Welcome to psychoanalytic theory, or rather, a multiplicity of psychoanalytic theories. What makes them “psychoanalytic?” The theories are diverse; focusing on different aspects of development, psychopathology and treatment. What are the unifying ideas and fundamental differences within the psychoanalytic theories we are studying? How can infancy research, attachment theory, and neuroscience enrich our psychoanalytic understanding?

As we observe the development of theory over time we will also follow the thread of such topics as transference, drive, the role of real parents/environment, etc. Given that we have 15 weeks to cover 100 + years of theory, we cannot do justice to the complexities. However you should get sufficiently familiar with the ideas so that you will be able to apply theory to case material. Course requirements:

A. Evidence of careful reading and contribution to class discussion (30% of grade.)

B. Five short papers: Three double spaced pages to be given to me in class, not by email (30% of grade.) The class will be divided into 3 groups so that students will be handing in papers and leading discussions on different weeks.

These are not “reaction papers.” Two or three of your short papers should have a theoretical focus and the remaining two or three should involve a clinical application. Outline of short papers: Page 1- Summarize key concepts from the week’s readings. Pages 2 &3 - Theoretical discussion or clinical application.

You and the other students who have written papers for the week will be expected to lead off class discussions on the weeks you have written a paper. You may read selected parts, summarize the ideas from your paper, or raise questions with the class.

Group A: Papers due class # 3, 6, 9, 12
Group B: Papers due class # 4, 7, 10, 13
Group C: Papers due class # 5, 8, 11, 15

Final paper: (40% of grade.) Total: 12 pages. This is a clinical paper divided into two parts with two different due dates. First, write up identifying data/demographics, presenting problem, history, and diagnosis sections as per the psychodynamic interview course you have taken. Outline will be provided. The first part, a MAXIMUM of 6 pages, is due at class #7. The second part is your theoretical formulation, applying one or two theories to the case in a very succinct 6 pages. Please attach parts 1&2 and hand in at class #14.

Required Texts:
- The Freud Reader by Peter Gay, WW Norton, 1989 (This has many Freud classics- some shortened - and is worth owning. However the assigned readings can be found elsewhere, like in the Standard Edition.)
- Five Lectures on Psychoanalysis by Sigmund Freud (Originally pub in 1910) W.W. Norton (paperback)
- Freud and Beyond, A History of Modern Psychoanalytic Thought, (1995) by S. Mitchell and M. Black, Basic Books . (My understanding is that many of you own this already from your Foundations course)
- Basic Freud by Michael Kahn, Basic Books, 2002 (small paperback)
Sept. 7
Class 1. Topics: Introduction to course, Freud’s life and early theories, topographic model, hysteria.
Please read these selections before our first class:

A. Kahn – 3 chapters: Ch. 1, 2, & 6 (Introduction, Unconscious, Anxiety)

B. Freud. (1924) An autobiographical study. In The Freud Reader by Peter Gay. (p. 3-41)

C. Freud. (1910) Five lectures on psychoanalysis. (Read only lectures 1, 2, 3) Available as a Norton paperback

D. Breuer & Freud. (1895) The case of Anna O. In The Freud Reader. (p. 60-78)

*Additional reading for those who want more of an overview or review: In the Mitchell and Black book (Freud and Beyond) Ch 1: Sigmund Freud and the classical psychoanalytic tradition. In addition to the volume by Peter Gay above, this book presents and discusses Freud’s major papers and follows the development of some of his seminal ideas into contemporary psychoanalysis: Quinodoz, J. (2004) Reading Freud. Routledge.

Sept. 14:
Class 2: Theories of sexuality


B. Mitchell and Black. Excerpt from: “Gender and sexuality” (p.218-224)


Sept. 21: GROUP A – papers and discussion leaders
Class 3: Some of Freud’s basic concepts and their contemporary elaboration.

A. Freud (1915) Observations on transference love. (p. 378-387) In The Freud Reader

B. Freud (1933) The dissection of the psychical personality. (p.57-80) In New Introductory Lectures on Psychoanalysis, Norton.


Sept. 28 Group B
Class 4: Defenses, ego psychology, and the origins and management of anxiety

A. Mitchell and Black: Ego psychology (Ch. 2: p. 23-60)


Oct 5 - Group C

Class 5: Klein and the beginning of object relations theories.

A. Mitchell and Black: Melanie Klein and contemporary Kleinian theory (Ch 4: p.85-111)


*Additional readings: Read some of Klein’s papers in: Love, Guilt, and Reparation or books, chapters by Hanna Segal. To learn more about Bion or contemporary Kleinians, check out the edited book by Anderson above or articles like: Spillius, E. B. (2007) Clinical reflections on the negative therapeutic reaction. (Ch. 6: 129-139) In: Encounters with Melanie Klein. Selected Papers of Elizabeth Spillius, Routledge

Oct 12 - Group A

Class 6: Fairbairn and the “Independents” associated with British Object Relations. Stark offers contemporary clinical application of Fairbairn. We go on to a radically different perspective represented by “control mastery theory” – (developed by Weiss and Samson and presented here by Lowenstein.) which posits that we seek experiences to disconfirm unconscious pathogenic beliefs.


*Additional readings: For more on Fairbairn and other object relations theorists see Fairbairn’s books or Essential Papers in Object Relations by P. Buckley, Ed., NYU Press, 1986

Oct 19 - Group B

First part of long paper due for Groups A and B

(GROUP B HAND IN FIRST HALF OF LONG papers AT CLASS 6).

Class 7: Winnicott

A. Greenberg and Mitchell - Excerpt: D.W. Winnicott. (p.188-201) From Object Relations in Psychoanalytic Theory


Oct 26 - Group C

Class 8: Interpersonal Psychoanalysis


Nov. 2- Group A

Class 9

Kohut, self psychology


* These additional readings are available online:

Nov. 9- Group B

Class 10: Attachment theory. Bowlby, Main, Ainsworth and contemporary clinical implications


* Additional readings: Wallin, Ch 5: The multiple dimensions of the self, and Ch 14: The unresolved patent: Healing the wounds of trauma and loss.

Nov. 16 – Group C

Class 11: Neuroscience/psychoneurology.

As Francine Lapides notes, “For any form of psychotherapy to work it must change the brain. It can’t just be soothing or comforting in the moment.” (2007, online seminar)


* Additional reading about neuroscience and psychotherapy: Books by Daniel Siegel, Allan Schore, Mark Solms.
We are not doing specific readings on trauma in this course though it is woven into many topics. For those who are interested, here are a few short readings though there are several good edited volumes on trauma:

**Probably no class Nov 23 – too be determined**

**Nov. 30 – Group A**

**Class 12:** Relational thinking about development.


*Additional readings on infancy research as relates to adult treatment: Infant Research and Adult Treatment, by Beebe and Lachmann. Also: Forms of Intersubjectivity in Infant Research and Adult Treatment by Beebe, Knoblauch, Rustin, Sorter.

**Dec. 7 – Group B**

**Class 13:** A Version of a Relational Model


**Dec. 14 ***** FINAL PAPER DUE *****

**Class 14:** Relational topics.


**Dec. 21 – Group C**

**Class 15:**

Issues related to gender, sexual orientation, race, culture, class, etc. have all been addressed by analytic writers, and these issues are taken up in depth in another GSAPP class. For now, here are a couple of powerful articles:


*Much of this material is covered in other classes but here are some additional readings: