

**Syllabus**  
**PT 143 Latency**  
**M. Silverman      Spring 2020**

**Wed. 7:30-9:30**  
**NYGSP: 2 Credits**

**Course Description**

This course focuses on the operation of the drives during latency through pre-puberty. It includes normal and abnormal patterns, reorganization of the psychic structure, and use of regression. The maturational process is studied as it unfolds in the development of an individual body and mind.

**Objectives**

Students will be able to:

- describe external and internal transformations in the latency age child, especially as they concern the libidinal & aggressive drives, but also with regard to the altered role of fantasy; and
- demonstrate the wider range of defenses employed by latency children in a variety of situations.

**Methods of Evaluation**

**Twelve written logs** (approximately 250 words by email) are to be completed soon after each class meeting and submitted to the instructor before the following class meeting, via email to ***mmsilverman@gmail.com***. 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.

Student's name, PT 143, date of class for which log is written, instructor's name, and log # should be at the top of each email.

**The term paper** should consist of a discussion of latency—having to do with the stage as it exists in the development of a child *and/or* the application/analysis of latency as a fundamental state of being regardless of biological age. The term paper should expand upon class discussions, individual scholarship, and additional reading/viewing/creating done outside the classroom. Students are encouraged to develop an idea/hypothesis that expands on the subject matter via other creative works (books, films, etc.), clinical experiences, and theoretical exploration. Readings from the semester and/or additional readings should be incorporated in a scholarly manner. A paper that is well developed in all of the following areas will receive a Pass. A paper that is incompletely developed in some of the following areas, and/or has poorly integrated relevant developmental theories will receive a Low Pass. A paper that is incompletely developed in most areas and/or does not meet basic graduate level standards for written work will be returned to the student for improvement in order to receive credit.

1. The discussion should begin with a definition of the concept.
2. Describe the theoretical underpinnings of the concept, using at least 3 of the assigned or additionally relevant readings.

3. Explore a hypothesis that is either theoretical (ideas), clinical (based upon psychoanalytic work of some kind) or exploratory (finding meaning in the subject material in the arts, literature, etc.).
4. Describe how modern psychoanalysts have either maintained or modified their understanding of the original concept; include citations.
5. Appropriately use subject-specific vocabulary.
6. Use APA format and appropriate academic language.
7. Paper should be five to eight double-spaced pages long, followed by a bibliography.

### **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.

#### **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 12 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 12 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.

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

## Assigned Readings

### Class 1

- Erikson, E. H. (1980). *Identity and the life cycle* (pp. 84-100). New York, NY: W.W. Norton.
- Freud, S. (1953). Three essays on the theory of sexuality. In J. Strachey (Ed. And Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 7, 176-183). London, England: Hogarth Press. (Original work published 1905)  
<http://www.pep-web.org/document.php?id=se.007.0000a>

### Class 2

- Freud, S. (1961). The dissolution of the Oedipus complex. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 171-179). London, England: Hogarth Press. (Original work published 1924)  
<http://www.pep-web.org/document.php?id=se.019.0000a>
- Loewald, H. (1978). The waning of the Oedipus complex. *Journal of the American Psychoanalytic Association*, 27, 751-775.  
<http://www.pep-web.org/document.php?id=apa.027.0751a>
- Winnicott, D. W. (1965). Child analysis in the latency period. In *The maturational processes and the facilitating environment* (pp. 115-123). New York, NY: International Universities Press.  
<http://www.pep-web.org/document.php?id=ipl.064.0001a>

### Class 3

- Sarnoff, C. (1976). The structure of latency. In *Latency* (pp. 14-36). New York, NY: Jason Aronson.
- Sarnoff, C. (1976). Latency at work. In *Latency* (pp. 151-154). New York, NY: Jason Aronson.
- Sarnoff, C. (1976). The influence of latency on character. In *Latency* (pp. 155-156). New York, NY: Jason Aronson.

### Class 4

- Cournos, F. (2002). The trauma of profound childhood loss: A personal and professional perspective. *Psychiatric Quarterly*, 73, 145-156.
- Lampl-De Groot, J. (1976). Mourning in a six year old girl. *Psychoanalytic Study of the Child*, 31, 273-280.  
<http://www.pep-web.org/document.php?id=psc.031.0273a>
- Peller, L. (1958). Reading and daydreams in latency, boy-girl differences. *Journal of the American Psychoanalytic Association*, 6, 57-70.  
<http://www.pep-web.org/document.php?id=apa.006.0057a>

### Class 5

- Bernstein, I. (1976). Masochistic reactions in a latency-age girl. *Journal of the American Psychoanalytic Association*, 24, 589-607.  
<http://www.pep-web.org/document.php?id=apa.024.0589a>
- Novick, J. (1970). The vicissitudes of the "working alliance" in the analysis of a latency girl. *Psychoanalytic Study of the Child*, 25, 231-256.  
<http://www.pep-web.org/document.php?id=psc.025.0231a>

### **Class 6**

Freud, A. (1962). Assessment of childhood disturbances. *Psychoanalytic Study of the Child*, 17, 149-158.

<http://www.pep-web.org/document.php?id=psc.017.0149a>

Winestine, M. (1985). Weeping during the analysis of a latency-age girl. *Psychoanalytic Study of the Child*, 40, 297-318.

<http://www.pep-web.org/document.php?id=psc.040.0297a>

### **Class 7**

Geltner, P. (1987). Analysis without words: Emotional induction in the treatment of a non-expressive child. *Modern Psychoanalysis*, 12, 221-230.

<http://www.pep-web.org/document.php?id=mpsa.012.0221a>

Goldwater, E. (1997). From pleasure to reality, through fantasy: What do children need? *Modern Psychoanalysis*, 22, 167-173.

<http://www.pep-web.org/document.php?id=mpsa.022.0167a>

### **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>

Novick, J., & Novick, K. K. (2015). Working with “out-of-control” children—a two-systems approach. *Psychoanalytic Study of the Child*, 69, 155-188.

<http://www.pep-web.org/document.php?id=psc.069.0155a>

### **Class 9**

Fraiberg, S. (1966). Further considerations of the role of transference in latency. *Psychoanalytic Study of the Child*, 21, 213-236.

<http://www.pep-web.org/document.php?id=psc.021.0213a>

Jemerin, J. M. (2004). Latency and the capacity to reflect on mental states. *Psychoanalytic Study of the Child*, 59, 211-239.

<http://www.pep-web.org/document.php?id=psc.059.0211a>

### **Class 10**

Bornstein, B. (1951). On latency. *Psychoanalytic Study of the Child*, 6, 279-285.

<http://www.pep-web.org/document.php?id=psc.006.0279a>

Earle, E. (1979). The diagnostic profile: V. A latency boy (Timothy L.). *Bulletin of the Anna Freud Centre*, 2, 77-95.

<http://www.pep-web.org/document.php?id=bafc.002.0077a>

### **Class 11**

Bollas, C. (1987). The spirit of the object as the hand of fate; The self as object. In *The shadow of the object* (pp. 30-40; 41-63). New York, NY: Columbia University Press.

Proner, B. D. (2017). The latency complex: The dead hand of anti-development. *Journal of Analytical Psychology*, 62, 567-584.

## **Class 12**

- Etchegoyen, A. (1993). Latency—A reappraisal. *International Journal of Psycho-Analysis*, 74, 347-357.  
<http://www.pep-web.org/document.php?id=ijp.074.0347a>
- Meersand, P. (2017). Early latency and the impact of the digital world: Exploring the effect of technological games on evolving ego capacities, superego development, and peer relationships. *Psychoanalytic Study of the Child*, 70, 117-129.  
<http://www.pep-web.org/document.php?id=psc.070.0117a>