Hate, Envy, Destructiveness Sue Grand

In this course, we will look at destructive process in the patient, in the analyst, and within the analytic situation. We will make the assumption that varieties of destructiveness exist in every treatment, ranging from the implicit to the explicit, from the mild to the severe and intractable. Utilizing a predominantly relational perspective, but borrowing from interpersonal, object relational, and Freudian literature, we will look at these processes through a developmental lens. Readings will consider characterological and intrapsychic processes internal to the patient and/or analyst. This look will be contextualized in a perspective which emphasizes the mutual construction of destructive experience: in the family; in the culture; and between analyst and patient. We will consider, as well, the analyst’s own negative influence on the patient. We will inquire into the nature of an analytic culture which prohibits knowledge of (and repair of) the analyst’s ‘crimes and misdemeanors’. Finally, we will examine the analytic processes wherein consciousness, guilt, remorse, and empathy can awaken in the analytic dyad.

Readings will primarily involve articles in a packet that can be picked up at a local copy center. Books will be denoted with an asterik. As our discussions proceed, students should feel free to mention literature that they would like to explore. There is a vast field of related literature that is not represented on the reading list, as well as a proliferation of new literature.

WEEK ONE: Overview of the problem in Psychoanalysis

Learning Objective: candidates will be able to identify clinical problems in the treatment of aggression

WEEK TWO: THE FREUDIAN VISION

Learning objective: candidates will be able to discuss Freud’s concept of destructiveness

Freud, S. (1920) Beyond the Pleasure Principle in S.E. 18 p7-64 *

WEEK THREE: THE KLEINIAN VISION

Learning objective: candidates will be able to compare Klein’s view of aggression as it diverges from that of Freud, and will illustrate that divergence with psychic/cultural problems.


WEEK FOUR: THE INTERPERSONAL VISION
Learning objective:
Candidates will be able to analyze the interpersonal conceptualization of destructiveness, in comparison with Freudian and Kleinian concepts.


Searles, H. The Effort to Drive the Other Person Crazy. In: Collected Papers on Schizophrenia. NY International Universities Press.

WEEK FIVE: Object Relational Visions

Learning objectives: Candidates will be able to elucidate the development of Freud’s and Klein’s positions on aggression in juxtaposition to the Object Relational perspectives on aggression, and will be able to illustrate those perspectives with clinical examples from the literature.


WEEK SIX: ARRIVING AT THE RELATIONAL

Learning objective: Students will be able to identify the evolution of relational perspectives on destructiveness. Students will also be able to analyze the way that relational perspectives incorporate and diverge from, these other theories.


WEEK SEVEN: ARRIVING AT THE RELATIONAL

Learning Objective: Students will be able to discuss the role of the body in relational perspectives on aggression.


**WEEK EIGHT: ARRIVING AT THE RELATIONAL**

**Learning objective:** students will be able to identify and demonstrate how Benjamin’s theory or recognition and destruction are related to Winnicott’s theory.


**WEEK NINE: GREED AND ENVY**

**Learning Objective:** candidates will be able to distinguish envy and greed in both clinical and theoretical contexts.


**WEEK TEN; SHAME AND VENGEANCE**

**Learning Objective:** students will be able to recognize the concept of shame, and critique it as the underpinning of vengeance and hostility at both cultural and personal levels.


**WEEK ELEVEN: THE ANALYTIC SITUATION**

**Learning Objective:** Students will be able to recognize indirect forms of aggression in the consulting room and will apply that recognition to clinical process regarding fees and frame.


WEEK TWELVE: THE ANALYTIC SITUATION

Learning objectives: Students will be able to work with eroticized aggression/frame testing as it is manifest in the transference.


WEEK THIRTEEN: SEXUALIZED AGGRESSION

Learning objective: Students will be able to apply theory to work with sexualized aggression, both in the patients’ lives, and in threatening communications from patient towards the analyst.


WEEK FOURTEEN: WAR

Learning objective: Students will be able to apply these conceptualizations to addressing cultural problems of war and racism.

WEEK FIFTEEN: RACISM

Learning objective: students will be able to apply these conceptualizations to cultural problems of racism.
