

Course Syllabus: Analytic Listening I
Fall semester, 2020

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This is the first semester of psychoanalytic listening. In this course, we will focus on how to listen to process material psychoanalytically. As we listen to (and read along with) class members' notes from a session with a patient, we will focus on several questions:

- What is being expressed, and what is being implied?
- What affect is present, and how is it defended against?
- What is happening in the transference?
- How is an analytic space created, and how an analyst might decide what to address?

During the first class, each of you with ongoing clinical cases will chose a date to bring in your notes from a session with a patient, with copies for each of us. Brief readings may be assigned from the following supplemental references:

Birksted-Breen, D. (2016). Bi-ocularity, the functioning mind of the psychoanalyst. *International Journal of Psycho-Analysis*, 97(1): 25-40.

Levin, C.B. (2016). Everything counts: The organizing activity of an interpretive attitude. *Psychoanalytic Inquiry*, 36 (1): 14-27.

Levy-Warren, M.H. (2014). A knot in the gut: Transference/counter-transference and issues of race, ethnicity, and class in an adolescent treatment. *Journal of Infant, Child, and Adolescent Psychotherapy*, 13 (2): 133-141.

Ogden, T.H. (2004). This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries. *International Journal of Psycho-Analysis.*, 85, 857-877.

Ogden, T.H. (2004). What's true and whose idea was it? *International Journal of Psycho-Analysis.*, 85, 593-606.

Schafer, R. (1985). The interpretation of psychic reality, developmental influences, and unconscious communication. *The Journal of the American Psychoanalytic Association*, 33, 537-554.

Learning Objectives

By the end of the semester, class participants will be able to:

1. Identify the affect and defense which a patient is showing in the clinical material from a session.
2. Describe the emergence of the transference in clinical case process notes.
3. Develop possible analytic responses to a patient who is presented in class.