

Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room

The Institute of Contemporary Psychoanalysis

Instructors: Veronica Abney, Ph.D. & Lynne Jacobs, Ph.D.

Dates: 2020-2021: Saturdays, 2:30-5

**12 September, 24 October, 5 December, 30 January,
20 March, 1 May**

Hours 2.5 per class. 15 hours total

Course Description

Traditionally psychoanalysis has produced little on the subjects of race, culture, and disabilities; it also has not presented the field with unbiased and nonjudgmental information on gender identification because of its Eurocentric, homophobic and racist viewpoint. Contemporary relational psychoanalytic theory has unintentionally opened the door to a process for examining the influence of culture, gender identification, physical abilities and social location because of its belief in such concepts as mutual influence in the transference, intersubjectivity and dynamic systems. This has resulted in literature that is beginning to address the diversity in our community, and not just from the perspective of the “other,” but looking at how the *able* straight white analysts’ theories and viewpoints are influenced by their non-disabled status, straightness and whiteness.

Objectives

This course is an attempt to begin the process of exploring how culture, color, gender identification and *ableness* organize the experience of both the analyst and the analysand and influence the therapeutic process. It hopes to increase your awareness of the multiplicity of your own context-dependent identification process. In some contexts, for instance, our gender renders us as marginal. In another context our color may render us as dominant. When placed in a dominant position, analysts suffer the most severe limits on

awareness of the clinical (and social) implications of their place. They have blind spots. We will explore the unreflected upon privilege and bias that accompany such *situatedness* and the importance of becoming aware of it and reducing its influence in *cross-cultural* treatments.

Most readings are on our website. A few are on PEP-WEB, with the link provided in the syllabus.

Week 1

- Identify historical influences on the development of some psychological themes of people of color
- Define and identify "social location" and its implications for development and empowerment

Week 2

- Demonstrate how culture, gender identification and *ableness* have organized patients' experiences.
- Work therapeutically with the influence of a disabled social location on the organization of experience

Week 3

- Work therapeutically with the difference between the social location of the patient and that of the analyst
- Identify historical influences on the developmental of some psychological themes of people marked as white.
- Identify the effects of unreflected upon privilege and bias on the analytic relationship when analyst and analysand are different in the ways described above.

Week 4

- Define and identify a *microaggression* and its impact in the consulting room on both analyst and analysand.
- Identify and work through enactments in the treatment related to differences in the analyst and analysand

Week 5

- Identify historical influences on the development of some psychological themes of LGBTQ patients and therapists
- Identify and work therapeutically with enactments and microaggressions relevant to the LGBTQ identity of the patient and/or analyst
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Week 6

- Explain “social location” and describe situations in clinical practice in which social location became part of the therapeutic discussion
- Explain and describe enactments in terms of socio-cultural power dynamics in a clinical situation

Syllabus

Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room

Week 1

Faculty: Veronica Abney, Ph.D., Lynne Jacobs, Ph.D. & Joel Miller, MD, Psy.D.

This first session will look at the little known history of psychoanalysis as it pertains to race, culture and gender identification. Few are aware of this history of exclusion of people of color and the LGBTQ community. We will look particularly at how psychoanalysis viewed both African-Americans and homosexuals.

Readings:

1. Abney, V. (2006). An Excerpt of African-American Psychoanalysts: Their History and Stories, unpublished
2. Layton, L. (2019) Transgenerational Hauntings: Toward a Social Psychoanalysis and an Ethic of Dis-illusionment, Psychoanalytic Dialogues, 29-2.105-121
3. Winograd, B. (2014). Black Psychoanalysts Speak. PEP Video Grants, 1:1. To be viewed on your own. <http://www.pep-web.org/document.php?id=pepgrantvs.001.0001a&type=hitlist&num=0&query=zone1%2Cparagraphs%7Czone2%2Cparagraphs%7Cjournal%2Cafcv+or+bpsiv+or+ijpv+or+ipsav+or+nypsiv+or+pcv+or+pepgrantvs+or+peptopauthvs+or+pepv+or+sfcv+or+spiv+or+uclv%7Csort%2Cpopular%2Cnd%7Ccontext%2Cvideo#hit1>

Week 2

Guest Faculty: Christina Emanuel, MFT, PsyD

Disability & Psychoanalysis

In this class students will learn the main themes in the disability studies literature, including the extent to which “normativity” is a construct (Davis); the merits of social model responsiveness to disability vs a medical model approach (Shakespeare); and how ableism affects disabled people, using the example of “poster children” (Longmore) and “inspiration porn” (Young TED talk video) to illustrate this theme. Psychoanalysis has a long history of ableism and complicity with a medical model approach to disability, and students will learn about this history (Emanuel), as much is to be gained if we add a disability studies sensibility to psychoanalytic discourse. This course corresponds to the following core competency: “*consider the person in context, including...socio-cultural influences.*”

Reading for this class will include four short articles; in addition, students will be asked to view a TED talk prior to class.

Learning objective: Students will be able to apply concepts from the disability studies literature to work with patients with disabilities, including an understanding of ableism, the violence of normativity and deviance, and social model responsiveness to disability.

Readings & Video:

1. Davis, L. (2017). Introduction: Disability, Normality, and Power. In Davis, L. (ed.) *The Disability Studies Reader, Fifth Edition*. New York: Routledge, p. 1-14.
2. Shakespeare, T. (2017). The Social Model of Disability. In Davis, L. (ed.) *The Disability Studies Reader, Fifth Edition*. New York: Routledge, p. 195-203.

Week 3

Faculty: Veronica Abney & Ph.D., Lynne Jacobs, Ph.D.

This session will explore the difficult to discuss topics of power and privilege (using whiteness as a fulcrum). When one's worldview is organized from a place of power and privilege, there are blind spots that influence clinical work and arise in the countertransference. Candidates will have the opportunity to both discuss and write about what they discover from the readings about their own social location and the privilege and power it bestows upon them.

Readings:

1. DiAngelo, Robin (2011). White Fragility. *International Journal of Critical Pedagogy*, Vol 3 (3): 54-70.
2. Jacobs, L., Ph.D. (2014). Circumstance of Birth: Life on the Color Line. *Psychoanalytic Inq.*, 34: 746-758.
3. Altman, N. (2000). Black and White Thinking: A Psychoanalyst Reconsiders Race. *Psychoanal. Dial.*, 10(4):589-605.

After reading the articles, candidates will be asked to write an essay (length can be a page, up to 4 pages) in which they explore situations or contexts in which they are or have been centrally located, and those in which they are more on the margin. We will discuss candidate's explorations in class.

Week 4

Faculty: Veronica Abney & Ph.D. & Lynne Jacobs

This session will focus on Psychoanalysis and Whiteness. The objective of this session is to allow candidates to enhance their understanding of whiteness, the connection between whiteness and the era of the Enlightenment and the use of eugenics in psychoanalytic thinking.

Readings:

1. Altman, N. (2006). Whiteness. *Psychoanal Q.*, 75(1):45-72. [...]

2. Miller, A.E. Josephs, L. (2009). Whiteness as Pathological Narcissism. *Contemp. Psychoanal.*, 45(1):93-119. [...]

Week 5

Faculty: Veronica Abney Ph.D., Lynne Jacobs, Ph.D. & Joel Miller, MD, PsyD

This session will focus on identifying mutually influenced transference and countertransference issues that arise when analyst and analysand come from different cultures or different gender identifications. It is the analyst ethical responsible to identify these.

Readings:

1. Leary, K. (1995). "Interpreting in the Dark": Race and Ethnicity in Psychoanalytic Psychotherapy. *Psychoanal. Psychol.*, 12(1):127-140. [...]
2. Auchincloss and Vaughan (2001). Psychoanalysis and Homosexuality: Do we need a new theory? *JAPA*, 49(4), pp. 1157-1186.
2. McWilliams, N. (1996). Therapy across the Sexual Orientation Boundary: Reflections of a Heterosexual Female Analyst on Working with Lesbian, Gay, and Bisexual Patients. *Gender and Psychoanalysis*, 1(2):203-221. [...]
3. Yi, K.Y. (1998). Transference and Race: An Intersubjective Conceptualization. *Psychoanal. Psychol.*, 15(2):245-261. [...]

Week 6

Faculty: Veronica Abney & Ph.D., Lynne Jacobs, Ph.D. & Joel Miller, MD, Psy.D

This session will focus on enactments in psychoanalysis. A major task for participants will be to gain some awareness of their own blind spots in the consulting room
We will discuss mutually influenced enactments in the treatment and the use contemporary psychoanalytic theory and technique to untangle and work through these enactment

Readings:

1. Layton, L. (2006). Racial Identities, Racial Enactments, and Normative Unconscious Processes. *Psychoanal Q.*, 75(1):237-269. [...]
2. Leary, K. (2000). Racial Enactments in Dynamic Treatment. *Psychoanal. Dial.*, 10(4):639-653. [...]
3. Yi, K. (2014). From No Name Woman to Birth of Integrated Identity: Trauma-Based Cultural Dissociation in Immigrant Women and Creative Integration. *Psychoanal. Dial.*, 24:37-45. [...]

Optional Readings

Ainslie, R.C., Harlem, A., Tummala-Narra, P., Barbanel, L., Ruth, R. (2013). Contemporary Psychoanalytic Views on the Experience of Immigration. *Psychoanalytic Psychology*, 30:663-679.

Altman, N. (2006). How Psychoanalysis Became White in the United States, and How that Might Change. *Psychoanal. Perspect.*, 3(2):65-72. [...]

Bermudez, G., & Silverstein, M. (2013). Social dreaming applications in academic and community settings. *Other/Wise: Online Journal of the International Forum for Psychoanalytic Education*, 1, 33–53. ss. *Psychoanal. Dial.*, 17:867-88

Bermudez, G. (2015). The Creation of a Selfobject "Communal Home" for Collective Trauma: Applications of Social Dreaming and Kohut's Group Self in Academic, Psychoanalytic, and Community Contexts. *Group*, 39, pp. 107-131

Blechner, M. (2016). Psychoanalysis and Sexual Issues. *Contemp. Psychoanal.*, 52:502-546.

Burton, J.K., Gilmore, K. (2010) "This Strange Disease": Adolescent Transference and the Analyst's Gender Identification. *JAPA.*, 58: 715-734.

Campbell, D.B. (2011). Oppression of the Different: Impact and Treatment. *Int. J. Appl. Psychoanal. Stud.*, 8(1):28-47.

Comas-Diaz, *Becoming a multicultural psychotherapist: The confluence of Culture, Ethnicity, and Gender*. PDF

Corpt, E.A. (2013). Peasant in the Analyst's Chair: Reflections, Personal and Otherwise, on Class and the Forming of an Analytic Identity. *Int. J. Psychoanal. Self Psychol.*, 8:52-69.

Drescher, J. (1996). A Discussion across Sexual Orientation and Gender Boundaries: Reflections of a Gay Male Analyst to a Heterosexual Female Analyst. *Gender and Psychoanalysis*, 1(2):223-237.

3. Emanuel, C. (2016). The Disabled: The Most Othered Others. In Goodman, D. & Severson, E. (eds.) *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis*. New York: Routledge, p. 270-283.

Frie, R. (2011). Irreducible Cultural Contexts: German-Jewish Experience, Identity, and Trauma in a Bilingual Analysis. *Int. J. Psychoanal. Self Psychol.*, 6(2):136-158. [...]

Heusser, S. (2015). When Two Foreigners Meet: The Relational Matrix of Shame and Internalized Homophobia. *Contemp. Psychoanal.*, 51:460-475.

Jacobs, L. (2014). Learning to Love White Shame and Guilt: Skills for working as a white therapist in a racially divided country. *Int. Journal of Psychoanalytic Self Psychology*, 9:297-312.

King, A. (2012). The Dawn of A New Identity: Aspects of A Relational Approach to Psychotherapy with A Transsexual Client. *Brit. J. Psychother.*, 28:35-49.

Layton, L. (2016). On Moralism and Ethics: Associations to Henry Abelove's "Freud, Male Homosexuality, and the Americans". *Studies in Gender and Sexuality*, 17:95-101.

Leary, K. (2014). Discussion of Kris Yi's Paper "From No Name Woman to Birth of Integrated Identity: Trauma-Based Cultural Dissociation in Immigrant Women and Creative Integration". *Psychoanal. Dial.*, 24:46-51. [...]

Macintosh, P. White Privilege

Newbigin, J. (2013). Psychoanalysis and Homosexuality: Keeping the Discussion Moving. *Brit. J. Psychother.*, 29:276-291

Sherman, E. (2014). From Dead to Alive: Desire, Dissociation and Passion in the Analytic Dyad. *Psychoanal. Dial.*, 24:193-209.

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Suchet, M. (2007). Unraveling Whiteness. *Psychoanal. Dial.*, 17(6):867-886. [...]

Winograd, W. (2014). The Wish to Be a Boy: Gender Dysphoria and Identity Confusion in a Self-Identified Transgender Adolescent. *Psychoanal. Soc. Work*, 21:55-74.

Yi, K. (2014). Psychoanalysis's Cultural Dissociation Meets Ethnic Minorities: Reply to Commentary by Kimberlyn Leary. *Psychoanal. Dial.*, 24:52-55. [...]