

Ann Rudovsky, LCSW is a Training and Supervising Analyst at the PTI of CFS where she teaches in the Adult Psychoanalytic Training Program. She has served on the Board and on various administrative committees for CFS and the PTI of CFS. In 1996 she completed Child training at PANY. Ms. Rudovsky has presented her clinical work at various conferences and seminars to demonstrate analytic work with more disturbed non-symbolizing patients who tend to be more compromised and who rely on primitive defenses. For 10 years, she has been a member of a study group that met with the Contemporary Kleinians from London as well as Susan Finkelstein's study group on Primitive Mental States. Currently she is also studying psychoanalytic work with couples in a private study group organized in conjunction with the Tavistock Center in London.

2C - Personality Development: The Oedipal Phase

Course Description: The Oedipal Complex, considered by Freud to be the central constellation of development will be studied in terms of the interaction between myriad wishes, affects and defenses that underlie it as well as conflicts between sexuality and aggression. Challenges for the child include the following: the acceptance of loss of dyadic parental relationships, negotiation of a triangular space with the child in role of outside observer, the acceptance of generational and gender differences, incest prohibitions and the consolidation of identification with the same sex parent. These developments facilitate the capacity for guilt associated with superego development and allow for symbolic thinking and play. Candidates will become familiar with aspects of the child's development, most notably trauma, including the death of a parent or sibling, parental neglect and abuse, and failure of a secure maternal attachment that impede a satisfactory resolution of the Oedipal phase. These arrests are typically associated with a reliance on more primitive defenses as well as the development of omnipotent, perverse and narcissistic features and symptom formation. The class will also look at the important challenges and modifications to Freud's ideas about the centrality of the Oedipal Complex, including ideas from Kohut, Klein and importantly, from Classical Analysis.

Learning Objectives:

- a. Participants will be able to define the Oedipal period of development.
- b. Participants will be able to identify elements of the oedipal phase of development as manifested in childhood and adulthood. In particular, they should be able to understand the implications of the loss of the safety of the dyadic orientation and the implications of having to negotiate the complexities of triangularity and competition in the adult world.
- c. Participants will be able to discuss clinical examples where the patients demonstrate an oedipal struggle: examples include but are not limited to the inability to mourn the loss of a dyadic world, jealousy that impedes optimal adult functioning, difficulty with competition, negotiation of gender identity, socio-cultural identity, management of guilt and/or depressive experience, and failure to develop adequate superego functioning and moral standards.
- d. Participants will be able to discuss the impact of early traumas - loss, abuse, deprivation, racism, sexism - and be able to discuss the impact on development

Syllabus:Class 1

Freud, S. (1905). Three Essays on the Theory of Sexuality (1905). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume VII - Part II*, pp 173-206.

Balsam, R.H. (2010). Where Has Oedipus Gone? A Turn of The Century Contemplation. *Psychoanal. Inq.*, 30:511-519.

Class 2

Freud, S. (1908). On the Sexual Theories of Children. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IX (1906-1908)*, pp 205 - 226

Loewald, H.W. (1979). The Waning of the Oedipus Complex. *Journal of the American Psychoanalytic Association*, 27:751-775.

Class 3

Freud, S. (1924). The Dissolution of the Oedipus Complex. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIX (1923-1925): The Ego and the Id and Other Works*, 171-180.7.

Simon, B. (1991). Is the Oedipus Complex Still the Cornerstone of Psychoanalysis? Three Obstacles to Answering the Question. *Journal of the American Psychoanalytic Association*, 39:641-668.

Class 4

Frankiel, R.V. (1992). Analyzed and Unanalysed Themes in the Treatment of Little Hans. *Int. Rev. Psycho-Anal.*, 19:323-333

Ross, J.M. (2007). Trauma and Abuse in the Case of Little Hans: A Contemporary Perspective. *Journal of the American Psychoanalytic Association*, 55:779-797

Class 5

Britton, R. (1989). The missing link: Parental sexuality in the Oedipus complex. In J. Steiner (Ed.), *The Oedipus Complex Today: Clinical Implications*, 83-101.

Rustin, M. (2001). The Therapist with Her Back against the Wall. *Journal of Child Psychotherapy*, 27:273-284

Class 6

Feldman, M. (2009). Chp. 1: The Oedipus complex: manifestations in the inner world and the therapeutic situation. In *Doubt, Conviction and the Analytic Process*. London and New York: Routledge. 2009. pp 1-20.

Abrams, S. (1990). Chapter 2: Discontinuity in Child and Adult Analysis. In *Child and Adolescent Analysis: Its Significance for Clinical Work with Adults*, 23-35.

Class 7

Rolland, J. (2006). A Young Woman's Distress. *Int. J. Psycho-Anal.*, 87:1433-1442.

Mcguinness, T. (2006). Discussion. *Int. J. Psycho-Anal.*, 87:1443-1446

Stein, R. (2006). Commentary. *Int. J. Psycho-Anal.*, 87:1447-1451

Class 8

Chasseguet-Smirgel, J. (1991). *The Oedipus Complex Today: Clinical Implications*: By Ronald Britton, Michael Feldman and Edna O' Shaughnessy. London: Karnac Books. 1989.
International Journal of Psycho-Analysis, 72:727-730

Shengold, L. (1981). *The Tragic Effect. The Oedipus Complex in Tragedy*: By André Green. Translated by Alan Sheridan. Cambridge/London/New York. (1981). *Psychoanalytic Quarterly*, 50:286-287.

Alvarez, A. (1992). Chp. 1: The Long Fall. In *Live Company: Psychoanalytic Psychotherapy with Autistic, Borderline, Deprived and Abused Children*, London: Routledge. pp. 12-25.

Alvarez, A. (1992). Chp. 2: Vegetable Life and Awakenings. In *Live Company: Psychoanalytic Psychotherapy with Autistic, Borderline, Deprived and Abused Children*, London: Routledge. pp. 26-41.

Class 9

Schafer, R. (1970). The Psychoanalytic Vision of Reality. *Int. J. Psycho-Anal.*, 51:279-297

Adler, E. (2010). The Effacing of the Oedipus Complex. *Psychoanal. Inq.*, 30:541-54

Class 10

Gitelson, M. (1952). Re-Evaluation of the Rôle of the Oedipus Complex. *Int. J. Psycho-Anal.*, 33:351-354.

O' Shaughnessy, E. (1989). Chapter Four: The Invisible Oedipus Complex. In J. Steiner (Ed.), *The Oedipus Complex Today: Clinical Implications*, 129-143.

Yanof, J.A. (1996). Language, Communication, and Transference in Child Analysis I. Selective Mutism: The Medium Is the Message II. Is Child Analysis Really Analysis?. *J. Amer. Psychoanal. Assn.*, 44:79-116.

Optional

Feldman, M. (1990). Common Ground: The Centrality of the Oedipus Complex. *Int. J. Psycho-Anal.*, 71:37-48.

Tyson, R.L. (1991). The Emergence of Oedipal Centrality Comments on Michael Feldman's Paper 'Common Ground: The Centrality of the Oedipus Complex'. *Int. J. Psycho-Anal.*, 72:39-44.