

NYU Postdoctoral Program in Psychotherapy and Psychoanalysis

The Evolution of Freud's Thought I

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The semester will begin by considering Freud's initial turn from a neurobiological to a psychological perspective on mental life, and how features of his biological model of mind were used to metaphorize psychological processes and theorize the origins of thought. We will then observe Freud's earliest experiments in treating hysterical symptoms with then-standard somatic manipulations, then with hypnosis and suggestion, his growing disillusionment with these techniques, and his alighting, with Breuer, on an affect-trauma theory of mind and a cathartic conception of cure. Freud's theoretical differences with Breuer lead to the articulation of a revised model of mind based on a sequence of mental associations, which poises him to discover unconscious mental processes and their "laws," the motivated quality of psychic life, and the limits to conscious self-knowledge. Conceptual innovations featured this semester, including defense, afterwardness, unconscious fantasy, infantile sexuality, and transference, are read in relation to Freud's evolving model of mind, symptomatology, and cure. Along the way, we meet psychoanalysis' "founding patients" including Anna O., coiner of phrase "the talking cure," the misunderstood Dora and other women who speak pain through their bodies, tantalized observers of a liberalizing society whose opportunities still eluded them. We also meet the Rat Man, tormented by both longing and resentment toward his father whose ghost came to visit him at midnight, and young Freud himself who shares with us his formative childhood experiences and dreams, in turn revealing his tremendous ambitions and their attendant anxieties.

Freud's writings bountifully reward attentive reading. The more closely and repeatedly one reads his work, the more one encounters unexpected insights. However, there are factors that can obscure the richness of Freud's writing, including the scientific approach of Freud's British translator and editor, James Strachey, the authoritative style conventions of 19th and 20th century academic writing, the shifts in Freud's concepts themselves, which are often denoted by the same terms, and the fact that many of Freud's positions emerge in dialogue with the scientific and social concerns of his day which may not be apparent to the contemporary reader. As a cursory reading of Freud might mean one is unable to appreciate what is novel in his later thinking, the course will offer a close reading of Freud's writings and attempt to understand the development of his thought from within. The instructor will provide commentary that contextualizes Freud's writings within the broader socio-cultural milieu in which he worked, and recommended readings will include writing by contemporary analysts whose work demonstrates the extensions of Freudian thought most vital in practice today.

Course Objectives: 1. Candidates will be able to describe Freud's affect-trauma and topographic models of mind. 2. Candidates will be able to compare and contrast Freud's views on the etiology of hysteria and obsessional neurosis. 3. Candidates will be able to articulate the political context of Freud and his patients.

1. Biographical and historical context; The project for a scientific psychology

Excerpts from the following provided in class:

Masson, J. (1986). *The Complete Letters of Sigmund Freud to Wilhelm Fliess, 1887-1904*. Cambridge, MA: Belknap

Freud, S. 1950 (1895). *Project for a Scientific Psychology*. S.E. Vol. I, 281-391.

Class Objective: 1. Candidates will identify at least two features of Freud's *Project for a Scientific Psychology* that are continuous with his psychoanalytic writings.

2. Hypnosis, the affect-trauma model of mind, and the cathartic cure

Breuer, J. and Freud, S. (1893). *On the Psychical Mechanism of Hysterical Phenomena: Preliminary Communication*. S.E. Vol. II, 1-17.

Breuer, J. (1893). *Fraulein Anna O*. S.E. Vol II, 19-47.

Recommended:

Mayer, A. (2013). *Sites of the Unconscious: Hypnosis and the Emergence of the Psychoanalytic Setting*. Chicago, IL: University of Chicago Press.

Ellenberger, H.E. (1972). *The Story of 'Anna O.': A Critical Review with New Data*, In [Ed.] Mark S. Micale. (1993). *Beyond the Unconscious: Essays of Henri F. Ellenberger in the History of Psychiatry*. Princeton, NJ: Princeton University Press.

Schorske, C. (1981). *Fin-de-Siecle Vienna: Politics and Culture*. New York: Vintage.

Class Objective: 1. Candidates will be able to compare Breuer and Freud's etiological theories of hysteria.

3. Disappointments with hypnosis and catharsis and the emergence of an associational model of mind and cure

Freud, S. (1893). Miss Lucy R. S.E., Vol. II, 106-124.

Freud, S. (1893). Fräulein Elisabeth von R. S.E., Vol. II, 135-181.

Recommended:

Laplanche, J. & Pontalis, J.B. (1973). Trauma (Psychical). *The Language of Psychoanalysis*, London: Hogarth Press, 465-469.

Showalter, E. (1986). Feminism and Hysteria: The Daughter's Disease. *The Female Malady: Women, Madness and English Culture, 1830-1980*. New York: Pantheon.

Class Objective: 1. Candidates will be able to describe the family dynamics and social circumstances that predispose Lucy and Elisabeth to hysterical illness.

4. Afterwardness and symptom-formation in hysteria

Freud, S. (1893). Katherina, Case Histories from Studies on Hysteria. S.E. Vol. II, 125-134.

Freud, S. (1895). The Hysterical Proton Pseudos. S.E. Vol. I, 352-357.

Recommended:

LaPlanche, J. and Pontalis, J.B. (1973). Deferred Action. *The Language of Psychoanalysis*. London: Hogarth Press, 111-114.

LaPlanche, J. and Pontalis, J.B. (1973). Scene of Seduction; Theory of Seduction. *The Language of Psychoanalysis*. London: Hogarth Press, 404-407.

Class Objective: 1. Candidates will be able to identify the moment of trauma and the moment of symptom-formation in the case of Katharina.

5. Evolving views of seduction, trauma, defense, and symptom-formation

Freud, S. (1894). The Neuro-Psychoses of Defense. S.E. Vol. III, 41-61.

Freud, S. (1896). Further Remarks on the Neuro-Psychoses of Defense. S.E. Vol. III, 157-185.

Freud, S. (1909). Some General Remarks on Hysterical Attacks. S.E. Vol IX, 227-234.

Recommended:

Greenberg, J. (2001). The Ambiguity of Seduction in the Development of Freud's Thinking. *Contemporary Psychoanalysis*, 37(3): 417-426.

Class Objective: 1. Candidates will be able to identify the impact of "defense" on Freud's conceptions of trauma and symptom-formation.

6. The psychology of memory

Freud, S. (1898). The Psychological Mechanism of Forgetfulness. S.E. Vol. III, 287-297.

Freud, S. (1899). Screen Memories. S.E. Vol. III, 299-322.

Recommended:

Mahon, E. (2016). Screen Memories: A Neglected Freudian Discovery? *Psychoanalytic Quarterly*, 85(1):59-88.

Hardin, H (1988). On the Vicissitudes of Freud's Early Mothering III: Freiberg, Screen Memories, and Loss. *Psychoanalytic Quarterly*, 58: 209-223.

Class Objective: 1. Candidates will be able to identify what is "screen" and "screened" in Freud's conception of screen memories.

7. Wishes and dreams

Freud, S. (1900). III: A Dream is the Fulfillment of a Wish. S.E. Vol. IV [selections]

Freud, S. (1900). IV: Distortions in Dreams. S.E. Vol. IV [selections]

Recommended:

Blum H. (1996). The Irma Dream, Self-Analysis, And Self-Supervision. *Journal of the American Psychoanalytic Association*, 44:511-532.

Ogden, T. (2004). This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries. *International Journal of Psychoanalysis*, 85(4):857-877.

Class Objective: 1. Candidates will be able to identify two characteristics of the wishes Freud believes to motivate dreams.

8. Disguise and biography in dreams

Freud, S. (1900). V: Material and Sources of Dreams. S.E., Vol. IV [selections]

Freud, S. (1901). VI: The Dream-Work. S.E. Vol. IV. and Vol. V [selections]

Recommended:

Lansky, M. (2004). Trigger and Screen: Shame Dynamics and the Problem of Instigation in Freud's Dreams. *Journal of American Academy of Psychoanalysis*, 32(3): 441-468.

Schorske, C (1973). Politics and Patricide in Freud's Interpretation of Dreams. *The American Historical Review*, 78 (2): 328-347.

Class Objective: 1. Candidates will identify at least three processes involved in dream-work.

9. Dreams and the topographic model of mind

Freud, S. (1901). The Psychology of the Dream Processes. S.E. Vol. V [selections]

Recommended:

Fancher, R. (1973). Dreams. In *Psychoanalytic Psychology: The Development of Freud's Thought*. New York: Norton.

Solms, M. (2001). The Interpretation of Dreams and the Neurosciences. *Psychoanalysis and History*, 3(1):79-91.

Class Objective: 1. Candidates will be able to identify at least two ways in which the mind regresses in dreams.

10. Transference and evolving technique in the case of Dora

Freud, S. (1905 [1901]). Fragment of an Analysis of a Case of Hysteria. S.E. Vol. VII, 1-122.

Recommended:

Blum, H. (1994). Dora's Conversion Syndrome: A Contribution to the Prehistory of the Holocaust. *Psychoanalytic Quarterly*, 63: 518-535.

Mahony, P.J. (2005). Freud's Unadorned and Unadorable: A Case History Terminable and Interminable. *Psychoanalytic Inquiry*, 25(1) 27-44.

Class Objective: 1. Candidates will be able to compare and contrast the technique in the Dora case with those in *Studies on Hysteria*.

11. Infantile sexuality and libido's long, complicated development

Freud, S. (1905). Three Essays on the Theory of Sexuality. S.E. Vol. VII, 135-243.

Recommended:

Freud, S. (1908). On the Sexual Theories of Children. S.E. Vol. IX, 205-226.

Freud, S. (1908). 'Civilized' Sexual Morality and Modern Nervous Illness. S.E. Vol. IX, 177-204.

Salomonsson, B. (2012). Has Infantile Sexuality Anything to Do with Infants? *International Journal of Psycho-Analysis*, 93(3):631-647.

Class Objectives: 1. Candidates will be able to describe what Freud views as libidinal in the child's experience across development. 2. Candidates will be able to articulate why Freud depicts satisfying romantic love as a hard-won achievement.

12. "Psychology of Love" papers

Freud, S. (1910). A Special Type of Choice of Object made by Men. S.E. Vol XI, 163-176.

Freud, S. (1912). On the Universal Tendency to Debasement in the Sphere of Love. S.E. Vol. XI, 177-190.

Freud, S. (1918). The Taboo of Virginity. S.E. Vol. XI, 191-208.

Recommended:

Gullestad, S.E. (2020). The Otherness of Sexuality: Exploring the conflicted nature of drive, desire and object choice. *International Journal of Psycho-Analysis*, 101(1):64-83.

Lewes, K. (1998). A Special Oedipal Mechanism in the Development of Male Homosexuality. *Psychoanalytic Psychology*, 15(3): 341-359.

Bergmann, M. (1991). *The Anatomy of Loving*. New York: Fawcett Columbine.

Class Objective: 1. Candidates will be able to describe Freud's understanding of the love-lust split, and its specific manifestation in the "Madonna-Whore complex."

13. Obsessionality in the Rat Man

Freud, S. (1909). Notes upon a Case of Obsessional Neurosis. S.E. Vol. X, 153-251.

Recommended:

Bergstein, A. (2016). Obsessionality: Modulating the encounter with emotional truth and the aesthetic object. *Journal of the American Psychoanalytic Association*, 64(5):959-982.

Class Objectives: 1. Candidates will be able to characterize the transference in the Rat Man case.
2. Candidates will be able to identify the precipitating cause of the Rat Man's current illness.

14. Fantasy and reality

Freud, S. (1908). Creative Writers and Day-Dreaming, S.E. Vol IX, 141-154.

Freud, S. (1908). Family Romances. S.E. Vol IX, 235-242

Freud, S. (1911). Formulations on the Two Principles of Mental Functioning. S.E. Vol XII, 213-226.

Recommended:

Freud, S. (1907). Delusion and Dreams in Jensen's *Gradiva*. S.E. Vol. IX, 1-96.

Sugarman, A. (2008). Fantasizing as Process, Not Fantasy as Content: The Importance of Mental Organization. *Psychoanalytic Inquiry*, 28: 169-189.

LaFarge, L. (2015). The screen memory and the act of remembering. In Reed and Levine [Eds.] *On Freud's 'Screen Memories:'* 36-57. New York: Routledge.

Levine, H. (2016). "Two principles and the possibility of emotional growth. In Legoetta and Brown [Eds.] *On Freud's 'Formulations on the Two Principles of Mental Functioning*,: 151-164. New York: Routledge.

Class Objective: 1. Candidates will be able to describe Freud's view of the relationship between the pleasure principle and the reality principle.

15. Technique papers I

Freud, S. (1913). On Beginning the Treatment. S.E. Vol. XII, 121-144.

Freud, S. (1912). Recommendations to Physicians Practicing Psychoanalysis. S.E. Vol. XII, 109-120.

Freud, S. (1912). The Dynamics of Transference. S.E. Vol. XII, 97-108.

Recommended:

Freidman, L. (2019). *Freud's Papers on Technique and Contemporary Clinical Practice*. New York: Routledge.

Course Objective: 1. Candidates will be able to compare and contrast the metaphors of surgeon and telephone receiver in Freud's technical recommendations.