

Syllabus
PT 144 Adolescence
B. D'Amato Fall 2020

Tue. 3:30-5:30
NYGSP: 2 Credits

Course Description

This course will provide an opportunity for students to:

- Study maturation as it unfolds during adolescence and its attendant psychic turmoil.
- Explore adolescent drive, conflicts and resolution as expressed in the individual's body and mind;
- Understand the second reworking of early issues within the framework of greater biological maturity;
- Explore adolescent conflicts, difficulties with object relations, and possible solutions to the conflicts and difficulties;
- Study how unresolved early childhood conflicts re-emerge, and how resistances to adulthood can lead to various social and psychological problems;
- Examine neuroscience findings of the adolescent brain as they relate to teen behaviors.

Objectives

The student will be able to:

- Describe adolescent maturation processes and their effects on the individual's body and mind;
- Describe how neurological changes in the developing adolescent brain impact behaviors;
- Identify adolescent drives, issues, conflicts and possible resolutions;
- Describe how intra-psychic changes of adolescents relate to their external expression in work, friendship and sex;
- Demonstrate recognition of variation in adolescent pathological disturbance; and
- Demonstrate ability to distinguish normative developmental behavior from pathological disturbances.

Course Requirements

- Students are expected to study the required readings or view the assigned film before class and be prepared to discuss them.
- A log for each class is mailed to the instructor at drbarbaradamato@gmail.com before the start of the next scheduled class. Logs are a private communication to Dr. D'Amato, where the student can explore ideas and feeling about the reading and class discussion. The email subject should be PT 144/log #__.
- Final paper.

Methods of Evaluation

Attendance, class participation, *weekly* class logs, and final paper.

Twelve written logs (approximately 250 words by email) are completed soon after each class meeting and submitted to the instructor before the following class meeting. The log is a private communication to the instructor enumerating: thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics; and 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. **Logs should not be summaries of weekly readings** rather an integration of the material with class process and the topic of adolescence. I want to know what you are learning and observing. Questions and comments from the logs may serve as a springboard for class discussion.

PT 144 and log # should appear in the subject line of each email log.

The final paper consists of a discussion of at least *three* fundamental concepts concerning adolescent development (physical, emotional, neuronal), behavior and clinical and non-clinical observations (your own or from case material presented) as they are applied to one teenager. The teen can be in treatment with you, a character from literature, film, history, or from any case material that was covered in class. Describe the adolescent through your informed observations. A paper that is well developed and includes all of the 5 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 description of each concept. Your observations of the behaviors of the adolescent should exemplify the concepts providing adequate background or descriptions where needed for clarity.
2. A minimum of *four* PT 144 course readings should be referenced within the paper.
3. Appropriately use subject-specific vocabulary.
4. Use APA format and appropriate academic language.
5. The paper should be 5-8 double-spaced pages long, followed by a short bibliography.

Paper Due: Class 11

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 12 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.
- Submits a well-developed final 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; final 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

Freud, S. (1953). The transformations of puberty. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 7, pp. 207-230). Hogarth Press. (Original work published 1905)

<http://www.pep-web.org/document.php?id=se.007.0123a#p0207>

Class 2

Freud, A. (1936). The ego and the id at puberty. In *The writings of Anna Freud: The ego & the mechanisms of defense* (Vol. 2) (pp. 137-151). International Universities Press.

Jacobson, E. (1961). Adolescent moods and the remodeling of psychic structures in adolescence. *The Psychoanalytic Study of the Child*, 16, 164-183.

<http://www.pep-web.org/document.php?id=psc.016.0164a>

Class 3.

Blos, P. (1979). The second individuation process of adolescence. In *The adolescent passage* (pp. 141-170). International Universities Press.

Class 4

Blakemore, S. J. (2018). Adolescence isn't an aberration; The ever-plastic brain. In *Inventing ourselves: The secret life of the teenage brain* (pp. 1-18; 79-96). Public Affairs.

Class 5

Stortelder, F., & Ploegmakers-Burg, M. (2010). Adolescence and the reorganization of infant development: A neuro-psychoanalytic model. *Journal of the American Academy of Psychoanalysis*, 38(3), 503-531.

<http://www.pep-web.org/document.php?id=jaa.038.0503a>

Class 6

Feinstein, S. (2009). Teens at risk. In *Inside the teenage brain: Parenting a work in progress* (pp. 97-113). Rowman & Littlefield.

The Brothers Grimm (2011). The shoes that were danced to pieces. In *Grimm's complete fairy tales* (M. Hunt, Trans.) (pp. 470-473). Canterbury Classics.

https://www.grimmstories.com/en/grimm_fairy-tales/the_shoes_that_were_danced_to_pieces

Class 7

Bettelheim, B. (2010). The Sleeping Beauty. In *The uses of enchantment: The meaning and importance of fairy tales* (pp. 225-236). Vintage Books.

Colarusso, C. A. (1988). The development of time sense in adolescence. *The Psychoanalytic Study of the Child*, 43, 179-197.

<http://www.pep-web.org/document.php?id=psc.043.0179a>

Class 8

Film:

Zeffirelli, F. (Director). (1968). *Romeo and Juliet* [Film]. Paramount.

Class 9

Donkor, M. (2017, May 19). *Character analysis: Romeo and Juliet*. Discovering literature: Shakespeare & Renaissance (British Library).

<https://www.bl.uk/shakespeare/articles/character-analysis-romeo-and-juliet>

White, J. G. (2001). Adolescent search for the first object. *Modern Psychoanalysis*, 26(1), 93-97.

<http://www.pep-web.org/document.php?id=mpsa.026.0093a>

Class 10

D'Amato, B. (2016). Treating adolescents: There is always a mother. *Modern Psychoanalysis*, 41(2), 77-92.

<http://www.pep-web.org/document.php?id=mpsa.041.0077a>

Marshall, R. J. (1993). Mother and child as therapists to each other: A psychoanalytic version of filial therapy. *Modern Psychoanalysis*, 18(2), 143-155.

<http://www.pep-web.org/document.php?id=mpsa.018.0143a>

Class 11

Kristeva, J. (2007). Adolescence, a syndrome of ideality. *The Psychoanalytic Review*, 94(5), 715-725.

<http://www.pep-web.org/document.php?id=psar.094.0715a>

Lombardi, R., & Pola, M. (2010). The body, adolescence, and psychosis. *International Journal of Psychoanalysis*, 91(6), 1419-1444.

<http://www.pep-web.org/document.php?id=ijp.091.1419a>

Class 12

D'Amato, B. (2015). Adolescence: A battleground for separation and psychic integration. *Modern Psychoanalysis*, 40(1), 49-67.

<http://www.pep-web.org/document.php?id=mpsa.040.0049a>

Additional Recommended Readings:

Aichhorn, A. (1948). *Wayward youth*. Viking Press.

Apter, T. (2001). *The myth of maturity*. W.W. Norton.

Blos, P. (1979). *The adolescent passage*. International Universities Press.

Deutsch, H. (1967). *Selected problems of adolescence: Monograph series of Psychoanalytic Study of the Child*, 3. International Universities Press.

Erikson, E. (1968). The life cycle: Epigenesis of identity. In *Identity, youth, and crisis* (pp. 91-141). W.W. Norton.

Feinstein, S. C., & Giovacchini, P. (Eds.). (1975). *Adolescent psychiatry*. Jason Aronson.

Freud, A. (1936). *The writings of Anna Freud: The ego & the mechanisms of defense* (Vol. 2). International Universities Press.

Freud, A. (1965). *The writings of Anna Freud* (Vol. VI). International Universities Press.

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). Hogarth Press. (Original work published 1905)

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19). Hogarth Press. (Original work published 1923)

Kiell, N. (1964). *The universal experience of adolescence*. International Universities Press.

Spotnitz, H., (1987). *Psychotherapy of pre-oedipal conditions*. Jason Aronson.

Winnicott, D. W. (1984). *Deprivation and delinquency*. Tavistock.