SYLLABUS

Psychology 18:820:503:01
Foundations of Intervention: Analytic
Karen Riggs Skean

SCHEDULE OF CLASSES

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Required Texts

Collection of articles - available as assigned or on the library reserve website.

Optional Texts


Criteria for Grading

1. Class attendance and participation. (25%)
2. Dream Analysis Paper (25%)
3. Psychoanalytic Exercises (25%)
4. Final paper or exam (25%)

Course Objectives

By the end of the course, the student should have:

1. A basic knowledge of the concept of human nature represented by the psychoanalytic/psychodynamic tradition, an overview of its history and development.

2. "Psychoanalytic literacy," that is, an understanding of key terms and concepts as they are used in psychological discourse: transference, countertransference, resistance, defense, unconscious processes.

3. An introduction to psychoanalytic assessment and treatment, i.e., how the theory relates to actual work with clients.

4. An introduction to the mechanisms of defense and how they relate to character style and psychoanalytic diagnosis.

5. An understanding of some of the issues involved in applying psychoanalytic thinking to groups, organizations and multicultural contexts.
Assignments and Evaluation

**Dream Analysis Paper** (4-6 pages)

Due October 13. You will have the choice of writing about either a personal dream or one from a friend, acquaintance or client, so long as you have access not only to the dream but to a number of associations. The purpose of this paper is to get the feel of examining an experience from a psychoanalytic perspective and to demonstrate some knowledge of this approach to dreams and the unconscious. A specific format for the assignment will be given in class.

**Psychoanalytic "Exercises"**

There will be 6-7 homework handouts during the course designed to provide further practice in thinking about and working with some of the concepts we are studying. These will be graded on a pass/fail basis only (done or not done): the point here is not to get the "right or wrong" answer, but to engage actively with the material.

**Final Paper or Final Exam**

For your final project, you will have a choice of: (1) writing a final paper of your choice, or (2) completing a take-home exam. Consider which option best suits your specific interests and your learning style. The take-home exam will be handed out in Class 7 and due the final class. Papers will also be due on the date of the last class.

I welcome discussions about proposed final paper topics or anything else related to the course.

**Instructor Availability**

I will be at GSAPP on Mondays. Appointments for other times can be arranged either at GSAPP or in my office in Highland Park. Leave a message on my office phone at (732) 247-7489.

I can also be reached at the following email address: kskean@aol.com and would be happy to answer questions, engage in e-mail dialogues,
etc. This need not be limited to questions about papers, but could be a comment you didn't get to make in class, a question that comes up for you as you do the readings, a reflection or feedback about how the class is going for you.

Readings

Readings are divided into required and recommended. The required readings reflect the minimum necessary for participating meaningfully in class discussion and having a basic understanding of the topic. The recommended readings are to help you pursue a topic further or to serve as future reference.

READING ASSIGNMENTS BY WEEK

Class 1: Freud - Basic Concepts; Course Overview


Class 2: The Unconscious and Dreams

Rock, A. (2004). The mind at night: The new science of how and why we dream. New York: Basic Books, pp. 101-120. *An accessible, well-written account of the scientific field of dream research from the discovery of REM sleep in the 50’s through the sophisticated neuroscience of today. Some of this work supports Freudian theory in various aspects, and some does not. This chapter will give you a look at some of the material most relevant to the rest of today’s readings. The entire book is recommended for those with an interest in the topic.*

Class 3: Psychoanalysis as Theory of Development

Required: McWilliams, N. Psychoanalytic diagnosis, pp. 40-95.
Mitchell, S.A. & Black, M.J. Freud and beyond, pp. 142-149.
Luepnitz, D. Schopenhauer’s porcupines, pp. 197-249. *This chapter describes the author’s long-term treatment of a borderline patient.*


Class 4: The Mechanisms of Defense

Required: McWilliams, N. Psychoanalytic diagnosis, pp. 96-144.
*This is a lovely, readable book which gives you a good feel for how defenses play out in the lives of people over the life cycle.*


Class 5: Character Styles and Psychoanalytic Diagnosis

*This is obviously a very large reading assignment, and a thorough reading of all the material is not expected for this class. This entire portion of the book relates powerfully to this week’s topic and was not easily broken down into smaller bites. Read carefully pp. 143-149 and skim over the remainder to provide yourself an overview to get the most out of class. Then read more carefully and systematically over the next few weeks, when the reading assignment is lighter.*


Class 6: Psychoanalytic Treatment


Luepnitz, D. *Schopenhauer’s porcupines*, pp. 103-149.

Also continue with the McWilliams readings from Class 5, paying special attention to the sections on Transference and Countertransference and Therapeutic Implications for work with each character style.

Class 7: Object Relations, Self Psychology, and Intersubjectivity

*These are the sections on Kohut and Kernberg.*

Recommended: Mitchell, S.A. & Black, M.J. *Freud and beyond*, pp. 60-205.  *For those of you with the time and interest, a good overview of developments in analytic thought.*

Class 8: Diversity Issues and Psychoanalytic Treatment and Towards Case Formulation

Chapter 1: “What is a Multicultural Perspective for Psychoanalysis?” *Whole book is recommended.*

Luepnitz, D. *Schopenhauer’s porcupines*, pp. 21-102, 150-196.  *These cases represent a range of clinical issues and presenting problems and also raise issues of diversity in class, religion and ethnicity/race.*


Zaretsky, E. (2004). Secrets of the soul. New York: Knopf. Epilogue: “Psychoanalysis in our time,” pp. 332-344. This is the conclusion of Zaretsky’s impressive work on the social, cultural, and intellectual history of psychoanalysis. This chapter notes the dispersion of psychoanalysis worldwide and ways in which it was uniquely taken up in different countries.

Class 9: Psychoanalytic Concepts Applied to Groups, Organizations, Families and Couples

Required: TBA

We may also revisit some of the Luepnitz readings of chapters that deal with family and couple therapy.


Class 10: Attachment Theory and Neuroscientific Contributions


