This semester, we observe the maturing of Freud’s topographical model of mind and his growing interest in clinical phenomena that appear to challenge the pleasure principle, such as nightmares, masochism, and the repetition of trauma. Freud is led to grant aggression greater prominence in his thinking, with dramatic consequences for his theory of unconscious motivation (with the dual drive theory replacing the pleasure principle) and metapsychology of mind (with the structural model succeeding the topographical model). Love, hate, and their intermingling and vicissitudes, not only wish and defense, now characterize Freud’s understanding of symptom-formation. Freud is increasingly interested not only in forbidden wishes and other id content, but in self, other, and reality. We will explore Freud’s contribution to self psychology in his discovery that the ego itself can be invested with a variable amount of libido, and will trace the object-relations featured in his theorizations of depression, mourning, character, object-choice, group relations, sexuality, and gender. These theoretical innovations are informed by and inform Freud’s efforts to understand clinical phenomena that surpass the neuroses including paranoia, psychosis, narcissism, perversion, and ego-defenses such as disavowal, negation, and splitting of the ego. The course concludes with one of Freud’s last, remarkable technical discoveries, that of construction, and his final meditations, as he is dying, on man’s psychological relationship with reality. The figures we will meet this semester include Little Hans, Paul Schreber, The Wolf Man, and older Freud himself, increasingly well-known now, and weathering great disillusionment in the face of war, the death of family members, psychoanalysis’ internecine wrangling, cancer, pain, Nazi occupation, and migration.

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 scientistic 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, 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 describe at least one theoretical and one clinical impetus for the creation of the structural model. 2. Candidates will be able to characterize the difference between id- and ego-defenses. 3. Candidates will be able to articulate the role of reality in Freud’s conception of neurotic, perverse, and psychotic phenomena. 4. Candidates will be able to identify one way narcissistic and object libido oppose one another, and one way they contribute to one another.

1. **Technique papers II**


*Recommended:*


Class Objective: 1. Candidates will be able to compare Freud’s view of “action” with contemporary conceptions of enactment (e.g. G. Katz, R. Grossmark).

2. **The psychodynamics of phobia**


*Recommended:*


Class Objective: 1. Candidates will be able to characterize the impact of Little Hans’ mother on his illness.
3. **Freud’s early exploration of psychosis and paranoia in the Schreber Case**


*Recommended:*


Class Objective: 1. Candidates will be able to describe the role of narcissistic investment in Freud’s understanding of psychosis.

4. **Narcissism**


*Recommended:*


Class Objective: 1. Candidates will be able to describe the way Freud understands object-libido and narcissistic libido to relate to one another.

5. **Metapsychological papers**


*Recommended:*

Class Objective: Candidates will be able to identify at least one clinical instance of a drive reversing into its opposite or turning against the self.

6. **Loss, mourning, guilt, and ambivalence as the self confronts reality**


*Recommended:*


Course Objective: 1. Candidates will describe the role of ambivalence in both mourning and depression.

7. **Reconstruction in the case of the Wolf-Man**


*Recommended:*

Class Objective: 1. Candidates will be able to articulate one difference between the Wolf-Man’s screen memory and the screen memory in Freud’s 1899 paper.

8. The vicissitudes of aggression


Recommended:


Class Objectives: 1. Candidates will describe why Freud believes even non-traumatic impressions from childhood can occasion a sexual fixation-point. 2. Candidates will describe Freud’s view of the relationship between beating fantasies and experiences of being beaten.

9. The dual drive theory


Recommended:


Class Objective: 1. Candidates will be able to identify at least one example of traumatic repetition, and one example of creative repetition, in Freud’s text.

10. The structural model


Recommended:


Class Objective: 1. Candidates will describe negative therapeutic reaction from the perspective of the structural model.

11. The structural model, continued


Recommended:


Class Objective: 1. Candidates will be able to describe at least two differences between the super-ego and ego-ideal.

12. Toward a developmental object-relations and a new theory of anxiety


Recommended:


Class Objective: 1. Candidates will be able to characterize Freud’s early and late conceptions of anxiety.

13. *Freud’s later formulations of gender and sexuality*


*Recommended:*


Class Objective: 1. Candidates will identify at least one continuity between Freud’s “The Dissolution of the Oedipus Complex” and Loewald’s “The Waning of the Oedipus Complex.”

14. *Beyond neurosis*


*Recommended:*


Class Objective: 1. Candidates will be able to identify at least one similarity, and one difference, between the neurotic and psychotic orientation to reality.

15. **The dilemmas of reality**


*Recommended:*


Class Objectives: 1. Candidates will be able to articulate the difference between Freud’s “neurotic” involvement with Rome and his “beyond neurotic” engagement with Athens’ Acropolis.