

## History of Psychoanalysis

Institute of Contemporary Psychoanalysis

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Time: 8:30 - 11:00 AM.

Dates: Six Fridays: September 11, 2020; October 30, 2020;  
December 4, 2020; January 29, 2021; March 19, 2021; April 30, 2021

Total Hours: 2 ½ x 6 meetings = 15 hours

### I. Course Description:

What is Psychoanalysis? Who owns psychoanalysis? These two questions may be viewed as the double helix organizing the genetic code of the history of “Psychoanalysis”.

In this 6-session course, we will survey the major developments in the history of “Psychoanalysis”. We will begin with the period leading up to Freud’s first books to establish the intellectual and cultural background from which Freud emerged. We will continue with Freud’s original theoretical foundations, their development, and early dissension. We will then trace the divergence of the American and British lines of analytic thought and technique with emphasis on the Second World War’s effect on this bifurcation. We will next consider the Post –War developments, including Object Relations, Ego Psychology, Bowlby’s attachment research, the Interpersonal School, and the emergence of “psychoanalytic systems theory” — initiated by Bion’s theory of group dynamics and culminating in contemporary developments such as “community psychoanalysis” (Twemlow) and “social dreaming” (Lawrence). Finally, we will arrive at the contemporary analytic context and the “Relational Turn,” summarizing and reflecting on our own emergent thinking about what we find meaningful.

## II. Course Objectives and Individual Class Objectives:

The overall objective of this course is to provide candidates with a foundational knowledge about the history and complexity of psychoanalysis. Candidates will learn how to distinguish the various theoretical formulations and sequelae in technique of the different schools of analytic thought. They will be able to link the development of these formulations and techniques, in an historical context, to the current manifestations of these ideas. Finally, they will be able to understand new and emerging trends as being part of an overall development of analytic ideas and ideals.

At the completion of this course candidates will be able to:

### Class One: Psychoanalytic Foundations

1. Describe the trends in European thought that preceded the formal development of psychoanalysis.
2. Contextualize and summarize the early development of Freud's thinking.
3. Outline the early controversies and dissensions from Freud's psychoanalysis.

### Class Two: The Controversial Discussions and the Rise of British Object Relations

1. Contrast and compare the differences between the emerging British and American views on psychoanalysis.
2. Describe the contributions that led to what we now call "Object Relations."

### Class Three: Psychoanalysis as Holocaust Survivor: The Rise of Ego Psychology

1. Discuss factors that led to the success of psychoanalysis in the post-WWII United States.

2. Describe the challenges faced by European psychoanalysts relocating in the US after WWII and two different ways in which they adapted.

#### Class Four: Post-War Developments – The Interpersonal School and Psychoanalytic Systems Theory

1. Discuss the tradition begun by Harry Stack Sullivan and contrast it with ego psychology.
2. Discuss the development of child attachment studies by Bowlby, et.al. and their impact on psychoanalysis.
3. Outline the emergence of psychoanalytic systems theory from Bion's group theory.

#### Class Five: Emergence of the Contemporary Viewpoint

1. Contrast the Relational and Self Psychological viewpoints in contemporary analytic theory.
2. Summarize the contemporary developments in psychoanalytic systems theory: community psychoanalysis and social dreaming.

#### Class Six: The Contemporary Psychoanalytic Pluralistic Landscape - Recap and Overview

1. Summarize the development of psychoanalytic theory from Freud to the present.
2. Describe your own view of psychoanalysis and psychoanalytic work. Relate it to the main theories/viewpoints discussed in this course.

### III. Assignments & Learning Activities:

1. Assigned readings: Candidates will be expected to formulate two written questions from each class' reading assignments that may serve as focal points for discussion, clarification, and deeper exploration;
2. Participation in class discussion; It is expected that candidates will arrive at 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;
3. Initial and final reflection on the meaning of "psychoanalysis": For our final meeting you will need to choose one reading from the entire course that you found thought provoking, clinically applicable, or helpful in reframing your understanding of psychoanalytic history and be prepared to discuss your thoughts in class.

### IV. Course Outline: Class by Class:

Class One, Sept. 11, 2020. Psychoanalytic Foundations

Although psychoanalysis can be properly said to have started with Freud, there already were currents in the European intellectual community that we need to understand. In this section we will look at an overview of Freud, situating him in the ideas of his time. What we wish you to grasp is the idea that Freud, a Wilhelmine physician, was steeped in the metaphors and views of fin de siècle Europe. Here we are not presenting his clinical ideas and development in any detail, but rather trying to offer a contextual view of his work and thought. (Because of the European origins of psychoanalysis, it seems appropriate in the contemporary context to begin our course with a paper that can inspire us to continuously reflect throughout the course on the absence/presence of race and colonialism in psychoanalytic theory and practice. With that in mind, we will begin with reading in our initial class session "Race and Racism in Psychoanalytic Thought" by Dr. Beverly Stoute, and end in our final class with Alexandra Woods paper: "The Work Before Us: Whiteness and The Psychoanalytic Institute". )

We will highlight some of the early conflicts among Freud's early followers: Adler, Jung, and Ferenczi. As early members of Freud's inner circle and the first psychoanalytic society, the Vienna Psychoanalytic Society, Adler and Jung developed ideas that Freud believed were incompatible with his. Their exile from Freud's inner circle (Adler in 1911 and Jung in 1914) introduced a pattern of dissent and rejection that has characterized psychoanalysis throughout its history. Both men went on to successfully found their own schools of psychoanalytic thought and practice that have existed outside the Freudian mainstream. Sandor Ferenczi's case is particularly significant as his work in the 1920's and early 30's presaged the relational turn in contemporary psychoanalysis. His villainization by Freud and Jones is perhaps one of the most egregious and consequential misdeeds in the history of the field.

Required Reading:

Breger, L. (2000). *Darkness in the midst of vision*. New York: John Wiley and Sons, Inc., pp. 74-169.

Eisold, K. (2002). Jung, Jungians, and psychoanalysis. *Psychoanalytic Psychology*, 19, 501-524.

Stoute, B. (2017). Race and racism in psychoanalytic thought; The ghosts in our nursery. *The American Psychoanalyst*, Winter/Spring 2017.

Zaretsky, E. (2004). *Secrets of the soul: A social and cultural history of psychoanalysis*. NY: Vintage, pp. 3-40 and 91-113.

Optional Reading:

Aguayo, J. (1986). Charcot and Freud: Some implications of late 19th century French psychiatry and politics for the origins of psychoanalysis. *Psychoanalysis and Contemporary Thought*, 9(2), 223-260.

Breger, L. (2000). *Darkness in the midst of vision*. New York: John Wiley and Sons, Inc., pp. 1-73, 194-232.

Ellenberger, H. *The discovery of the unconscious*, (1970) New York: Basic Books. (pages?)

Freud, S. (1914). *On the history of the psycho-analytic movement*. SE, Vol. 14, pp. 1-66.

Grosskurth, P. (1991). *The secret ring: Freud's inner circle and the politics of psychoanalysis*. New York: Addison-Wesley.

Zaretsky, E. (2004). *Secrets of the soul: A social and cultural history of psychoanalysis*. NY: Vintage, pp. 41-90.

Class Two, Nov. 1, 2019. *The Controversial Discussions and the Rise of British Object Relations*

Since her immigration to London in 1926, Melanie Klein exerted a major influence on British psychoanalytic theory and technique. This influence was challenged when Anna and Sigmund Freud fled to London in 1938. From 1942 to 1944, the British Psychoanalytic Society engaged in "controversial discussions" of the major differences between Klein and Anna Freud who was seeking to preserve her father's legacy. Out of these discussions emerged a tripartite division of training: Freudian, Kleinian, and the "Middle" or "Independent" Group, which included Fairbairn, Winnicott, Guntrip, and later Balint.

Required Reading:

Bacal, H. and Newman, K. (1990). *Theories of object relations: Bridges to self psychology*. New York: Columbia University Press, pp. 1 – 14.

Mitchell, S. and Black, M. (1996) *Freud and beyond, A history of modern psychoanalytic thought*. New York, NY: Basic Books, pp. 85 – 138.

Sutherland, J. D. (1980). The British object relations theorists: Bálint, Winnicott, Fairbairn, Guntrip. *Journal of the American Psychoanalytic Association*, 28, 829-860.

Optional Reading:

Aguayo, J. (2000). Patronage in the dispute over child analysis between Melanie Klein and Anna Freud – 1927-1932. *International Journal of Psychoanalysis*, 81, 733-752.

Hayman, A. (1994). Some remarks about the “controversial discussions.” *International Journal of Psychoanalysis*, 75, p. 343-358.

Steiner, R. (1985). Some thoughts about tradition and change arising from an examination of the British Psycho-Analytical Society’s “controversial discussions”, 1943-1944. *International Review of Psycho-Analysis*, 12, 27-71.

Class Three, Dec. 6, 2019. Psychoanalysis as Holocaust Survivor: The Rise of Ego Psychology

After WWII, the center of psychoanalysis shifted to the US and London. Many authors recently have argued that the hegemony of Ego Psychology in the post-war period in the US can be seen as a defense against the trauma and loss so many Ego Psychology theorists experienced. The invulnerable, neutral analyst held that the ego could not only achieve autonomy from the drives but from the environment. Hartmann, Kris and Loewenstein’s writings on the conflict-free sphere of the ego, adaptation, the neutralization of aggression, and the continuation of the Freudian disregard for real-life trauma can be seen, in part, as counter-phobic defense that appealed to many analysts in the wake of World War II.

Required Reading:

Aron, L. & Starr, K. (2013). *A psychotherapy for the people: Toward a progressive psychoanalysis*. NY: Routledge. pp. 111-127.

Herzog, D. (2017). *Cold War Freud: Psychoanalysis in an age of catastrophes*. Cambridge, UK: University Press, pp. 21-55.

Zaretsky, E. (2004). *Secrets of the Soul: A Social and Cultural History of Psychoanalysis*. NY: Vintage, pp. 276-306.

Optional Reading:

Wallerstein, R. S. (2002). The growth and transformation of American ego psychology. *Journal of the American Psychoanalytic Association*, 50(1), 135-168.

Class Four, Jan. 24, 2020

Post-War Developments – The Interpersonal School and Psychoanalytic Systems Theory

Founded in the mid-1940s by Harry Stack Sullivan, Erich Fromm, Clara Thompson and Frieda Fromm-Reichman, this American school of psychoanalysis offered a consistent critique of Freudian, Kleinian and Middle School theory and technique through its privileging of external reality over fantasy and drives, the interpersonal field, the real relationship between analyst and patient and an abiding interest in cultural and political issues. Karen Horney's, Alfred Adler's and a breakaway institute at Columbia University also emphasized social contexts of human development and behavior. Another line of development in psychoanalytic thought was inaugurated by Freud's reflections on large group dynamics in his seminal paper on "Group Psychology and the Analysis of the Ego" (1921), which has served as a generative source for psychoanalytic systems theory pioneered by Object Relations theorists such as Wilfred Bion and Elliot Jaques.

Required Reading:

Freud, S. (1921). Group Psychology and the Analysis of the Ego.

The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XVIII (1920-1922): Beyond the Pleasure Principle, Group Psychology and Other Works , pp.65-144.

Jaques, E. (1955). The social system as a defense against depressive and persecutory anxiety. In M. Klein, D. Herman, & R. Money-Kryle (eds.). *New Directions in Psychoanalysis*. London:Tavistock.

Ortmeyer, D. H. (1995). The history of the founders of interpersonal psychoanalysis. In Lionells, M., Fiscalini, J., Mann, C. H., & Stern, D. B. (Eds). *Handbook of interpersonal psychoanalysis*. NY: Routledge. pp. 11-27.

Rioch, M. (1970). The work of Wilfred Bion on groups. *Psychiatry*, 33, 56-66.

Optional Reading:

Bion, W. R. (1961). *Experiences in Groups and Other Papers*. London: Tavistock.

Fromm, E. (1970). The crisis of psychoanalysis: Essays on Freud, Marx, and social psychology. NY: Holt, pp. 12-41.

Wallerstein, R. S. (2015). Psychoanalysis as I have known it: 1949–2013.

*Psychoanalytic Dialogues*, 25, 536-556.

Class Five, March 27, 2020

### Emergence of the Contemporary Viewpoint

In this class we will examine the emergence of what has been called the “contemporary perspective,” focusing on the significance of Self-Psychology and the emergence of the “Relational Turn”. In addition, we will continue exploration of psychoanalytic systems theory, with a brief overarching review of the initial trajectory of its development.

#### Required Reading:

Kohut, H and Wolf, E. (1978) “The Disorders of the Self and Their Treatment. An Outline”, *International Journal of Psychoanalysis*, 59, pp. 413 – 425.

Aron, L. and Mitchell, S. “The Patient’s Experience of the Analyst’s Subjectivity.” *Relational Psychoanalysis*. (1999) Hillsdale: The Analytic Press, pp. ix – xix, 243 – 268.

Philipson, I. (2010). "Why Now?: A Social-Historical Inquiry into the Ascent of Relational Theory," paper presented at the Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy, San Francisco, CA. (PDF to be provided.)

Stolorow, R.D. (2013). Intersubjective-Systems Theory: A Phenomenological-Contextualist Psychoanalytic Perspective. *Psychoanalytic Dialogues*, 23, 383-389.

#### Psychoanalytic Systems Theory:

Fraher, A. (2005). Systems psychodynamics: The formative years (1895-1967). *Organizational and Social Dynamics*, 4, 191-211.

#### Optional Reading:

Bacal, H. and Newman, K. (1990) *Theories of Object Relations: Bridges to Self Psychology*. New York: Columbia University Press, pp. 226 – 270.

Bermudez, G. (2018). The social dreaming matrix as a container for the processing of implicit racial bias and collective racial trauma. *International Journal of Group Psychotherapy*, 68 , 1-23.

Geist, Richard. (2009) "Empathic Understanding, the Foundation of Self Psychological Psychoanalysis" in *Self and Systems*, eds. N. Vanderheide and W. Coburn. Hoboken: Wiley-Blackwell, pp. 63 – 71.

Lawrence, G. (2003). *Experiences in Social Dreaming*. London: Karnac.

Layton, L. (2006). Attacks on linking: The unconscious pull to dissociate individuals from their social context. In L. Layton, N.C. Hollander, & S. Gutwill. (Eds.). *Psychoanalysis, Class, and politics: Encounters in the Clinical Setting* (pp. 107-117). London: Routledge.

Magid, B. and Shane, E. (2017) "What Self Psychology and Relationality Can Learn From Each Other", *Psychoanalysis, Self and Context*, XII, 1, pp. 3 – 18.

Philipson, I. (1993). *On the Shoulders of Women: The Feminization of Psychotherapy*. New York: Guilford Press.

Rudden, M.G. & Twemlow, S.W. (2013). A beginning theory of action for community analysts based on group observation, theories of the unconscious, and evolutionary psychology. *International Journal of Applied Psychoanalysis*, 10, 199-209.

Class Six, May 1, 2020

The Contemporary Psychoanalytic Pluralistic Landscape - Recap and Overview:

We will reflect on the current multiverse of psychoanalytic theory and practice, including a brief review of some contemporary developments in psychoanalytic systems theory, with implications for psychoanalytic institutes and models for psychoanalytic training : Kohut's "group self"; Hopper's "social unconscious"; Lawrence's "social dreaming"; and Twemlow's "community psychoanalysis".

In addition, for our final meeting you will need to choose one reading from the entire course that you found thought provoking, clinically applicable, or helpful in reframing your understanding of psychoanalytic history and be prepared to discuss your thoughts in class.

Required Reading:

Kohut, H. (1976). Creativeness, charisma, group psychology: Reflections on the self-analysis of Freud. In P. Ornstein (ed.). *The Search for the Self* (pp.793-843). New York: International Universities Press.

Manley, J. (2014). Gordon Lawrence's social dreaming matrix: Background, origins, history, and developments. *Organisational & Social Dynamics*, 14, 323-341.

Twemlow, S.W. & Parens, H. (2006). Might Freud's legacy lie beyond the couch? *Psychoanalytic Psychology*, 23, 430-451.

Woods, A. (2020). The work before us: Whiteness and the psychoanalytic Institute. *Psychoanalysis, Culture, & Society*, 25, 230-249.

Optional Reading:

Bermudez, G. (Unpublished manuscript). *Dreaming Psychoanalysis Forward: Toward a Socio-centric Psychoanalysis Contributing to Deliberative Citizenship and Democracy*. Paper Presentation as 2020-21 Visiting Scholar, Psychoanalytic Institute of Northern California (PINC), November 6-8, 2020.

Bermudez, G. (2019). *Community Psychoanalysis: Contributions to an Emerging Paradigm*. *Psychoanalytic Inquiry*.

Bermudez, G. & Kramer, C. (2016). The Vulnerable Self and the Vulnerable Community: A Challenge/Problem for Psychoanalysis? *Other/Wise: Online Journal of the International Forum for Psychoanalytic Education (IFPE)*, 2.

Eisold, K. (2018). *The Organizational Life of Psychoanalysis*. London & New York: Routledge.

Hopper, E. (1996). The social unconscious in clinical work. *Group*, 20, 7-43.

Hopper, E. & Weinberg, H. (Eds.). (2011). *The social unconscious in persons, groups and societies: Volume 1: Mainly theory*. London: Karnac.

Hopper, E. & Weinberg, H. (Eds.). (2016). *The social unconscious in persons, groups, and societies: Volume 2: Mainly foundation matrices*. London: Karnac.

Hopper, E. & Weinberg, H. (Eds.). (2017). *The social unconscious in persons, groups, and societies: Volume 3: The foundation matrix extended and re-configured*. London: Karnac.

Kirsner, D. (2000). Unfree associations: Inside psychoanalytic institutes. London: Process Press, pp. 1-12, 232-251.

Long, S. (2006). Organizational defences against anxiety: What has happened since the 1955 Jaques paper? *International Journal of Applied Psychoanalytic Studies*, 3, 279-295.