



**Logs:** Each week, students write logs describing their emotional and intellectual experience of the previous class session and readings. Logs will be submitted in class each week on cards. Eleven weekly logs are required for the semester. For the final log, a self-evaluation of how student met the course requirements.

These responses make clear that you have read and engaged with the readings and are able to relate them to class process. Questions and comments from the logs may serve as a springboard for class discussion.

Student's name, PT 141, date for which log is written, instructor's name, and log number should be on top of each card.

**Paper:** A final paper that researches a topic of particular interest to student in the area of early psychic functioning and referring to fundamental psychoanalytic concepts. Topic needs to be discussed in relation to an autobiographical experience/point of view.

1. The discussion should begin with a definition of a concept.
2. Describe the theoretical underpinnings of the concept, using some of the assigned readings.
3. Describe how modern psychoanalysts have either maintained or modified their understanding of the original concept; include citations.
4. Appropriately use subject-specific vocabulary.
5. Use APA format and appropriate academic language.
6. Paper should be five to eight double-spaced pages long, followed by a short bibliography.

### **Class Presentations**

Each student will be responsible for one class presentation of one of the assigned readings. This presentation should include the following:

- A brief introduction clarifying the focus of your presentation.
- Define terminology that you will be using.
- Explain concepts from the assigned reading and relate them to the subject matter of the course.
- Invite questions and comments from the class; respond appropriately.

### **Grading:**

Students may receive a Pass (P), Low Pass (LP), Incomplete (I), No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion, in the assigned class presentation, and by the quality of writing in the logs and in the term paper.

### **To earn a grade of "Pass," the student**

- Misses no more than two class meetings.
- Demonstrates understanding of the course subject matter in class, including the class presentation.
- Submits 11 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.
- Submits a well-developed term paper that meets all criteria requested.

**To receive a grade of “Low Pass,” the student**

- Misses no more than two class meetings.
- Submits 11 logs.
- Demonstrates one or more of the following:
  - Minimal participation in class
  - Problematic/disruptive participation in class
  - Minimal understanding of the course subject matter in class discussion or presentation.
  - All assignments are completed but some are submitted late.
  - Term paper is incompletely developed, some but not all of criteria are met, and/or relevant psychoanalytic theories are poorly integrated
  - Logs do not regularly address the two stated criteria

**To receive a grade of “Incomplete,” the student**

- Does not submit acceptable written work by the last class meeting of the semester [or date specified by the instructor].

**To receive “No Credit,” the student**

- Does not submit acceptable written work within 30 days after the end of the semester or
- Regularly exhibits disruptive behavior that interferes with the functioning of the class or
- Misses more than two classes.

*Academic Honesty:*

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

**Texts**

- Anzieu, D. (1990). *Psychic envelope*. New Haven, CT: Yale University Press.
- Fonagy, P. (2001). *Attachment theory and psychoanalysis*. New York, NY: Other Press.
- Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York, NY: Brunner-Routledge.
- Fosha, D., Siegel, D.J. & Solomon, M.F. (Eds.) (2009). *The healing power of emotion: Affective neuroscience, development and clinical practice*. New York, NY: W.W. Norton.
- Goldberg, J. (2016). *My mother, my daughter, my self*. London, England: Free Association Books.
- Kumin, I. (1996). *Pre-object relatedness: Early attachment and the psychoanalytic situation*. New York, NY: Guilford Press.
- Piontelli, A. (1975). *From fetus to child*. New York, NY: Tavistock/Routledge.
- Schore, A. N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Schore, A. N. (2003). *Affect regulation and the repair of the self*. New York, NY: W.W. Norton.
- Siegel, D. J. (1999). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford Press.
- Solms, M., & Turnbull, O. (2002). *The brain and the inner world: An introduction to the neuroscience of subjective experience* (pp. 105-137). New York, NY: Other Press.
- Spitz, R. A. (1965). *The first year of life*. New York, NY: International Universities Press.
- Stern, D. (1985). *The interpersonal world of the infant*. New York, NY: Basic Books.

In advance of the first class please watch the following YouTube video:

Regier, M. W. [Michael Wayne Regier]. (2013, January 12). *Allan Schore neurobiology of secure attachment.f4v* [Video file]. Retrieved from <https://www.youtube.com/watch?v=WWuJ5KhpL34>

Also, before class, students will receive and read digitalized material (via email) from *The Revolutionary Mind Project*, by Jane G. Goldberg

**To access full text documents from the PEP links, students will need to first log into their PEP account.**

## Assigned Readings

### Class 1

Piontelli, A. (1988). Pre-natal life and birth as reflected in the analysis of a 2-year old psychotic girl. *The International Review of Psycho-Analysis*, 15, 73-81.

<http://www.pep-web.org/document.php?id=irp.015.0073a>

Piontelli, A. (1989). A study on twins before and after birth. *International Review of Psycho-Analysis*, 16, 413-426.

<http://www.pep-web.org/document.php?id=irp.016.0413a>

### Class 2

Goldberg, J. (2016). *My mother, my daughter, my self* (pp. 79-108; 156-169). London, England: Free Association Books.

### Class 3

Anzieu, D. (1993). Autistic phenomena and the skin ego. *Psychoanalytic Inquiry*, 13, 42-48.

<http://www.pep-web.org/document.php?id=pi.013.0042a>

Montagu, A. (1986). *Touching: The human significance of the skin* (pp. 1-37). New York, NY: Harper and Row,

### Class 4

Goldberg, J. (1991). Psychosis of the body/cancer of the mind. In *Deceits of the mind and their effects on the body* (pp. 155-178). New Brunswick, NJ: Transaction Publishers.

McDougall, J. (1989). The body-mind matrix. In *Theaters of the body* (pp. 32-49). New York, NY: W.W. Norton.

### Class 5

Bar-Levav, R. (1988). *Thinking in the shadow of feelings* (pp. 15-63). New York, NY: Simon and Shuster.

### Class 6

Philips, A. (1998). The beast in the nursery. In *The beast in the nursery* (pp. 39-72). New York, NY: Pantheon.

### Class 7

Philips, A. (1998). Coda. In *The beast in the nursery* (pp. 141-155). New York, NY: Pantheon.

### Class 8

McDougall, J. (1995). From the silence of the soma to the words of the psyche. In *The many faces of Eros* (pp. 153-167). New York, NY: W.W. Norton.

### **Class 9**

Solms, M., & Turnbull, O. (2002). Dreams and hallucinations. In *The brain and the inner world: An introduction to the neuroscience of subjective experience* (pp. 181-216). New York, NY: Other Press.

### **Class 10**

Lockhart, R. A. (1981). Cancer in myth and dream: An exploration in the archetypal relation between dreams and disease. In J. Goldberg (Ed.), *Psychotherapeutic treatment of cancer patients* (pp. 16-38). New York, NY: Free Press.

### **Class 11**

Trevarthen, C. (2009). The functions of emotion in infancy: The regulation and communication of rhythm, sympathy, and meaning in human development. In D. Fosha, D. J. Siegel, & M. Solomon (Eds.), *The healing power of emotion: Affective neuroscience, development and clinical practice* (pp. 55-85). New York, NY: W.W. Norton.

### **Class 12**

Little, M. (1981). On basic unity (primary total undifferentiatedness). In *Transference neurosis and transference psychosis* (pp. 109-125). Northvale, NJ: Jason Aronson.

### **Additional Recommended Readings**

- Anzieu, D. (1985). The confusion of the qualities of taste; The olfactory envelope; Disturbances of basic sensori-motor distinction. In *The skin ego: A psychoanalytic approach to the self*. New Haven, CT: Yale University Press.
- Balint, M. (1965). *Primary love and psychoanalytic technique*. New York, NY: Liveright Publishing Corporation.
- Balint, M. (1968). *The basic fault: Therapeutic aspects of regression*. New York, NY: Brunner/Mazel.
- Beebe, B. (2000). Co-constructing mother-infant distress: The microsynchrony of maternal impingement and infant avoidance in the face-to-face encounter. *Psychoanalytic Inquiry*, 20, 421-440.
- Beebe, B. (2000). Co-constructing mother-infant distress: The microsynchrony of maternal impingement and infant avoidance in the face-to-face encounter. *Psychoanalytic Inquiry*, 20, 421-440.
- Beebe, B. (2003). Brief mother-infant treatment using psychoanalytically informed video microanalysis. *Infant Mental Health Journal*, 24, 24-52.
- Beebe, B., & Lachmann, F. (2002). Organizing principles of interaction from infant research and the lifespan prediction of attachment: Application to adult treatment. *Journal of Infant, Child & Adolescent Psychotherapy*, 2, 61-89.
- Bick, E. (1968). The experience of the skin in early object-relations. *International Journal of Psychoanalysis*, 49, 484-486.
- Fonagy, P., & Target, M. (2003). The Mahlerian model. In *Psychoanalytic theories: Perspectives from developmental psychopathology* (pp. 88-97). New York, NY: Brunner-Routledge.
- Gaddini, E. (1982). Early defensive fantasies and the psychoanalytical process. *International Journal of Psychoanalysis*, 63, 379-388.
- Gaddini, R. (1987). Early care and the roots of internalization. *International Review of Psychoanalysis*, 14, 321-332.
- Gaensbauer, T. J. (1995). Trauma in the preverbal period. *Psychoanalytic Study of the Child*, 50, 122-149.
- Goldberg, J. (1991) *Deceits of the Mind (and their Effects on the Body)*. Transaction Publishing; New Brunswick, New Jersey

- Glaser, D. (2003). Early experience, attachment and the brain. In J. Corrigan & H. Wilkinson (Eds.), *Revolutionary connection: Psychotherapy and neuroscience* (pp. 117-133). London, England: Karnac.
- Grotstein, J. (1990). Nothingness, meaninglessness, chaos and the “black hole” II. *Contemporary Psychoanalysis, 26*, 377-407.
- Hurvich, M. (2000). Fear of being overwhelmed and psychoanalytic theories of anxiety. *Psychoanalytic Review, 87*, 615-649.
- James, M. (1986). Premature ego development: Some observations on disturbances in the first three months of life. In G. Kohon (Ed.), *The British school of psychoanalysis: The independent tradition* (pp. 101-116). London, England: Free Association Books.
- Joseph, B. (1992). Psychic change: Some perspectives. *International Journal of Psychoanalysis, 73*, 237-243.
- Kandel, E. (2006). Even a simple behavior can be modified by learning; Learning from experience. In *In search of memory: The emergence of a new science of mind* (pp. 187-207). New York, NY: W.W. Norton.
- Kumin, I. (1996). Intermodal matching and affect transmission; Intermodal exchange and the psychoanalytic situation. In *Pre-object relatedness: Early attachment and the psychoanalytic situation* (pp. 51-68; 69-87). New York, NY: Guilford Press.
- Marenco, S., & Weinberger, D. (2000). The neurodevelopmental hypothesis of schizophrenia: Following a trail of evidence from cradle to grave. *Developmental Psychopathology, 12*, 501-527.
- Meadow, P. W. (1991). Resonating with the psychotic patient. *Modern Psychoanalysis, 21*, 173-189.
- Meadow, P. W. (1996). The preoedipal transference. *Modern Psychoanalysis, 21*, 191-200.
- Meadow, P. W. (2003). The language of emotion. In *The new psychoanalysis* (pp. 47-66). Lanham, MD: Rowman & Littlefield.
- Meltzer, D. (1968). Terror, persecution, dread—a dissection of paranoid anxieties. *International Journal of Psychoanalysis, 49*, 396-400.
- Meltzer, D. (1975). Adhesive identification. *Contemporary Psychoanalysis, 11*, 289-310.
- Meltzer, D. (1981). The Kleinian expansion of Freud's metapsychology. *International Journal of Psychoanalysis, 62*, 177-185.
- Mitrani, J. (1992). On the survival function of autistic manouevers in adult patients. *International Journal of Psychoanalysis, 73*, 549-559.
- Mitrani, J. (1995). Toward an understanding of unmentalized experience. *Psychoanalytic Quarterly, 64*, 68-112.
- Pally, R. (1998). Emotional processing: The mind-body connection. *International Journal of Psycho-Analysis, 79*, 349-362
- Piontelli, A. (1992). Concluding remarks. In *From fetus to child* (pp. 234-243). London, England: Tavistock/Routledge.
- Schore, A. N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Hillsdale, NJ: Lawrence Erlbaum.
- Schore, A. N. (2003). Minds in the making: Attachment, the self-organizing brain, and developmentally-oriented psychoanalytic psychotherapy. In *Affect regulation and the repair of the self* (pp. 33-57). New York, NY: W.W. Norton.
- Schore, A. N. (2003). Parent-infant communication and the neurobiology of emotional development. In *Affect dysregulation and disorders of the self* (pp. 71-86). New York, NY: W.W. Norton.
- Sonnby-Borgström, M., Jönsson, P., & Svensson, O. (2008). Imitative responses and verbally reported emotional contagion from spontaneous, unconscious to emotionally regulated, conscious information-processing levels. *Neuro-Psychoanalysis, 10*, 81-98.

- Spotnitz, H. (1976). Problems in differentiation. In *Psychotherapy of preoedipal conditions* (pp. 205-222). Northvale, NJ: Jason Aronson.
- Spotnitz, H. (1985). Conceptualization of the illness. In *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.) (pp. 40-69). New York, NY: Human Sciences Press.
- Tustin, F. (1991). Revised understandings of psychogenic autism. *International Journal of Psychoanalysis*, 72, 585-591.
- Winnicott, D. W. (1945). Primitive emotional development. *International Journal of Psychoanalysis*, 26, 137-143.
- Ogden, T. H. (1989). The structure of experience. In *The primitive edge of experience* (pp. 9-46). Northvale, NJ: Jason Aronson.