

NYU Postdoctoral Program in Psychotherapy and Psychoanalysis

The Evolution of Freud's Thought II

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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 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, 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

Freud, S. (1915). Observations on Transference-Love. S.E. Vol. XII, 157-171.

Freud, S. (1914). Remembering, Repeating and Working-Through. S.E. Vol. XII, 145-156.

Recommended:

Friedman, L. (2014). The Discrete and the Continuous in Freud's 'Remembering, Repeating and Working Through.' *Journal of the American Psychoanalytic Association*, 62(1):11-34.

Ellman, S. (2007). Analytic Trust and Transference Love: Healing Ruptures and Facilitating Repairs. *Psychoanalytic Inquiry*, 27(3):246-263.

Poland, W. (1984). On the Analyst's Neutrality. *Journal of the American Psychoanalytic Association*, 32: 283-299.

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

Freud, S. (1909). Analysis of a Phobia in a Five-Year-old Boy. S.E. Vol. X, 3-148.

Recommended:

Freud, S. (1913). IV. The Return of Totemism in Childhood. In *Totem and Taboo*. S.E. Vol. XIII, 100-161.

Ross, J.M. (2007). Trauma and Abuse in the Case of Little Hans: A Contemporary Perspective. *Journal of the American Psychoanalytic Association*, 55(3):779-797.

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

Freud, S. (1911). Psycho-analytic Notes on an Autobiographical Account of a Case of Paranoia. S.E. Vol. XII, 3-80.

Recommended:

Freud, S. (1915). A Case of Paranoia Running Counter to the Psycho-analytic Theory of the Disease. S.E. Vol. XIV, 261-272.

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

4. Narcissism

Freud, S. (1914). On Narcissism. S.E. Vol. XIV, 67-102.

Recommended:

Bach, S. (2011). Immunity, Interpenetration, and the True Self. *Psychoanalytic Review*, 98(1): 39-56.

Sandler, J., Person, E., Fonagy, P. [Eds.] (1991). *Freud's 'On Narcissism': An Introduction*. New Haven: Yale University Press.

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

Freud, S. (1915). Instincts and their Vicissitudes. S.E. Vol. XIV, 109-140.

Freud, S. (1915). Repression. S.E. Vol. XIV, 141-158.

Freud, S. (1915). The Unconscious. S.E. Vol. XIV, 159-215.

Recommended:

Paniagua, C. (2001). The Attraction of Topographical Technique. *International Journal of Psychoanalysis*. 82(4):671-684.

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

Freud, S. (1917). Mourning and Melancholia. S.E. Vol. XIV, 237-258.

Freud, S. (1916). Some Character-Types Met with in Psycho-Analytic Work. S.E. Vol. XIV, 309-333.

Recommended:

Freud, S. (1916). On Transience. S.E, Vol. XIV, 303-307.

Freud, S. (1929). Letter from Freud to Ludwig Binswanger, April 11, 1929. *The Sigmund Freud-Ludwig Binswanger Correspondence 1908- 1938*, 196.

Loewald, H. (1962). Internalization, Separation, Mourning, and the Superego. *Psychoanalytic Quarterly*, 31: 483-504.

Roth, P. (2007). Melancholia, mourning, and the countertransference. In Fiorini, Bokanowski and Lewkowics [Eds.] *On Freud's 'Mourning and Melancholia:'* 37-55. New York: Routledge.

Ogden, T. (2007). A new reading of the origins of object relations theory. In Fiorini, Bokanowski and Lewkowics [Eds.] *On Freud's 'Mourning and Melancholia:'* 123-144. New York: Routledge.

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

7. Reconstruction in the case of the Wolf-Man

Freud, S. (1918 [1914]). From the History of an Infantile Neurosis. S.E. Vol. XVII, 1-124.

Recommended:

Gottlieb, R.M. (2017). Reconstruction in a Two-Person World May Be More about the Present than the Past: Freud the Wolf Man, an Illustration. *Journal of the American Psychoanalytic Association*, 65(2): 305-316.

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

Freud, S. (1919). 'A Child is Being Beaten.' A Contribution to the Study of the Origin of Sexual Perversions. S.E. Vol. XVII, 175-204.

Freud, S. (1924). The Economic Problem of Masochism. S.E. Vol. XIX, 155-170.

Freud, S. (1917). On Transformations of Instinct as Exemplified in Anal Erotism. S.E. Vol. XVII, 125-134.

Recommended:

Freud, S. (1917). A Childhood Recollection from *Dichtung Und Wahrheit*. S.E. Vol. XVII, 145-156.

Sugarman, A. (2013). The Centrality of Beating Fantasies and Wishes in the Analysis of a Three-Year-Old Girl. *Psychoanalytic Inquiry*. 33(4): 351-367.

Bach, S. (2002). Sadomasochism in Clinical Practice and Everyday Life. *Journal of Clinical Psychoanalysis*, 11(2): 225-235.

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

Freud, S. (1920). Beyond the Pleasure Principle. S.E. Vol. XVIII, 1-64.

Recommended:

Freud, S. (1919). The 'Uncanny.' S.E. Vol. XVII, 217-256.

Sebek, M. (2019). Death drive, repetition compulsion and some corridors to psychic change. *International Journal of Psychoanalysis*, 100 (6): 1330-1337.

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

Freud, S. (1923). The Ego and the Id. S.E. Vol. XIX, 1-66.

Recommended:

Freud, S. (1933). Lecture XXXI The Dissection of the Psychological Personality. New Introductory Lectures on Psycho-Analysis. S.E. Vol. XXI, 57-80.

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

11. The structural model, continued

Freud, S. (1923). The Ego and the Id. S.E. Vol. XIX, 1-66.

Recommended:

Schafer, R. (1960). The Loving and Beloved Superego in Freud's Structural Theory. *Psychoanalytic Study of the Child*, 15:163-188.

Loewald, H. (1962). Superego and Ego-Ideal. *International Journal of Psychoanalysis*, 43: 264-268.

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

Freud, S. (1926). Inhibitions, Symptoms and Anxiety. S.E. Vol. XX, 75-176.

Recommended:

Freud, S. (1933). Lecture XXXII Anxiety and Instinctual Life in New Introductory Lectures. New Introductory Lectures on Psycho-Analysis. S.E. Vol. XXI, 81-111.

Hurvich, M. (2003). The Place of Annihilation Anxieties in Psychoanalytic Theory. *Journal of the American Psychoanalytic Association*, 51: 579-616.

Loewald, H. (1978). Instinct Theory, Object Relations, and Psychic-Structure Formation. *Journal of the American Psychoanalytic Association*, 26: 493-506.

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

Freud, S. (1923). The Infantile Genital Organization (An Interpolation into the Theory of Sexuality). S.E. Vol. 139-146.

Freud S. (1924). The Dissolution of the Oedipus Complex. S.E. Vol. XIX, 171-180.

Freud, S. (1931). Female Sexuality. S.E. Vol. XXI, 221-244.

Recommended:

Saketopoulou, A. (2020). Thinking psychoanalytically, thinking better: Reflections on transgender. *International Journal of Psychoanalysis*, 101(5): 1019-1030.

Tyson, P. (1989). Infantile Sexuality, Gender Identity, and Obstacles to Oedipal Development. *Journal of the American Psychoanalytic Association*, 37: 1051-1069.

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

Freud, S. (1924 [1923]). Neurosis and Psychosis. S.E. Vol. XIX, 149-154.

Freud, S. (1924). The Loss of Reality in Neurosis and Psychosis. S.E. Vol. XIX, 183-190.

Freud, S. (1925). Negation. S.E. Vol. XIX, 235-240.

Freud, S. (1927). Fetishism. S.E. Vol. XXI, 147-158.

Recommended:

Artaloyia, J.F., Olmas de Paz, T, and Gomez-Moly, B. (2020). A psychoanalytic look at repetitive psychotic outbreaks. *International Journal of Psychoanalysis*, 101(1): 42-63.

Lombardi, R. (2003). Mental models and language registers in the psychoanalytic treatment of psychosis: an overview of a thirteen-year analysis. *International Journal of Psychoanalysis*, 84(4): 843-863.

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

Freud, S. (1927). Humour. S.E. Vol. XXI, 159-166.

Freud, S. (1938). Splitting of the Ego in the Process of Defense. S.E. Vol. XXIII, 271-278.

Freud, S. (1936). A Disturbance of Memory on the Acropolis. S.E. Vol. XXII, 237-248.

Freud, S. (1937). Constructions in Analysis. S.E. Vol. XXIII, 255-270.

Recommended:

Wimer Brakel, L. (1989). Understanding Negative Hallucination: Toward a Developmental Classification of Disturbances in Reality Awareness. *Journal of the American Psychoanalytic Association*, 37:437- 463.

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.