

OUR BODIES, OUR PATIENTS' BODIES, THE DANCE

2 CREDITS - 15 CLASSES

PDPSA.4584

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With a flurry of interest in the body permeating the psychoanalytic literature, this course is designed to increase the analyst's awareness of her own somatic experience, develop a conscious awareness of and attention to her patient's body language and become aware of the analyst's attention to and use of her own body as s/he attends to the embodied registrations communicated by the patient. Each class will have both a didactic and an experiential component. Sensitivity to, and use of, embodied registrations in self, other and interactive patterning will be facilitated in each class with training/supervisory exercises as well as relevant readings and discussion. Readings will include reviews of body psychotherapy literature providing an historical background to the present interest in the body as well as important research and practices developed which can be useful within a psychoanalytic focus. Additional readings will demonstrate recent approaches to incorporating attention to and use of the body within an analytic practice. Clinical comparisons will demonstrate the difference in focus between body psychotherapy approaches and psychoanalytic attention to embodied registrations. Historical and contemporary controversies regarding attention to bodily experience will also be addressed.

WEEK 1: Course Overview

Readings

Rollef Ben-Shahar, Asaf, (2014) *Touching the Relational Edge: Body Psychotherapy*, London: Karnac, Chapters 1 and 2 pp. 3-35.

In this meeting the themes of this course are introduced. We anticipate some of the historical readings of the second and third classes with a brief overview of early analytic attitudes towards the body. The various "bodies" that have been neglected in traditional psychoanalysis are considered: the physiological/morphological body within a particular family/culture; the identificatory body; body type in relation to parental type; the healthy, young, ill, aging body, the hormonal body; the neurotransmitter body; the experiential body, the coordinated/uncoordinated body, posture etc. The relation between body type and cultural norms is also be addressed. Topics include:

* Psychosomatic vs Somatopsychic: Some examples of physical illnesses that present with psychological symptoms are considered.

*How bodies enter the analytic consulting room (gender, pregnancy, illness, more serious mental disorders, anti depressants, recent interest in neuropsychoanalysis)

*Working with pre-oedipal material

WEEK 2: History of the body in Psychoanalysis (Part 1, Body Psychotherapy)

Readings

Rollef Ben-Shahar, Asaf, (2014) *Touching the Relational Edge: Body Psychotherapy*, London: Karnac, Chapter 3, pp 37-68.

Shapiro, S. A. (1996), The Embodied Analyst in the Victorian Consulting Room. *Gender and Psychoanalysis*, 1(3):297-322.

We begin with a review of the development of the many schools of body psychotherapy that have emerged in parallel to and with influence by psychoanalytic practice. The readings, exercise and discussion will provide a valuable context for consideration of the emerging recognition and use of embodied experience in psychoanalysis addressed in Week 3.

WEEK 3: Forms of body based therapy (Part 2, Selected therapeutic approaches useful in psychoanalytic work)

Readings:

F. Matthias Alexander

"<http://www.alexandertechnique.com/at.htm>"<http://www.alexandertechnique.com/at.htm>

Anderson, F. (2008), At a loss for words and feelings. A psychoanalyst reflects on experiencing bodywork. In F. Anderson Ed., Bodies in Treatment: The Unspoken Dimension. New York: Analytic Press.

In this week we use the experiences of faculty and students who have explored different modalities of body based therapies to afford a fuller appreciation of the range of observations and information that can be acquired through observing and sensing our bodies. Readings from selected body psychotherapists are used to demonstrate their value for psychoanalytic approaches to embodied experience. Building on the reading for week 2, the influence on the work of these therapists by such body therapy pioneers as Elsa Gindler, Moshe Feldenkrais, Carola Speads, Charlotte Selver and Elaine Summers will be further developed.

OPTIONAL READINGS

Charlotte Selver: Sensory Awareness work. Littlewood, W.C. (Ed) Waking Up: The work of Charlotte Selver. Bloomington Indiana: Author House 2004

Speads, C. Ways to Better Breathing. Vermont: Healing Arts Press, 1978. Several analysts worked with her including Fromm.

Cohen, B.B., Sensing, Feeling and Action: The Experiential Anatomy of Body-Mind Centering Body Mind Centering Contact Editions, 1994.

WEEK 4: History of the body in Psychoanalysis (Part 2, The analyst and patient as embodied)

Readings:

Cornell, B. (2008). Self in Action: The bodily basis of self organization. In F. Anderson Ed. Bodies in Treatment: The Unspoken Dimension. New York: Analytic Press. Pages 29-50

Sletvold, J. (2011), "The reading of emotional expression"; Wilhelm Reich and the history of embodied analysis. *Psychoanalytic Dialogues*, 21: 453-467.

This is a continuation and deepening of issues introduced in the first 2 weeks. Here the focus is on the history of psychoanalytic theorizing the body which frequently omitted the living, breathing, vital body, and the shift that has begun to return embodied awareness into the scope of psychoanalytic practice.

WEEK 5: Controversies (Part 1) - Reich, Ferenczi in history.

Readings

Reich, W. (1949). Character Analysis. Chapter 15, The expressive language of the living in orgone therapy. New York: Farrar, Straus & Giroux. Pages 357-397.

Ferenczi, S. (1920). The further development of the active therapy in psychoanalysis. In Further Contributions to the Theory and Technique of Psycho-Analysis, vol. 2, ed. J Rickman, pp. 198-217. New York: Brunner/Mazel, 1980.

Ferenczi, S. (1930) The principle of relaxation and neo-catharsis. Final Contributions to the Problems and Methods of Psycho-Analysis, vol. 3. Ed. M. Balint, pp. 108-125.

In this week we review the original ideas coming from Reich and Ferenczi in their own words which have formed the basis for contemporary controversies concerning how to conceptualize and work with embodied experience.

WEEK 6: Controversies (Part 2) - Touch in psychoanalysis.

Readings

Cornell, W. F. (2009) Stranger to desire: Entering the erotic field. Studies in Gender and Sexuality, 10, 75-92.

Cornell, W. F. (2009) Response to Shapiro's discussion: Studies in Gender and Sexuality, 10, 104-111.

Shapiro, S. (2009), A rush to action: Embodiment, the analyst's subjectivity and the interpersonal experience. Studies in Gender and Sexuality, 10, 93-103.

Recommended Reading

Psychoanalytic Inquiry 20,1 (2000) Issue devoted to Touch in the Psychoanalytic Situation.

This class is designed to address a key 'sticking point' for analysts of moving beyond verbal forms of communication and intervention, the issue of touch.

WEEK 7: Controversies (Part 3) - Differences between body based psychotherapies, somatic experiencing, relational analytic use of the body.

There is no additional reading for this week but rather a continuation of the discussions that arose during the first 6 weeks of the course.

WEEK 8: The Body in Infant Research: Part 1: The Rhythmic Foundations of Emotional Experience (Trevarthan's research on body rhythms, Stern's distinction of categorical from vitality affects)

Readings:

Beebe, B. Knoblauch S. Rustin, J. & Sorter, D. (2005) *Forms of Intersubjectivity in Infant Research and Adult Treatment*. New York: Other Press. pp. 36-42

Stern D. (1985), *The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology*. New York: Basic Books. pp 53-61.

Knoblauch, S. (2000), "Listening to the Rhythm" in *The Musical Edge of Therapeutic Dialogue*. New Jersey: TAP pp. 1-16.

In this class we will use a variety of exercises to increase our sensitivity to our own body registrations and the rhythms that are intrinsic to such experience from neonatal experience through the complex experience of verbal symbolization interacting with embodied registrations. To ground these experiences in the conceptual literature, brief readings have been chosen illustrating cross-disciplinary perspectives as well as developmental perspectives. Emotional rhythms are given more specificity with Stern's distinction between categorical and vitality affective dimensions of experience.

WEEK 9: The Body in Infant Research: Part 2: Invariant Patterns of Embodied Interactions or Repeated Interactions Generalized (RIGS)

Readings:

Stern, D. (1985), "Integrating the Self Variants" in *The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology*. New York: Basic Books. pp. 94-99

Knoblauch, S. (2012) "Body Rhythms and the Unconscious: Expanding Clinical Attention Within the Polyrhythmic Weave" in *Relational Psychoanalysis Volume 5 Evolution of Process*. eds. L. Aron & A Harris, New York: Routledge. pp. 183-204.

In this class we will focus on the way that embodied registrations are "yoked" or woven together to form invariant patterns of interaction which Stern termed RIGs. We will focus on how Beebe and Lachmann's readings of infant/caregiver research offer a metaphor for analytic process. Again we will use exercises to develop a sense of how such interactive rhythms are generated. The readings help to clarify this conception and illustrate it clinically.

WEEK 10: Engaging Embodied Registrations in the Analytic Interaction

Readings

Nebbiosi, G. & Federici-Nebbiosi, S. (2008), "We' Got Rhythm: Miming and Polyphony of Identity in Psychoanalysis. in *Bodies in Treatment: The Unspoken Dimension*. ed. F. Anderson. New York: Routledge. pp. 213-233.

Cornell, W. F. (2015), "To Enter the Gesture as Though a Dream: A Psychoanalyst Encounters the Body," in *Somatic Experience in Psychoanalysis and Psychotherapy*. Routledge: New York. pp. 33-46.

In this class we look at 2 different approaches for how an analyst might use embodied experience to begin to expand countertransference and transference awareness. Exercises for how to develop our own personal approach and for recognizing the emergence of interactive patterns in embodied experience will be used to enrich our class discussion.

WEEK 11: The Body in Pain

Readings

Brea, J. TED Talk 2016. "What happens when you have a disease doctors can't diagnose"

Scarry, E. (1985), "The Structure of Torture: The Conversion of Real Pain into the Fiction of Power," in *The Body in Pain*, Oxford University Press; New York. pp. 27-59.

Yunus, M. B. (2012). The prevalence of Fibromyalgia in other chronic pain conditions. Pain Research and treatment. 8 pages.

In this class we will consider the disturbing issue of embodied suffering with particular focus on the classic treatise on torture by Elaine Scarry. Many of our patients have suffered various forms of physical suffering. The liminal space between the physical and the capacity to think and represent experiences of vitality and/or annihilation and in particular for psychoanalytic process are considered with this striking analysis. The centrality to the experience of power and agency and/or lack is highlighted with this focus.

WEEK 12: A Gendered Body

Readings

Salamon, G. (2010), "The Bodily Ego and The Contested Domain of The Material," in *Assuming A Body: Transgender and Rhetorics of Materiality*. New York: Columbia University Press. pp. 13-42

Dimen, M. (1984). Politically Correct? Politically Incorrect? In Pleasure and Danger: Exploring Female Sexuality. Ed. Carole Vance. Boston: Routledge & Kegan Paul. Pages 138-148.

Gentile K (2007), *Creating Bodies: Eating Disorders as Self-Destructive Survival*. pp. 1-40.

Elizabeth Grosz, (1994), *Volatile Bodies: Toward a Corporeal Feminism*, Bloomington, Ind.: Indiana Press. pp. 187-210.

In this class we consider selected readings from the increasing literature concerning how issues of gender identity and embodied experience are infused with implications for psychoanalytic understanding of unconscious processes and clinical practice.

WEEK 13: A Racialized Body

Readings

Fanon, F. (1959), "Algeria Unveiled," in *A Dying Colonialism*, Trans. Haakon Chevalier. 1961. New York: Grove, 1965.

Ingram, P., (2008), *The Signifying Body: Towards an Ethics of Sexual and Racial Difference*. New York: State University of New York Press. pp. 14-21.

In this class we consider how the physical development of the body, including its racial in addition to sexual identifications can change in relationship to culture. Again, as in the last class, we are considering the signifiatory potential of the body for the value of this understanding to unconscious experience and psychoanalytic interaction.

WEEK 14: Narrating Embodied Registrations of the Analytic Interaction

Readings:

Knoblauch. S. (2011), "Conceptualizing Attunement Within the Polyrhythmic Weave: The Psychoanalytic Samba. *Psychoanalytic Dialogues*, 21:414-427.

Cornell, W. F. (2011), "SAMBA, TANGO, PUNK: Commentary of Paper by Steven H. Knoblauch, *Psychoanalytic Dialogues*, 21:428-436.

Markman, H. (2011), Metaphors We Live By: Commentary on Paper by Steven H. Knoblauch, *Psychoanalytic Dialogues*, 21: 437-445.

In this class, we consider the use of description to narrate the nonverbal embodied experiences of polyrhythmic interaction. These readings will form the starting point for a series of brief exercises in attention and writing to develop a capacity to express this level of clinical activity within a larger clinical narrative.

WEEK 15: Embodied training and supervision

Readings

Sletvold, J. Embodied training and supervision. In *The Embodied Analyst: From Freud to Reich to relationality*. pp131-154.

In this class we examine particular strategies for training and supervision developed by Jon Sletvold and his colleagues at the Norwegian Character Analytic Institute. In group exercises and discussion we examine the strategies employed to understand clinical experience and

compare these strategies to those discussed and used by the Nebbiosi's in Italy and approaches developing in the United States.

Objective #1: Students will be able to identify different versions of “the body” relevant to psychoanalytic theory and practice.

Learning Objective #2: Students will be able to describe Wilhelm Reich's conception of the body and compare it to at least one other different conception emerging in early psychoanalytic theory

Learning Objective #3: Students will be able to define and compare differences between body based therapies, somatic experiencing and relational analytic conceptions of the body.

Learning Objective #4: Students will be able to describe how 2 different body therapy strategies can be used psychoanalytically.

Learning Objective #5: Students will be able to define and compare the concepts of categorical affects and vitality affects as embodied registrations of emotional experience.

Learning Objective #6: Students will be able to describe and apply the concept of RIGS to clinical material.

Learning Objective #7: Students will be able to demonstrate writing samples narrating clinical process with attention to embodied registrations and their meanings for both analyst and analysand.

Learning Objective #8: Students will be able to describe Sletvold's triangle strategy for embodied supervision .