman, L. (1988) The Barren Prospect of the Representational World. In *The Anatomy of Psychotherapy*. Hillsdale, New Jersey: Analytic Press.

Boesky, D. (1983) The problem of mental representation in self and object theory.

*Psychoanalytic Quarterly*, 52, 564 – 583.

Muller, U., Sokol, B., & Overton, W. (1998) Reframing a constructivist model of the development of mental representation: The role of higher-order operations. *Developmental Review*, 18, 155-201.

Week 14 - 15: The Psychoanalytic Relationship and Technical Implications of Conflict Theory

Gray, P. (1974) Psychoanalytic technique and the ego's capacity for viewing intrapsychic activity. *Journal of the American Psychoanalytic Association*: 21, 474 - 494.

Gray, P. (1982) Developmental lag in the evolution of technique for psychoanalysis of neurotic conflict. *Journal of the American Psychoanalytic Association*: 30, 621 - 652.

Loewald, H. W. (1960) On the therapeutic action of psychoanalysis. *International Journal of Psychoanalysis*, 43, 16 - 33.

Additional Papers to be Distributed: Panel on What is a Relationship? APA Meetings June 1998

Optional: Brenner, C. (1984) *The Mind in Conflict*. New York: International Universities Press.