

G894582 Selected Issues in Trauma Studies

Fridays from 12:30 - 2:20. Classes to meet on: Sept 8, Sept. 15, Sept. 22, Oct. 6, Oct13, Oct. 20, Oct. 27, Nov. 3, Nov 10, Nov. 17, Dec. 1, Dec. 8, Dec. 15.

IMPORTANT NOTE: Because of the University Calendar and the Jewish Holidays, the class on Dec. 15 will meet in two parts. From 12:30 - 2:20 and from 2:20 - 3:30

Location: NYU

Synopsis:

Virulent xenophobia, terrorist attacks, devastating natural disasters or wide-ranging wars, violence and sexual trauma. The ubiquity of trauma in everyday life – whether we are talking about our patients, ourselves, or our society - has become glaringly evident particularly in the aftermath of recent political events around the world including our own country. We are aware of how much need there is for psychoanalysts working with traumatized individuals to be well versed in the multiple manifestations, reverberations and consequences of traumatic events for the psychic life of patient and analyst alike.

The four instructors of this course represent the four tracks within Post Doc. They will present their psychoanalytic perspectives on trauma that arise out of his/her understanding of the subject in its individual as well as socio-cultural meanings. In each of the course blocks there will be overlapping themes, particularly that of the legacy of trauma across generations as well as the effects on the analyst of working with trauma. The impact of countertransference on the analyst and on the work itself will be considered through the theoretical lens of the individual instructors who represent the four theoretical orientations of the Post Doctoral Program.

Week 1. Sept. 8, 2017 12:30 - 2:20

Introduction and overview of the scope of the course. All four instructors – Alpert, Prince, Thomas, Tylim,.

This session will focus on an introduction to trauma – an event or a reaction to an event? The various forms of trauma will be discussed – chronic illness, poverty, racism, political repression, war, disaster – as well as their psychic and developmental consequences and differences and the differing theoretical perspectives on what constitutes “trauma.”

Week 2.

BLOCK I.: INSTRUCTOR-JUDIE ALPERT

IMPACT OF SEXUAL TRAUMA

This section will focus on the impact of sexual trauma on the patient and the analyst. Issues around memory for traumatic events, defensive consequences, and transgenerational transmission of trauma are some of the issues to be of focus. Treatment of adults who were sexually abused will also be considered.

Required Readings:

Colarusso, C. A. (2009). The Relentless Past: The Effect of Chronic Sexual Abuse in Childhood on Fifty Years of Adolescent and Adult Development. In *The Psychoanalytic Study of the Child*, 64:320-350.

Laub, D. and Auerhahn, NC. (1993). Knowing and Not Knowing Massive Psychic Trauma: Forms of Traumatic Memory. *International Journal of Psychoanalysis*, 74 53-74.

Karon B. P. & Widener, A. (2001). Repressed memories; Avoiding the Obvious. *Psychoanalytic Psychology*, 18,

Paley, J. & Alpert J. L. (2003). Memory of Infant Trauma. *Psychoanalytic Psychology*, 20, 329-347.

In class, instructor will discuss her work with children who were sexually abused and its impact on the behavior and memory of the children. We will also discuss assigned readings.

Objectives:

At the end of this class you will be able to:

1. Identify the short and long term impact of child sexual abuse.
2. Explain what happens to memory when there is traumatic abuse.
3. Demonstrate understanding of various forms of knowing.

Week 3 Sept. 22, 2017: EFFECTS OF SEXUAL TRAUMA ON ANALYST AND TRANSGENERATIONAL TRANSMISSION OF TRAUMA

Required Readings:

Gartner, R. (2015). Trauma and Countertrauma, Resilience and Counterresilience. *Contemporary Psychoanalysis*, 50 (4), 37-41. (A revised copy of this paper appears in *Resilience and counter-resilience*. Routledge.)

Moldawsky, L. S. (2012). Ghostbusting Transgenerational Process. *Psychoanalytic Dialogues*, 22:1, 106-122.

Garon, J. (2004). Skeletons in the Closet. *International Forum of psychoanalysis*, 13, 84-92.

In class, instructor will discuss “her story about transgenerational transmission” . We will also discuss assigned readings.

Objectives:

At the end of this class you will be able to:

1. Demonstrate understanding of transgenerational transmission of trauma.
2. Explain the concept of transgenerational transmission of trauma.
3. Explain the concepts of vicarious traumatization and countertrauma.

Week 4 Oct. 6, 2017: TREATING PATIENTS WHO WERE SEXUALLY ABUSED (AND, IF TIME, THE ROLE OF DREAM WORK IN THEIR TREATMENT)

Gabbard, G. O. (1997). Challenges in the Analysis of Adult Patients with Histories of Childhood Sexual Abuse. *Canadian Journal of Psychoanalysis*, 5, 1-25.

Hegeman, E. (1995). Transferential issues in the psychoanalytic treatment of incest survivors. In J. L. Alpert (Ed.) Sexual Abuse Recalled: Treating Trauma in the Era of the Recovered Memory Debate. N.J.: Jason Aronson.

Alpert, J. L. (1995). Dreams, Trauma, and Clinical Observation. *Psychoanalytic Psychology*, 12, 325-328.

In addition to discussion of assigned readings, instructor will discuss treatment issues and case material.

Objectives:

At the end of this class you will be able to:

1. Identify limits of interpretations.
2. Assess the veridicality of memories.

BLOCK II: INSTRUCTOR:ISAAC TYLIM

This section will explore the working through processes following traumatic events. I shall delve into Freud's and Melanie Klein's conceptualization of normative and pathological mourning, the part played by the repetition

compulsion, and the tension between libidinal and destructive forces as manifested in reparation and creativity.

WEEK 5: Oct. 6, 2017

Trauma and Mourning. Normal and Pathological Mourning. Memory and the repetition compulsion. The dead third. Resentment, pain, terror, and splendor as forms of memory.

Required Readings:

Freud, S. (1917), Mourning and Melancholia. SE. 14

Gerson, S. (2009). When the third is dead: Memory, mourning and witnessing in the aftermath of the Holocaust. *Int. J. Psychoanalysis*, 90: 1341-1357.

Kancyper, L. Resentimento Terminable e Interminable (paper presented at FEPAL)

Objectives:

At the end of this session participants will be able to:

1. assess and differentiate psychological states following traumatic losses.
2. describe the role of memory in facilitating or impeding elaboration of traumatic events.
3. identify technical problems when dealing with the failure of symbolization

WEEK 6: Oct. 20, 2017, Dreams, art, and creativity as facilitators of mourning..

Required Readings:

Cohen, R. (2007). "The Political Aesthetics of the Holocaust." *History and Memory*, 10 (2), 1-20. (may be downloaded from the Internet)

Segal, H. (1991), "Art and the Depressive Position." In *Dream, Fantasy and Art..* London: Tavistock/Routledge, Chapter 5, pp. 85-100.

Objectives:

At the conclusion of this session, participants will be able to:

1. link creative endeavors to psychological work in mourning.
2. identify political dimensions of artistic productions that foster the need to remember.

3. describe different types of memories and the tensions between the need to remember and the the need to forget

Week 7: Oct. 27, 2017: Memorialization. Technology, virtuality, and the culture of desire. The building of memorials.

Required Readings:

Tylim, I (2004), "Skyscrapers and Bones: Memorials to Dead Objects in the Culture of Desire." In Knafo, D. (Ed) *Living with Terror, Working with Trauma*. N Y: Aronson. pp. 461-478

Tylim, I (2007). "Hope in the Time of Cholera." *Amer. J. Psychoanalysis*. 67 (1),, 97, 105.

Objectives:

At the completion of this session participants will be able to:

1. identify the means by which individuals, groups, and communities attempt to mourn.
2. identify the contemporary forces that overtly or covertly minimize space and time for mourning processes to occur.
3. list the factors that interfere with the timing of memorials.

Block III - Instructor Nina Thomas - The phenomenology of trauma

This section of the course will expressly focus on the phenomenology of traumatic experience and its relational consequences. Traumatized individuals have especial difficulty in modulating their experience whether as a result of the psychic numbing to which they can become subject or the degree to which they may be launched into intense reliving of their original traumatic moments. The intensity of experience coupled with the failure of symbolic function create particular dilemmas for the therapist in finding ways to navigate the turmoil and to sustain him/herself through the patient's maelstroms. Psychoanalytic treatment can be a rich resource for accompanying the patient in reshaping experience as an object of narrative and symbolized memory as opposed to re-enactment.

Week 8: Nov. 3, 2017. Affect regulation or dysregulation is a familiar concern in work with patients who have experienced traumatic events. This "being in the midst of a storm" has significant implications for patient, analyst and the analytic dyad. This class will focus on the challenges to the analytic task involved in the patient and analyst withstanding such affect storms and working through the enactments that accompany them.

Required Readings:

Boulanger, G. (2017 forthcoming) When is vicarious traumatization a necessary therapeutic tool? *Psychoanalytic psychology*.

Chefet, R.A. (2000) "Affect dysregulation as a way of life," *Jnl. Of the Amer. Acad of Psychoanalysis*, 28, 289-303.

Slade, A. (2015) Imagining fear: Attachment, threat and psychic experience. *Psychoanalytic Dialogues*, 24:3,253-266

Thomas, N.K. (2013) "I've got you under my skin: Revenge as an attempt at affect regulation." In V. Caretti, G Craparo, & A. Schimmenti (Eds) *Trauma psichico. Teoria, Clinica, Ricerca* (Psychic Trauma. Theory, Research and Clinical Issues) Rome, Italy: Astroblabio. (I will provide this in electronic form)

Suggested Reading:

Krystal, H. (1988) "Trauma and Affect" (Chapter 9, pp. 137-169) and "Self-Representation and the capacity for self-care" (Chapter 10, pp.170-195). In Krystal, H. Integration and self-healing: Affect - trauma - alexithymia. Hillside, NJ: Analytic Press.

Objectives:

At the end of this session participants will be able to:

1. Identify two ways in which affect regulation figures in the response to traumatic events.
2. Describe the linkages between attachment disorders and affect regulation dysfunction.

Week 9: Nov. 10, 2017. On witnessing

The analytic undertaking depends on the symbolic representation of experience. As such, the patient and analyst share the function of being witness to what the patient has lived through. This session will focus on the demands for both participants of "witnessing" in its multiple dimensions.

Required Readings:

Boulanger, G. (2002) "From Voyeur to witness," *Contemporary Psychoanalysis*, Vol. 38, (1), Jan., 2002.

Laub, D. (1992) "Bearing witness." In Felman, S. & Laub, D. *Testimony: Crisis of witnessing in literature, psychoanalysis and history.* New York: Routledge, pp.57-74

Epstein, H. (2009). Whose Story is it? Constructing Narrative in Analysis and Memoir. *Psychoanal. Perspect.*, 6:76-89.

Objectives: At the end of this session participants will:

1. List two challenges for the analyst in serving as witness to the patient's trauma.
2. Describe the work involved in developing the patient's witnessing capacity to her/himself.

Week 10: Nov. 17, 2017. The Transgenerational Transmission of Racial Trauma

This session will focus on the legacy of historical racial trauma from slavery, through "Jim Crow" to contemporary experiences of race discrimination and the effect on the experience of identity, marginalization, self representation and interpersonal interactions.

Required Readings:

Eng, D.L., Han, S. (2000). A Dialogue on Racial Melancholia. *Psychoanal. Dial.*, 10:667-700.

Vaughans, K. (2014) "Disavowed fragments of the intergenerational transmission of trauma from slavery among African Americans." In Vaughans, K. & Spielberg, W. (Eds.) *The psychology of black boys and adolescents.* Chapter 31, pp. 563-576.

McCoy-Wilson, Sonya, "In 'Rememory': Beloved and Transgenerational Ghosting in Black Female Bodies" (2007). Graduate English Association New Voices Conference 2007. Paper 5.
http://digitalarchive.gsu.edu/english_conf_newvoice_2007/5

Objectives:

At the end of this session participants will be able to:

1. describe the processes involved in the transmission of prior generations' experiences of being defined by race.
2. list the ways in which such racialized experience enters the analytic space.

Block IV: Instructor: Robert Prince

In these 3 weeks we will explore the general idea of History as integral to psychoanalysis and the more specific idea of Historical trauma. There will be an interdisciplinary focus, references to important thinkers from specialties outside of psychoanalysis who have been informed by psychoanalysis but may not be widely known within psychoanalysis. We will consider the presence of the Historical in the unconscious, its role in identity and self experience, and the construction of the Historical fact and its relationship to psychological memory. Reciprocity of past and present, individual and collective memory, commemoration and transmission and embedded trauma will be threads running through the discussion. The specific Historical reference will be the Holocaust but you will be sensitized to the Historical and be asked to bring clinical examples of the role of History from your own clinical work.

Week 11: Dec. 1, 2017 The Psychohistorical Approach: History Flows Through US

Prince, R. The Stowaway. In R. Frie. Ed. History Flows Through Us: Essays in Honor of Thomas Kohut. (In Press).

Kohut, T.A. (2003). Psychoanalysis as Psychohistory or Why Psychotherapists Cannot Afford to Ignore Culture. *Annual of Psychoanalysis*, 31:225-236

Frie, R., (2012) On culture, history, and memory, *Contemporary Psychoanalysis*, 48:3, 329-343.

Objectives:

At the end of this class you will be able to:

1. Define "sublime historical event" and its role in personal experience.
2. Conceptualize "transmission of trauma" as a Historical concept.
3. Evaluate Kohut's assertion that Psychoanalysis itself is Historically conditioned.

Week 12 Dec. 8, 2017 Presence and post-memory

Hirsch, M. (2001) Surviving Images: Holocaust Photographs and the Work of Postmemory. *The Yale Journal of Criticism*, 14, 1, pp. 5-37.

Langer, L. (1991) Holocaust Testimonies: The Ruins of Memory, New Haven, Yale University Press. pp. 27-59.

Runia, E. Presence (2006) *History and Theory* 1-29.

Objectives:

At the end of this class you will be able to:

1. Demonstrate understanding of Runia's integration of psychoanalytic and historiographical thinking and particularly his formulations of "presence" and "commemoration."
2. Explain the concept of "presence" with appreciation of its psychoanalytic referents.
3. Explain the concept of post-memory and distinguish it from individual and collective memory.

Week 13: Part 1. 12:30 - 2:20 The fate of Historical trauma

Krystal(1995) "Trauma and Aging: A thirty Year Follow-up." In C. Caruth, ed. Trauma: Explorations in Memory , Baltimore, Md., Johns Hopkins, pp.76-99.

Hartman, G. (1994), The Longest Shadow: In the Aftermath of the Holocaust Bloomington, In. Indiana University Press, pp 1-12.

Prince, R. (2015), The Holocaust after 70 years: Holocaust survivors in the United States. *The American Journal of Psychoanalysis*, 75. pp.267–286.

Objectives:

At the end of this class you will be able to:

1. Discuss the evolution of adaptation after trauma in the context of cultural change.
2. Assess the stability of post traumatic rupture and the possibility of healing.

Week 12 Part 2: 2:20-3:30.

Block V: Integrating the theoretical perspectives – Instructors Alpert, Prince, Thomas and Tylim.

Dec. 15, 2017... This final session of the course will provide a Coda to the discussion that was begun in the introduction. That is, the four perspectives on what constitutes trauma and the approaches to treatment that emerge from these conceptualizations will be examined in detail.