

**INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS**

***Freud: A Critical Historical Overview***

**Weekend Psychoanalytic Training Program 2020-2021**

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**Time: Fridays 2:30 – 5:00 pm and Saturdays, 11:30 – 2:00**

**Dates: 9/11-12, 10/30-11/1, 12/4-5 – All dates 2020**

**1/29-30, 3/19-20, 4/30 –5/1 – All dates 2021**

**Total Hours: 2.5 hours x 12 meetings = 30 hours**

**COURSE DESCRIPTION:**

**Recognized as the father/founder of psychoanalysis, Freud presented ideas and created a vocabulary for intrapsychic and relational experiences that continue to play central roles in psychoanalytic thinking. This course looks to deepen as well as broaden candidates' existing knowledge of Freud, his background, and his work. We will be considering a number of pieces of Freud's writing in depth, beginning with his early work on hysteria and concluding with his last pieces *Moses and Monotheism* and "Analysis Terminable and Interminable." Throughout the course we will focus on the multi-faceted nature of Freud's theories, moving away from a monolithic one-dimensional reading of Freud. The objective is to open up space in our thinking and in Freud's writing that lend themselves to deeper analysis and discovering Freud's contemporary value in psychoanalytic thinking. To this end we will be considering the socio-historical context in which Freud was immersed, as well as contemporary, analytic engagements with Freud's work. We will also investigate how Freud's ideas emerge, sometimes symptomatically, within his own work. Our goal will be to engage with Freud's writings as living documents — not to beatify or demonize Freud — and to gain a**

**working knowledge of his ideas as he presents them (in sometimes contradictory terms), and as we continue to engage them.**

**COURSE OBJECTIVES:**

**The overall objective of the Freud seminar is for candidates to gain a deeper understanding of the origins of psychoanalysis, Freud's theory of mind, and what defines Freudian psychoanalysis. The focus will be on a critical and historical examination of Drive Theory as an energetic, biological approach for the understanding of both normal development and psychopathology, character formation, the critical importance of sexuality and later aggression, and how Freud's theories influenced the technique and practice of psychoanalysis. At the completion of the course candidates will be able to:**

**Session #1:**

1. Analyze the importance of language in the presentation and reception of Freud's work both in historical/institutional and personal contexts.
2. Investigate attitudes and preconceptions about encounters with and uses of Freud's work.
3. Discuss Freud's Seduction Theory and its abandonment in favor of his theory of sexuality.

**Session #2:**

4. Recognize and define the elements and mechanisms grounding Freud's theory of dream interpretation including: repression, displacement, condensation, overdetermination.
5. Contextualize the significance of Freud's "Specimen Dream" within Freud's explanation of the analytic process.

**Session #3:**

6. Define and explain the importance of the topographical model, manifest vs. latent content, primary and secondary processes.
7. Recognize the fundamental mental apparatus as explained in Freud's early conception of metapsychology.

**Session #4:**

8. Discuss the relationship between free association, displacement and interpretation in Freud's case presentation and in contemporary clinical practice.
9. Describe the significance of transference and counter-transference in the outcome of Dora's case.

**Session #5:**

10. Identify and describe the psychosexual developmental stages as presented in Freud's theory of sexuality.
11. Assess the relevance of Freud's theory in light of contemporary ideas regarding gender fluidity and the potential use of Freud's ideas regarding sexuality in the contemporary clinical setting.

**Session #6:**

12. Analyze Freud's primary research methodology, the case study, focusing on the concepts of transference, resistance, interpretation and what defines "cure."
13. Identify the significance of "obsessional neurosis" in Freud's clinical and theoretical thinking.

**Session #7:**

14. Single out specific techniques Freud recommended regarding assessment, listening stance, interpretation, analyst's attitude, analytic training, frame and boundaries, transference, resistance, and working through.

15. Discuss and compare Freud's writings on technique with contemporary models of analytic practice.

**Session #8:**

16. Critique Freud's use of cultural and literary material in his psychoanalytic writing.

17. Apply psychoanalytic theory in reading and discussion of cultural material.

**Session #9:**

18. Define "narcissism" and the role it plays in development as Freud understands it.

19. Recognize differences between the topographical and structural models of mind.

**Session #10:**

20. Compare how Freud revised his understanding of the meaning of anxiety and developed two theories of anxiety without ever fully repudiating the first.

21. Discuss the relevance and clinical applicability of Freud's "death drive" specifically and drive theory more generally.

**Session #11:**

22. Evaluate Freud's application of drive theory in the context of a psychoanalytic approach to culture and cultural history.

23. Critique the aspects of Freud's contributions that seem relevant today and compare these with contemporary theoretical models.

**Session #12:**

24. Demonstrate an understanding of the Oedipus Complex, its critical importance in Freudian theory and practice, and Freud's thought about the pre-Oedipal period in terms of female psychology.

25. Compare Freud's attitudes about the objectives of clinical work at the end of his career with those he introduced earlier.

**READINGS:**

All of the Freud texts can be downloaded from the **PEP Web** under books where you will find James Strachey's translation of the *The Standard Edition of the Complete Psychological works of Sigmund Freud* (referred to as S.E. in the syllabus). The remainder of the readings can be found on PEP Web as well, including *The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904*, edited by Jeffrey Masson (1986), or will be posted on the ICP Website.

The only exception are the books listed below which can be found on Amazon.com. **However, I am also recommending certain paperback versions of Freud's original writings which are also on Amazon and quite inexpensive. They are *much* easier and more pleasurable to read than publications on PEP.**

**\*\*\* BE SURE TO GET THE STRACHEY TRANSLATIONS.**

It is expected that you will arrive for class having read the assigned readings, prepared to engage in discussions and to share clinical material where appropriate. Candidates will be evaluated on class participation and, when applicable, the presentation of specific assigned readings.

**Required Books:**

Bettelheim, Bruno. (1983). *Freud & Man's Soul*. New York: Alfred Knopf.

Freud, S. (1962/1905). *Three Essays on the Theory of Sexuality*. New York: Basic Books.

Freud, S. (1997/1905). *Dora: An Analysis of a Case of Hysteria*. New York: Simon & Schuster, Inc., Touchstone Edition.

**Recommended Books:**

Freud, S. (1955/2010). *The Interpretation of Dreams: The Complete and Definitive Text*. New York: Basic Books.

Norton paperbacks (blue covers): *The Ego and the Id; Inhibitions, Symptoms and Anxiety; Group Psychology and the Analysis of the Ego; Civilization and its Discontents*

**GOALS AND OBJECTIVES SESSION BY SESSION**

**SESSION 1: 9/11/20**

**Our first class will begin with a review of Freud’s biography, and will then take up the difficulties in traversing contextual and historical boundaries. We will discuss Bettelheim’s text regarding some of the problems inherent in the English translations of James Strachey and some of the broader issues Bettelheim raises in our ideas about Freud generally. For a more contemporary approach to Freud’s value in the psychoanalytic field we’ll look at Eran Rolnick’s work. Rolnick’s thinking about Freud emerges from his role as a translator of Freud’s work, and prompts us to think about ourselves as individual and idiosyncratic translators ourselves. Finally, we will look at Freud and Breuer’s seminal text *Studies in Hysteria* focusing on the foundational case study of psychoanalysis, the Anna O. case. Freud’s radical paper on *The Aetiology of Hysteria* and his Seduction theory will be discussed in relation to our contemporary understanding of early childhood trauma and the developing importance of sexuality for Freud.**

Bettelheim, Bruno. (1983). *Freud & Man’s Soul*. pp. vii-112.

Rolnick, Eran J. (2015). "Before Babel: Reflections on Reading and Translating Freud," *Psychoanalytic Quarterly*, Vol. 84 no. 2, 2015. <http://www.pep-web.org/document.php?id=paq.084.0307a&type=hitlist&num=0&query=zone1,paragraphs|zone2,paragraphs|title,Before+Babel|viewperiod,week|sort,author,a-hit1>

Freud, S. & Breuer, J. (1895), *Studies on Hysteria*

"Preliminary Communication", S.E. 2: 3-17.

"Fraulein Anna O.", S.E. 2: 21-47.

"Katharina -----", S.E. 2: 125-134.

Freud, S. (1896), "The Aetiology of Hysteria", S. E. 3: 191-221.

### **SESSION 2: 9/12/20**

**This session will focus on the interpretive process as presented in on the "Screen Memories," and most importantly in Freud's Specimen Dream — "The Dream of Irma's Injection" — the paradigmatic example of Freudian dream analysis. We'll distinguish between n manifest and latent content, discuss Freud's belief that all dreams were wish-fulfillments, and consider the roles of displacement, condensation, overdetermination, the concept of free association, the topographical model (conscious, preconscious, unconscious), the principle of constancy in the interpretive process.**

Freud, S. (1899). "Screen Memories". S.E. 3: 303-322.

Freud, S. (1900). *The Interpretation of Dreams*. Chapter II, S.E. 4: 96-121.

Goldstein, C. "Freud's Displacement." (provided by instructor)

### **SESSION 3: 10/30/20**

**This seminar will focus on Freud's magnum opus, *The Interpretation of Dreams*, specifically Chapters III, V, VI and VII. We will focus on wish-fulfillment, the primary processes of displacement and condensation, different types of dreams and the introduction of the Oedipus Complex. In Chapter VII we will examine the development of Freud's metapsychology of the mental apparatus and its mechanisms. Key concepts include the topographical model (unconscious/preconscious/conscious), libido, the pleasure principle, the reality principle, primary and secondary process, distortion, resistance, and the problem of anxiety dreams.**

Freud, S. (1900). *The Interpretation of Dreams*. Chapters III, V, VI, and VII, S.E. 4: 122-133, 163-276, 277-309, 509-625.

#### **SESSION 4: 11/1/20**

**The Dora Case and the challenges of writing a case history will be the focus of today's seminar. In addition to discussing the many problems the Dora case presents and Freud's blind spots, we will focus on the relationship between displacement, "free" association and interpretation, the importance of Freud's discovery of the concept of transference as a result of writing up this case, which revolves around the interpretation of two of the patient's dreams, and the significance of countertransference. We will use Marcus's discussion of *Dora* to see how a critique of Freud implicitly requires an ongoing engagement of Freudian ideas, bringing Freudian theory into contemporary discourse. Discussion of contemporary ideas regarding the implications of a one person versus two person psychology, family systems theory, and feminism will be part of the dialogue in retroactively examining this important case.**

Freud, S. (1905). *Fragment of an Analysis of a Case of Hysteria (Dora)*. S.E. 7-121.

Marcus, S. (1976). "Freud and Dora: Story, Case, Case History" in *Psychoanalysis and Contemporary Science*, pp. 389-442.

#### **SESSION 5: 12/4/20**

**This session will deal with Freud's second major work, *Three Essays on the Theory of Sexuality*. In this text Freud articulates an approach to sexual development that remains subversive and continues to elicit commentary and critique. Starting with the Abnormal and moving to the Normal and moving through his revelations on Infantile Sexuality, Freud opens a discourse on sexuality that we continue to address today. The psychosexual stages, libido theory, the component instincts, bisexuality, inversion, fixation, normal and pathological development will be examined and defined. The Davidson article provides a historical context in which to understand the radical contribution Freud made in separating the instinct from its object, thereby paving the way for a normalizing of homosexual object choice.**

Freud, S. (1905). *Three Essays on the Theory of Sexuality*. S.E. 7: 135-242.

Davidson, A. (1987). "How to do the History of Psychoanalysis: A Reading of Freud's *Three Essays on the Theory of Sexuality*," *Critical Inquiry*, pp. 252-277. (optional)

#### **SESSION 6: 12/5/20**

**This seminar will focus on Freud's case study "Notes upon a Case of Obsessional Neurosis" (commonly referred to as "The Ratman") considering the way Freud's theoretical ideas emerge in clinical contexts. We will continue to discuss the way Freud presents his cases and structures the relationship between clinical content and theoretical concepts. We will also consider the significance of Freud's clinical material on concepts of analytic practice.**

Freud, S. (1909), "Notes on a Case of Obsessional Neurosis," S.E. 10: 153 – 249, (pp. 253 – 318 optional, but highly recommended).

#### **SESSION 7: 1/29/21**

**We will examine Freud's recommendations regarding assessment, listening stance, free association, interpretation, the analyst's attitude, how to become a psychoanalyst, framework and boundaries (including time and money), dream**

**interpretation, transference (including erotic transference), resistance, and working through to reduce symptoms and effect cure. In addition, we'll read two contemporary pieces. Aron's on "working through" traces the concept introduced by Freud into a contemporary context. Sauvayre and Vegas' article gives us the chance to turn an analytic and critical eye to a close reading of Freud's text.**

Papers on Technique (1911-1915)

Freud, S. (1912). "The Dynamics of the Transference", S.E. 12: 99-108.

Freud, S. (1913). "On Beginning the Treatment", S.E. 12: 123-144.

Sauvayre, P., Vegas, S. (2016). "An even hover reading of Freud: The work of metaphor", *IJP*, 27 pp. 1343 – 1367. <http://www.pep-web.org/document.php?id=ijp.097.1343a&type=hitlist&num=0&query=zone1,paragraphs|zone2,paragraphs|title,An+even+hover|viewperiod,week|sort,author,a - hit1>

Freud, S. (1914). "Remembering, Repeating and Working Through", S.E. 12: 147-156.

Aron, L. (1991). "Working Through the Past – Working Toward the Future," *Contemporary Psychoanalysis*, 27 pp. 81 – 108, (on PEP)

Freud, S. (1915). "Observations on Transference-Love", S.E. 12: 149-171.

### **SESSION 8: 1/30/21**

**This seminar will focus on Freud's application of psychoanalytic thought beyond the consulting room. The significance of literature, history and art, attested to by the numerous references to literature and art in Freud's writing, take center stage when he turns his analytic eye to creative production. We will discuss the contributions psychoanalysis can make to cultural critique, and try our hand at applying psychoanalytic thinking to Freud's own creative output.**

Freud, S. (1914). "The Moses of Michelangelo." S.E. 13: 209-238.

Freud, S. (1919). "The Uncanny." S.E. 17: 217-256

Hoffman, E.T.A. (1885) "The Sandman" (pdf)

### **SESSION 9: 3/19/21**

**Two of Freud's most important papers are included in this seminar. We will discuss his developing ideas regarding narcissism, defining primary and secondary forms, as well as the introduction of the term Ego Ideal. We will consider how Freud tries to incorporate the experience of radical loss. Ogden's paper contextualizes Freud's paper on depression and loss comparing normal and pathological forms of mourning, as a bridge between biological Drive Theory and later relational theories.**

Freud, S. (1914). "On Narcissism, An Introduction", S.E. 14: 73-102.

Freud, S. (1910). "On the Universal Tendency to Debasement in the Sphere of Love", S.E. 11: 179 – 190.

Freud, S. (1917). "Mourning and Melancholia", S.E. 14: 243-258.

Ogden, T.H. (2002). "A New Reading of the Origins of Object-Relations Theory," *The International Journal of Psychoanalysis*, 83: 767-782.

### **SESSION 10: 3/20/21**

**Freud's radical shift in his position regarding the causes of anxiety will be presented in today's seminar. We will discuss the distinctions between**

**inhibitions and symptoms as Freud presents them. We will consider another significant shift in theory with the introduction of the concept of the Death Instinct resulting in the development of a Dual Drive Theory of Sexual and Aggressive Drives. The Structural model of id/ego/superego will be elaborated as a result of our discussion of *The Ego and the Id*. Finally, we will consider the impact of these two drives on Freud's understanding of masochism.**

Freud, S. (1926). *Inhibitions, Symptoms and Anxiety*. S.E. 20: 87-172.

Freud, S. (1923). *The Ego and the Id*. S.E. 19: 13-66.

Freud, S. (1924). "The Economic Problem of Masochism", S.E. 19: 159-170.

Cooper, Arnold M. (1988). "The Narcissistic-Masochistic Character" in *Masochism: Current Psychoanalytic Perspectives*. 117 – 138. (pdf will be provided)

#### **SESSION 11: 4/30/21**

**This seminar will confront the pessimism of the late Freud and his doubts regarding psychoanalysis, contextualized within the traumas of WW II and his escape from Vienna to London. The problem of resistance resulting from the Death Instinct will be examined. We will consider Freud's misogyny, his difficulties understanding and theorizing about women's development and desires, and his blind spots as a result of his own defensively idealized relationship with his mother and his avoidance of the impact of the early infantile period of development.**

Freud, S., (1920). *Beyond the Pleasure Principle*. S.E. 18: 12-33.

Freud, S. (1921) . *Group Psychology and the Analysis of the Ego*. S.E. 18: 69 – 71, 88 – 92, 105 – 133.

Freud, S. (1924). "The Dissolution of the Oedipus Complex", S.E. 19: 173-179.

Freud, S. (1933). "Femininity", in *New Introductory Lectures on Psycho-Analysis*, S.E. 22:112-135.

### SESSION 12: 5/1/21

**This final seminar will focus on the irreducible conflict within the human condition between the sexual and aggressive drives and the demands and requirements of civilization. We will discuss the impact of guilt that results from the resolution of the Oedipus Complex and Freud's proscription for sublimation.. Freud's concern with the relationship of the individual to the group also arises in his work on Group Psychology, which will also be addressed here. These texts and the selection from *Moses and Monotheism* open a space for a reconsideration of culture and trauma in Freud's thinking.**

Freud, S. (1930). *Civilization and its Discontents*. S.E. 21: 64-145.

Freud, S. (1939), *Moses and Monotheism: Three Essays*. S.E. 23: 66-102.

Freud, S. (1937). "Analysis Terminable and Interminable", S.E. 23: 216-253.