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Parts Lost and Found: Integrating Trauma into the Developmental Self

This course begins with an historical reflection on the role of trauma in the formation of the psyche *and* the field of psychoanalysis as exemplified in Freud's first model of mind and Ferenczi's clinical discoveries. Much phenomenological value was evident in their early investigations, even if eventually marginalized by politicized debates regarding psychic reality versus the external world in the development of the mind. Their contributions to war neuroses and sexual trauma preview psychoanalytic concepts such as deferred action, dissociation, and split off parts of the self that have renewed currency in the present day. Clinical application of these concepts through the instructor's vignettes and case material will touch upon wide-ranging traumata early in nature (i.e. birth trauma, neglect, maternal depression) to more gross impingements (i.e. sexual trauma, racism, war, pandemic) to intergenerational transmission. Discussion of this material will allow for contemporaneous consideration of external forces and internal experiences of body and mind, in represented and unrepresented forms, with special consideration paid to trauma's bearing on the development and experience of self. Experiences of extreme pain, known and unknown to the patient, require the analyst's special sensitivity to the body and use of the self. The centrality of bodily sensations, rhythms, and impulses dovetailing with traumatic experience will be examined in the past and present, using the instructor's understanding of treatment as a form of aesthetic sensitivity, dreaming, and reverie to access parts missing, damaged, and/or hidden.

Course Learning Objectives: Participants will demonstrate an understanding of how trauma is coded in the mind and body, in represented and unrepresented forms and communicated within the analytic dyad. Participants will develop sensitivity in using these communications to facilitate growth.

Class Readings

Class 1: **Trauma Model of Mind, Deferred Action, and Disruption of the Psyche**

Freud, S. (1895). Katharina. In *Studies in Hysteria*
Freud, S. (1920). Beyond the Pleasure Principle (selected chapters)

Learning Objectives: Participants will be able to identify Freud's conceptions of the role of trauma in mental functioning.

Class 2: **Dissociation, Split-off Aspects of Self, and Nature of Abuse**

Ferenczi, S. (1932). Clinical Diary (excerpts)

Ferenczi, S. (1949). The confusion of tongues between the adults and the child. *IJP*, (30) 225-230.

Scarfone, D. (2017). Ten short essays on how trauma is inextricably woven into psychic life. *Psychoanalytic Quarterly*, (86)1. 21-43.

Learning Objectives: Participants will be able to define and differentiate Freud and Ferenczi's views on trauma.

Class 3: **Earliest Forms of Psychological Trauma Unrepresented in the Psyche**

Winnicott, D. W. (1974). Fear of breakdown. *International Review of Psycho-Analysis*, 1(1-2), 103-107.

Eekhoff, J. (2019). The silent transference: Clinical reflections on Ferenczi, Klein, and Bion. In *Trauma and Primitive Mental States*. Routledge

Learning Objectives: Participants will be able to distinguish clinical presentations of early trauma unrepresented in the mind.

Class 4: **Bodily Representations of Trauma Rooted in Infancy**

Tustin, F. (1986). Autistic shapes exemplified in adult psychopathology. In *Autistic Barriers in Neurotic Patients*. Routledge. 141-156.

Moscowitz, S. (2005). Playing dead: an unconscious fantasy, bodily focused defenses, and their roots in infancy. *JAPA*, 53 (3): 891-916.

Learning Objectives: Participants will be able to identify ways infantile trauma is manifested in the formation of the self, including body representations, and unconscious fantasy.

Class 5: **Considerations of Sexual Trauma in the Analytic Context**

Loewald, H. (1976). Perspectives on memory. In *The Essential Loewald*. University Publishing Group. 148-173.

McDougall, J. (1991). Sexual Identity, Trauma, and Creativity. *Psychoanalytic Inquiry* (11)4: 559-581.

Learning Objectives: Participants will be able to identify ways sexual trauma is encoded in memory and exhibits itself in action and fantasy from a Freudian perspective.

Class 6: **Racial Trauma Infused in Self Experience and Intrapsychic Conflict**
Eng, D., Han, S. (2000) A Dialogue on Racial Melancholia. *Psychoanalytic Dialogues*, 10 (4): 667-7000.

White, K. (2002). Surviving hating and being hated: Some thoughts about racism from a psychoanalytic perspective. *Contemporary Psychoanalysis*, 38(3): 401-422

Recommended Reading:

Fanon, F. (1952). The lived experience of the black man. In *Black Skin, White Masks*. 89-119

Learning Objectives: Participants will begin to identify how racial trauma registers as an attack on the body and engenders loss of valuable self- and object representations.

Class 7: **Case Example of Compounded Racial, Sexual, and Intergenerational War Trauma**
Subramanian (2018). Coding in the body: A memoir of racial trauma. Presented at the International Sandor Ferenczi Conference, Florence.

Background Reading: Faimberg, H. (2012). Listening to the psychic consequences of Nazism in psychoanalytic patients. *Psychoanalytic Quarterly*, 81(1): 157-169.

Recommended Reading:

Laub, D. (2015). Listening to my mother's testimony. *Contemporary Psychoanalysis*, 51(2): 195-215.

Learning Objectives: Participants will be able to identify how intergenerational trauma may transmit and inform/ overlap with other forms of trauma

Class 8: **Mutative Qualities of the Analytic Dyad**
Bollas, C. (1987). The transformational object. In *The shadow of the object: Psychoanalysis of the unthought known*. Columbia University Press.

Bach, S. Two ways of being. In *Getting from Here to There*. Hillsdale: Analytic Press.

Recommended Reading:

Civitarese, G. (2015). The inaccessible unconscious and reverie as a path of figurability. In *Unrepresented States and the Construction of*

Meaning Clinical and Theoretical Contributions. Eds: Levine, Reed, & Scarfone.

Learning Objectives: Participants will develop sensitivity to the communication of trauma, at verbal and nonverbal levels, and identify ways of using these communications to facilitate growth within the analytic dyad.