Introduction to Psychoanalytic Psychology
Fall 2011

Instructor: Professor Roger Brooke, Ph.D., ABPP
http://www.rogerbrookephd.com
Course: 412W-01
Location: 629 Fisher Hall
Office hours: 9:25-10:40 Tuesday and Thursday or by appointment

Introduction

This course is an introduction to the tradition begun by Sigmund Freud and a small group of followers just over a hundred years ago. It is about the psychology of the unconscious, which might be described as the realm of those operatively lived meanings and motivations that organize and structure one's life, that form one's sense of identity, form and deform the capacity for an inner life, and structure one's interpersonal relations. These meanings, lived as gestural engagements with the world, or as symptoms, have a complexity that is often unavailable to simple self reflection—hence the term unconscious—and they are more deeply rooted in our histories than we typically care to realize.

The aim of this course is to help you get a sense of current psychoanalytic thinking and practice. How do analysts and analytically oriented psychotherapists think? What material draws us, and what questions do we ask? Over the years psychoanalysis has become increasingly "experience near." Analysts tend to be less concerned with abstract theoretical questions than with the immediately human, psychological question of what is going on here, in this particular situation. There is also less allegiance to Freud or to any of the other pioneers. It is probably true today that the overwhelming majority of analysts think of psychoanalysis as a human science, much closer to humanistic psychology, phenomenology, and the humanities than to medicine. It is concerned to bear witness to the depths and diversity of human experience in a culture when anything other than purely conscious, willful intention is thought to be a medical problem, or, perhaps, a simple problem of irrational thinking. Psychoanalysis today is a field that is fluid, dynamic, self-critical, concerned about current social and political issues (e.g. torture of detainees, human rights, racism, sexism), and fighting for patients' rights against those institutions that would limit treatment to superficial and demonstrably unhelpful treatments.

It is impossible for us as students to enter the psychoanalytic world and style of thinking, even in an academic course such as this one, without finding ourselves thinking about our own developmental histories, the formative influences of our family relations, as well as our own motivations, nostalgic longings, hypersensitivities, defenses and anxieties, and so on. The
readings and discussions tend to stir things up. For most students this is an enriching experience, as the textured and multilayered memories, feelings and associations of one’s life often return in one’s reverie and dreams. Even without entering analysis (or an analytically oriented intensive psychotherapy) one might find through these readings and discussions an expanded and deepened sense of one’s self and of human relationships. The material of the course makes this kind of self-reflection inevitable. If reflecting on yourself and your past is something you do not want to do, or you fear would be too overwhelming, then this course is probably not for you. In the unlikely event that you do feel overwhelmed emotionally by the material, then I suggest you contact the Psychology Clinic or someone in private practice who can help you. You are also welcome to contact me for a referral.

**Course Objectives**

The course will have achieved its broad aim if you have engaged with the readings and begun to develop a psychoanalytic way of thinking.

More specifically, by the end of the course, you can expect to:

1. Understand the basic tenets of Freud’s theories of the unconscious, psychosexual development, symptom formation, and dreams;
2. Understand the nature and significance of the Oedipus complex and Oedipal conflicts as clinically presented;
3. Be able to outline the difference between Oedipal and preOedipal organizations of personality and interpersonal functioning;
4. Understand the significance of the parents in psychological development with reference to Freud, Klein, Winnicott, and Jung;
5. Understand one approach to the analysis of dreams, and to have analyzed one dream well;
6. Be able to describe the central features of the analytic process;
7. Discuss your own informed view of the significance of psychoanalytic psychology today.

**Requirements**

The required text, which you probably need to purchase, is Mitchell, S. and Black, M. (1995). *Freud and beyond*. NY. Basic Books, Inc. We shall read most of this book through the course.

In addition, we shall spend two weeks on dreams, and I recommend that you purchase the following book: Whitmont, E. and Perera, S. (1989). *Dreams: a portal to the source*. London: Routledge.

Other readings will be made available either on eReserve or Blackboard.

I shall be giving myself a little wiggle room to change or add a few readings, extend a topic for an extra day or two, etc. I think this flexibility is important so that I can adjust to your needs and interests as these develop over the semester. There will be no structural changes to the syllabus (e.g., assignments) unless agreed to in writing by the whole class. But any minor corrections or changes that occur will be recorded on an updated syllabus for your records.
You are expected to read the required readings before each class. Nasty little spot quizzes from time to time will pop up and be worth points for the course. (They should be easy if you have read the material.) For days in which there are multiple readings, please familiarize yourself with at least TWO. (Browse them all and see what draws your attention.)

I do not want you to be able to absorb all the points made in any of the readings. In other words, I do not expect your reading to be comprehensively detailed. I want you to be able to describe intelligibly the central themes of any paper. Typically, there are no more than two central themes. Therefore, read with that focus in mind, and make your notes accordingly.

In addition, read the text closely with a critical eye. Notice any significant internal contradictions in argument or epistemological assumptions; think about the therapeutic implications; or think about how it might measure with your own experience. But remember, the author of the text would have an answer to you, especially if you refer to your own experience as a measure of the text’s validity, so imagine what that response might be as well so that your conversation with the text is not foreclosed. (“I disagree with Freud because I do not remember wanting to kill my father” is not a meaningful criticism, and it simply closes the door to more careful thinking.)

Course evaluation

I would like you to keep a journal of the readings—notes and commentaries—that develop as the course progresses. On four occasions you will hand in your response to the readings and discussions. The first three papers will be worth 42% (3x14%) of the final. 6-8 sides is your guideline. The forth paper is your final paper and is worth 30%. 12-16 sides for the final paper is your guideline.

Each paper should be 12 point font, one and a half space. Give your paper a heading. Use APA format for references. Spell check and check carefully for grammatical accuracy. You are encouraged to use the Writing Center for help, and there is nothing wrong with asking each other for guidance, as long as the essay is your own.

Send each paper as an attachment with the heading: Name space paper number. E.g., Brooke 2 for paper two; Brooke 4 for the final paper. Once the paper is opened by me then I should read your own heading inside. If you do not get a timely acknowledgement of receipt from me, assume that I did not receive it.

I have asked you to respond to the readings. This is an open-ended task, designed to give you considerable latitude about what you would like to do. However you write your papers, I do want it to be evident that you have read the required readings. Thus, even a “personal” response should be linked to the literature in specific ways. Making connections with literature from other courses is fine, since by now you are conceptually integrating your readings from increasingly informed perspectives. (But do not lose your focus, which is the material of this course.) If stuck, summarize the central themes. However, I am hoping that you will respond to the readings more creatively. Your responses may be one or more of the following, and may vary from paper to paper:
- theoretical, (e.g., about the nature of the unconscious or what psychoanalysis contributes to theories of memory, motivation, gender formation, or about various critiques of psychoanalytic terms);
- existential (i.e., asking what these papers and phenomena tell us about being human);
- cultural (i.e., inquiring critically into the cultural assumptions latent in the readings);
- clinical (reflecting on clinical implications);
- personal (reflecting on your own experience in terms of the readings). You can be sure that any personal material will be held by me in professional confidence, extended to the TAs who may read the paper.

There will be a number of spot quizzes, which will comprise 18 points of the total. The final 10% will be based on consistent class presence and class participation. I shall credit class participation because it makes that little bit of difference in achieving an A for the course, and for recommendations to graduate school to mean that you contribute to discussions as well as maintain academic excellence in writing.

No spot quizzes can be made up. Late papers will be penalized one grade (e.g., B+ to B) on the first day, then one grade per week, except in medical emergencies.

Several extra credit options will become available during the course.

In the event that you will miss a class let me know before hand—with a good reason: medical, death in family, or representing Duquesne out of town.

Plagiarism, which includes downloading papers from the internet, is a serious offense and will result in failure of the course. It will be reported to the Dean, who may take further action. If I find that two papers seem to have been written by the same person, both students will be questioned and both may fail the course.

I have a teaching assistant. She will be helping me with the grading. I might not be able to read every paper with the attention it deserves (some 600 pages through the term). I shall be giving the assistants guidelines and shall try to ensure fairness and evenness. If you are not happy with your grade, please feel welcome to contact them or me and we shall have a second look.

Grading guidelines for papers are attached to this syllabus.

**Summary:**

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<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Papers</td>
<td>3x14= 42</td>
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<tr>
<td>Final (forth) paper</td>
<td>30</td>
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<tr>
<td>Spot quizzes</td>
<td>18</td>
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<tr>
<td>Class participation</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong> (+ 7 extra credit points = 107)</td>
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**Disabilities**

If you have a disability that may interfere with your progress through the course, please let me know and discuss with me what adjustments can be accordingly made.
Course outline

1. Introduction
   8/23 Introduction
   Mitchell and Black: Preface to *Freud and beyond*
   Shedler: That was then, this is now

   8/25 Malan ch. 1: Psychotherapy in everyday life
   Malan ch. 2: Inner mechanisms of everyday life
   (For 2010) McWilliams: Preserving our humanity as therapists

2. Psychodynamics of everyday life
   8/30 Malan ch. 3: Unconscious communication
   McWilliams: The psychoanalytic sensibility (In *Psychoanalytic psychotherapy*)

   9/1 Unconscious communication continued. Bring your own examples.
   (1 extra credit point: personal example of ucs communication)

3. Basic principles of psychodynamic psychotherapy
   9/6 Malan ch. 4: Elementary, though not necessarily easy, psychotherapy
   Discussion of Malan's cases and general principles

   9/8 Documentary in class: The Talking Cure.

4. Back to the beginning: Freud's *Five Lectures*
   9/13 Freud: Five Lectures on psychoanalysis, lectures 1-3

   9/15 Freud's Five lectures, lectures 4-5

5. More on Freud
   9/20 Mitchell and Black, ch. 1: Sigmund Freud and the classical psychoanalytic tradition

   9/22 Not yet decided

6. The Oedipus complex
   9/27 Malan, ch. 7-8: Problems of masculinity, femininity, and sexuality

   9/29 Jung's contribution to understanding Oedipal issues (lecture)
   Jung: The significance of the father in the destiny of the individual
   Recommended (not required) Samuels: Introduction to The Father

Friday 9/30 *Submit first paper*
   (Extra credit 3 points: Personal exercise: on family history)
7. Ego psychology, defenses and the constitution of identity
   10/4 Mitchell and Black, ch. 2: Ego psychology
   McWilliams: Developmental levels of personality organization

   10/6 Film: The case of Jan (Tavistock Series, in class) (Or McWilliams?)

8. More about “mother” and preOedipal states of mind
   10/11 Mitchell and Black, ch. 4: Melanie Klein and Contemporary Kleinian theory
      Klein: The Psychoanalytic play technique: its history and significance
      Klein: A Study of Envy and Gratitude

   10/13 Symington: Melanie Klein, Parts 1 and 2. (Too difficult; remove for 2010)
      Ogden: The Primitive edge of experience (excerpt on the depressive and paranoid-
      schizoid positions)
      Jung: Psychological aspects of the mother archetype

9. Still more about mother and her formative influences
   10/18 Mitchell and Black, ch. 5: The British Object Relations School. (I suggest you focus on
       Winnicott rather than Fairbairn.)
       Winnicott: Primary maternal preoccupation (excerpt in Scharff)
       Winnicott: Ego distortion in terms of true and false self (in Scharff)
       Winnicott: The capacity to be alone (Maturational Process... ch. 2)
       Winnicott: The development of the capacity for concern (Maturational process...ch 6)
       Winnicott: The antisocial tendency (Through paediatrics... ch. XXV)

   10/20 Winnicott continued

10. Narcissism and narcissistic issues
    10/25 Mitchell and Black, ch. 6: the section on Kohut, pp. 149-169
    McWilliams: Narcissistic personalities
    Miller: Depression and grandiosity as related forms of narcissistic disturbance
      (As an alternative to the above three readings, you may purchase and read all three
      chapters of the book by Alice Miller: The drama of the gifted child)
      Recommended only: Kohut and Wolf: The disorders of the self and their treatment.

   10/27 Mitchell and Black, ch. 7: Contemporary Freudian revisionists
      (Extra credit 3 points: Write 2-3 sides on ONE. For 3 points, include original reading
      material.)

Friday 10/28 Submit second paper

11. Dreams
    11/1 Freud: Symbolism in dreams (Introductory lectures, ch. 10)
        Whitmont and Perera: Dreams: Portal to the Source

    11/3 Working with dreams
12. Dreams and dreaming the dream onwards
11/8 Working with dreams

11/10 Working with dreams
(Extra credit 3 points. Work with a dream using Eizenstat's method of dream tending.)

Friday 11/11 Submit third paper

13. Analytic experience
11/15 Sullivan: Archetypal foundations of the therapeutic process

11/17 McWilliams: Basic therapy processes (Psychoanalytic psychotherapy)
Casement: The meeting of needs in analysis (Learning from the patient, ch 16)
Recommended (not required):
Casement: Key dynamics of containment (Learning... ch 6)
Analytic holding under pressure (Learning... ch 7)
(Bonus 3 points: 1-2 page reflection on the three papers by Casement)
(Bonus 1 point: What does Winnicott mean, "The aim of the analyst is to fail"?)

14. Analytic experience
Mon 11/21 McWilliams: Psychoanalytic psychotherapy, ch. 8, 9 ("Molly" and "Donna")

Thanksgiving break

14. Contemporary controversies and reflections
11/29 Mitchell and Black, ch. 8: Controversies in theory

12/1 The significance of psychoanalysis today, and the current professional world
McWilliams: Ancillary lessons of psychoanalytic therapy
McWilliams: Preserving our humanity as therapists

Monday 12/5 Submit forth paper (12-16 sides)
Check above in the syllabus for guidelines

Final thought

I am looking forward enormously to working with you through this semester. There is a lot to read and to think about. I hope that you enjoy it. You are welcome to email me with questions or concerns, and my door is open during office hours. If you cannot make it then, let me know and we can set up an alternative appointment.

Roger Brooke, Ph.D., ABPP
Professor of Psychology
Sites of interest

American Psychoanalytic Association
http://www.apsa.org/

APA's Division of Psychoanalysis
http://www.division39.org/

Inter-Regional Society of Jungian Analysts
http://www.irsja.org/

Pacifica Graduate Institute
http://www.pacifica.edu/

Pittsburgh Jung Society
http://pghjung.org/

Pittsburgh Psychoanalytic Society and Institute
http://www.div39outreach.org/all%20contributions/organizations/pghpsa.htm

Los Angeles Institute and Society for Psychoanalytic Studies www.laisps.org

References cited


Shedler, J. (2006). *That was then, this is now*. jonathan@shedler.com


UNDERGRADUATE GRADING GUIDELINES FOR DR. ROGER BROOKE

The guidelines are meant to orient you and me. They are not meant to be prescriptive, and I shall use my judgment in each case, being appropriately flexible as the case may be. If you want to approach a written assignment in a particularly unusual way, I suggest you discuss this with me. Evidence of poor proofing, significant grammatical errors, or sloppy presentation will automatically drop as much as two grade levels (e.g., B+ to B-). Be sure to let me know what year of study you are in: sophomore, junior, senior. If English is not your first language let me know that too.

GRADE

SUPERIOR presentation and integration of relevant material, including excellent usage of both required and supplementary readings. Arguments are clear and persuasive, and demonstrate insight into some of the subtleties involved in the subject matter. Writing is grammatically excellent, and there are few, if any, grammatical or typographical errors.

A-E

EXCELLENT. As above, with minor weaknesses in organization, insight, or conceptualization, as long as these do not involve confusion or inconsistency. Reasonably good use of recommended readings. The paper represents a clear potential to succeed in graduate studies. (This does NOT mean that it has to be a graduate level paper, as you clearly do not have the time or scholarship yet for that.)

B+

VERY GOOD. Competent coverage of required reading and relevant material, reasonably well organized. Supplementary readings may be covered but tend not to be well integrated. The paper is well written, with good English (leniency towards English-second-language speakers), and has been proof read, with spell check. References are properly cited. OR this may be an otherwise excellent paper with some problems in organization or some area of misunderstanding.

B

GOOD. Satisfactory coverage of relevant material, reasonably well organized and integrated, but lacking in scholarship, or with a superficial understanding. There may be minor omissions of important material.

B-

SATISFACTORY. Adequate coverage of relevant material, but with some significant areas of confusion or omissions. Lack of critical insight and/or unclear organization. Tendency to rote repetition of lectures and required readings. Maximum grade if there is evidence of poor proofing, significant grammatical errors, or sloppy presentation.

C(+)

MINIMUM AVERAGE GRADE FOR GRADUATION. Significant tendency to rote repetition of required material, but with insufficient material covered or areas of significant confusion, or misunderstanding.
D  Lowest passing grade. Just enough contact with reference material to pass, but with significant gaps or misunderstandings. Material presented in a confusing or weak way, despite evidence of having grasped a few basic ideas.

F  Major misconceptions, poor organization, significant lack of intellectual clarity or scholarship.

Roger Brooke, Ph.D., ABPP
Professor