

Syllabus
PT 142 Human Development: How the Mind Unfolds (Semester 2)
M. Buenzle Fall 2020

Mon. 5:30-7:30
NYGSP: 2 Credits

Course Description

Through theory and process, this class explores the emotional dynamics of the beginning transformation of drives and their influence on character development. The course deals with oral and anal traits that influence early communication patterns and reflect socialization struggles and interactive processes that set the stage for later repetitions. Forms of the Oedipus complex within the family romance and recent reformulations are covered as well. Fusion of drives, the capacity to distinguish separate objects, and the role of fantasy and screen memories are concepts that are used to understand maturation.

Objectives

The student will be able to:

- examine development and transformations from the oral, anal and phallic stages;
- describe the influence these stages have on character and early communication patterns as reflected in early socialization struggles and interactive processes, while recognizing temperamental aspects of children;
- identify drive fusion and the evolution of self and other; and
- describe the theoretical controversies concerning early childhood development

Method of Instruction

Instructor will lead discussion of assigned readings, concepts, and class process. Students will contribute to class discussions from responses to readings, life experience, and integration of learning in other courses, and other resources.

Course Requirements

1. Class attendance: Students are expected to attend all classes. Credit will not be given to students who have more than two absences. Notification of an intended absence is expected prior to the class that will be missed.

2. Logs

Twelve written logs (approximately 250 words by email) to be completed soon after each class meeting and submitted to the instructor before the following class meeting. Student's name, PT 142, date of class for which log is written, instructor's name, and log # should be at the top of each email.

The log is a private communication to the instructor enumerating:

1. thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics.
2. a short critique of the assigned reading for that class.
3. for the final log, a self-evaluation of how you 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. Logs should be emailed by the Friday before class to markbuenzle@gmail.com

3. Class presentation: One time during the semester, each student will be assigned to give an oral presentation of that week's assigned reading.

4. Final Paper: A 5- to 8-page paper, due the last class, the paper will cover a selected aspect of childhood development, for example, **Transformation of drives and their influence on character development** or **Forms of the Oedipus complex within the family romance and recent reformulations**. Use APA format.

The final paper will be graded Pass when:

1. The selected topic is clearly identified.
2. Terms are defined clearly and used appropriately.
3. Citations include two from the current reading list and one external source.
4. Between 5 and 8 pages long, without the reference page.

The final paper will be graded Low Pass when:

1. The selected topic is not clearly identified.
2. Terms are not defined or are used incorrectly.
3. Failure to cite 2 sources from current list and/or 1 external source.
4. The paper is less than 5 pages long, without the reference page.
5. Fails to follow appropriate APA format.
6. The paper is submitted after the due date.

The final paper will be returned to the student if it does not meet either of the above criteria, affording the student the opportunity to revise the paper to meet the criteria. A due date for the corrected paper will be set. If the paper is not submitted by that date or does not adequately cover the requirements, no credit will be given for the course.

Elements of Evaluation

Class participation, attendance, quality of writing in the logs and in the final paper.

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 and by the quality of writing in the logs and in the term paper.

A grade of “Pass”

- Attend at least ten class meetings.
- Demonstrate understanding of the course subject matter in class.
- Submit 12 logs.
- Demonstrate understanding of the course subject matter in the logs.
- Submit assignments on time.
- A clear and well-organized presentation to the class of the assigned reading.
- Submit a well-developed term paper that integrates relevant psychoanalytic concepts of child development.

A grade of “Low Pass”

- Attend at least ten class meetings.
- Submit 12 logs.
- One or more of the following are present:
 - Minimal participation in class
 - Problematic participation in class
 - Minimal understanding of the course subject matter demonstrated in class.
 - All assignments are completed but some are submitted late.
 - Incompletely developed term paper that poorly integrates relevant psychoanalytic concepts of child development.
- Logs do not regularly address the two stated criteria.

Grade of “Incomplete”

Required written work not submitted by the last class meeting of the semester.

A grade of “No Credit”

- Written work not submitted within 30 days after the end of the semester will result in a grade of No Credit.
- Regularly disruptive behavior that interferes with the functioning of the class.

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.

To access full text documents from the PEP links, you'll need to first log into your PEP account.

Assigned Readings

Class 1

Abrams, S (1983). Development. *Psychoanalytic Study of the Child*, 38, 113-139.

<http://www.pep-web.org/document.php?id=psc.038.0113a>

Freud, A. (1963). The concept of developmental lines. *Psychoanalytic Study of the Child*, 18, 245-265.

<http://www.pep-web.org/document.php?id=psc.018.0245a>

Class 2

- Mahler, M. S. (1968). On the concepts of symbiosis and separation-individuation. In *On human symbiosis and the vicissitudes of individuation* (pp. 7-31). International Universities Press.
- Winnicott, D. W. (1971). Transitional objects and transitional phenomena. In *Playing & reality* (pp. 1-25). Tavistock.
<http://www.pep-web.org/document.php?id=zbk.017.0001a#p0001>

Class 3

- Abraham, K. (1966). The influence of oral erotism on character formation. In *On character and libido development: Six essays* (pp. 151-164). Norton. (Original work published 1924)
- Glover, E. (1925). Notes on oral character formation. *International Journal of Psychoanalysis*, 6, 131-154.
<http://www.pep-web.org/document.php?id=ijp.006.0131a>

Class 4

- Abraham, K. (1949). Contributions to the theory of the anal character. In *Selected papers of Karl Abraham* (pp. 370-392). Hogarth Press. (Original work published 1921)
- Heiman, P. (1962). Notes on the anal stage. *International Journal of Psychoanalysis*, 43, 406-414.
<http://www.pep-web.org/document.php?id=ijp.043.0406a>

Class 5

- Winnicott, D. W. (1958). Aggression in relation to emotional development. In *Collected papers* (pp. 204-218). Tavistock Publications. (Original work published 1950-1955) (In PEP under title *Through paediatrics to psycho-analysis*)
<http://www.pep-web.org/document.php?id=ipl.100.0001a#p0204>
- Winnicott, D. W. (1962). Ego integration in child development. In *The maturational processes and the facilitating environment* (pp. 56-63). International Universities Press.
<http://www.pep-web.org/document.php?id=ipl.064.0001a#p0056>
- Winnicott, D. W. (1963). From dependence towards independence in the development of the individual. In *The maturational processes and the facilitating environment* (pp. 83-92). International Universities Press.
<http://www.pep-web.org/document.php?id=ipl.064.0001a#p0083>
- Winnicott, D. W. (1969). The use of an object. *International Journal of Psychoanalysis*, 50, 711-716.
<http://www.pep-web.org/document.php?id=ijp.050.0711a>

Class 6

- Erikson, E. H. (1980). *Identity and the life cycle* (pp. 51-93). Norton.

Class 7

- Person, E. (2005). As the wheel turns: A centennial reflection on Freud's *Three Essays on the Theory of Sexuality*. *Journal of the American Psychoanalytic Association*, 53(4), 1257-1282.
<http://www.pep-web.org/document.php?id=apa.053.1257a>

Class 8

Knight, R. (2005). The process of attachment and autonomy in latency: A longitudinal study of ten children. *Psychoanalytic Study of the Child*, 60, 178-210.

<http://www.pep-web.org/document.php?id=psc.060.0178a>

Knight, R. (2011). Fragmentation, fluidity, and transformation: Nonlinear development in middle childhood. *Psychoanalytic Study of the Child*, 65, 19-47.

<http://www.pep-web.org/document.php?id=psc.065.0019a>

Class 9

Chodorow, N. J. (1992). Heterosexuality as a compromise formation: Reflections on the psychoanalytic theory of sexual development. *Psychoanalysis and Contemporary Thought*, 15(3), 267-304.

<http://www.pep-web.org/document.php?id=pct.015.0267a>

Class 10

Abrams, S. (1984). Fantasy and reality in the Oedipal phase - a conceptual overview. *Psychoanalytic Study of the Child*, 39, 83-100.

<http://www.pep-web.org/document.php?id=psc.039.0083a>

Ogden, T. H. (2006). Reading Loewald: Oedipus reconceived. *International Journal of Psychoanalysis*, 87(3), 651-666.

<http://www.pep-web.org/document.php?id=ijp.087.0651a>

Class 11

Kafka, F. (1989). The metamorphosis. In *The sons* (pp. 51-111). Schocken Books. (Original work published 1913)

Class 12

Barratt, B. B. (2019). Oedipality and oedipal complexes reconsidered: On the incest taboo as key to the universality of the human condition. *International Journal of Psychoanalysis*, 100(1), 7-31.

Lingiardi, V., & Carone, N. (2019). Challenging Oedipus in changing families: Gender identifications and access to origins in same-sex parent families created through third-party reproduction. *International Journal of Psychoanalysis*, 100(2), 229-246.

Suggested Texts

Abraham, K. (1966). *On character and libido development*. W. W. Norton.

Bloch, D. (1978). *"So the witch won't eat me": Fantasy and the child's fear of infanticide*. Houghton Mifflin.

Fenichel, O. (1953). *Collected papers of Otto Fenichel: First series*. W. W. Norton.

Freud, A., editor. *The Psychoanalytic Study of the Child*, all volumes.

Green, A., (1999). *The fabric of affect in the psychoanalytic discourse*. Routledge.

Klein, M. (1975). *Envy and gratitude and other works*. The Free Press.

Klein, M. (1975). *The psycho-analysis of children* (Rev. ed.)(A. Strachey, Trans.). Delacorte. (Original work published 1932)

Mahler, M., Pine, F., & Bergman, A. (1975). *The psychological birth of the human infant*. Basic Books.

McDougall, J. (1995). *The many faces of eros*. Norton.

Parsons, H. (1979). *The development of aggression in early childhood*. Aronson.

Spotnitz, H. (1976). Child analysis. In R. Jenkins & E. Harms (Eds.), *Understanding disturbed children*. Special Child Publications.

Winnicott, D. W. (1971). *Playing and reality*. Tavistock.

Additional Readings and Resources

- Bowlby, J. (1987). Loving hate. In *The shadow of the object* (pp. 117-134). Columbia University Press.
- Clevans, E., (1983). A teaching relationship. In *Modern Psychoanalysis*, 8(2), 135-160.
- Deutsch, H. (1945). *Psychology of women* (pp. 456-487). Grune & Stratton.
- Erikson, E. (1985/1950). Eight ages of man: Industry versus inferiority. In *Childhood and society* (pp. 258-266). W. W. Norton.
- Fraiberg, S. (1967). The analysis of an eight year old girl with epilepsy. In E. R. Geleerd (Ed.), *The child analyst at work* (pp. 229-287). International Universities Press.
- Freud, A. (1970). The symptomatology of childhood: A preliminary attempt at classification. In *Writings of Anna Freud, Vol. 7* (pp. 157-188). International Universities Press.
- Freud, S. (1958). Two lies told by children. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 12, pp. 305-309). Hogarth Press. (Original work published 1913)
- Freud, S. (1964). Splitting of the ego in the process of defense. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 23, pp. 273-278) Hogarth Press. (Original work published 1940)
- Freud, S. (1966). Project for a scientific psychology (Introduction of the ego, et al.) In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 1, pp. 322-387). Hogarth Press. (Original work published 1895)
- Hoffer, W. (1949). Deceiving the deceiver. In K. R. Eissler (Ed.), *Searchlights on delinquency*. (pp. 150-155). International Universities Press.
- Loewald, H. W. (1979). The waning of the Oedipus complex. *Journal of the American Psychoanalytic Association*, 27, 751-775.
- Kolansky, H. (1960). Treatment of a three-year-old girl's severe infantile neuroses: Stammering and insect phobia. *The Psychoanalytic Study of the Child*, 15, 261-285.
- Parens, H., Pollack, L., Stern, J., & Kramer, S. (1976). On the girl's entry into the Oedipus complex. *JAPA Supplement*, 24(5): 79-107.
- Parens, H. (1979) A note on aggression during the subphase toward-object constancy and upon entry into the oedipus complex. In *The development of aggression in early childhood* (pp. 323-346). Jason Aronson.
- Little, M. (1987). On the value of regression to dependence. *Free Associations*, 1(10), 7-22.
- Masters, W., Johnson, V., & Kolodney, R. (1986). Adolescent sexuality. In *On sex and human loving* (pp. 137-157). Little, Brown.
- Meadow, P. W. (1982). The children we teach. *Modern Psychoanalysis*, 7(1), 81-86.
- Shur, M. (1972). The last chapter. In *Freud: Living and dying* (pp. 504-529). International Universities Press.
- Spotnitz, H. (1976). The death of the father: Its emotional impact on a group. In *Group therapy 1976* (pp. 108-216). Stratton Intercontinental Medical.
- Spotnitz, H. (1964). Do accidents just happen to children? In L. Freeman & M. Theodores (Eds.), *The why report* (pp. 366-375). Pocket.
- Yonke, A., & Barnett, M. (2001). Persistence of early psychoanalytic thought about women. *Gender and Psychoanalysis*, 6(1), 53-73.