Syllabus: Key Concepts 1  
9:00 to 11:45 a.m.  
AU SIS Room 349

Fall, 2019: September 14, September 28, October 19, November 2, December 7, December 14  
Please note: We will not meet on November 16.

In this class, we will study some of the key concepts of psychoanalysis by following several threads: 1. Freud’s Models of the Mind and elaborations on these models, 2. a developmental approach, 3. Psychic Reality, and 4. Unconscious F/Phantasy.

With a firm grounding in these concepts, students will be able to read and comprehend much of the contemporary psychoanalytic literature and to begin to develop their own unique psychoanalytic views of the cause of psychological distress and the essential elements in a psychoanalytic ‘cure.’ Students will also gain insight into what it means to identify as “Contemporary Freudian” (or not).

While this is a theoretical class, clinical material will be used to illustrate concepts. I have included articles with clinical material that will be used to discuss the concepts presented in the theoretical articles/taught in the class. Students will be asked to contribute their own clinical examples, too.

The reading can look intimidating. The page numbering for readings from The Standard Edition of the complete psychological works of Sigmund Freud (abbreviated SE in the syllabus) is misleading, as two pages in the SE can be printed on one 8 x 11 sheet of paper. That said, there is a lot to read. I hope that you will find it educative and informative, and maybe even fun. For each class I list optional reading which you may pursue if you find the topics of interest. Required reading is marked by an * preceding the citation.

I am looking forward to meeting you and to studying together!

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Learning Objectives

Upon completion of this course, students will be able to:

1. Differentiate the dynamic unconscious from the descriptive unconscious.
2. Describe how the Topographical Model theory of cure differs from the Affect/Trauma model.
3. Explain how symptoms can be viewed as compromise formations.
4. Discuss one way that the Oedipal conflict can be manifest in clinical material.
5. Identify one advantage of incorporating a developmental approach in psychoanalytic treatment.
6. List two ways in which S. Isaac’s understanding of unconscious phantasy differs from Jacob Arlow’s.
7. Describe a clinical encounter in which the analyst’s focus on psychic reality can be defensive.
8. Compare and contrast Modern Conflict Theory with Modern Structural Theory.
9. Explain how Torok’s concept of ‘the phantom’ can be seen as representing intergenerational transmission of trauma.
Updated Syllabus: Key Concepts 1

Class 1: Unconscious Mental Functioning – Freud’s Models of the Mind: 1. Affect/trauma model

A. Affect/trauma model –
1. Theory

2. Freud clinical example

3. Contemporary clinical example

Optional reading:

Class 2: Freud’s Second Model of the Mind: Topographical Model

A. The Topographical Model

Optional Reading:

B. Problems with Affect/Trauma Model and Transition to The Structural Model
Class 3: The Structural Model; Conflict Theory

A. Structural Model – continued

1. Development of the Agencies of the mind – Id, Ego, SuperEgo/Oedipus Complex (per S. Freud)
2. Signal Anxiety and the Danger Situations of Childhood.

B. Clinical application


Optional:
Anxiety and Symptom Formation -

C. Conflict Theory

1. Conflict and Compromise in Topographical Model – cf. forgetting of proper names, dreams
2. Conflict and Compromise in Structural Model
3. Brenner’s revision of Structural Model – Conflict Theory


D. Brenner Clinical Cases/Examples of Conflict Theory applications (Handout -examples from Brenner’s The Mind in Conflict)

Class 4: Developmental Metaphor/Model and Psychoanalysis; Unconscious F/Phantasy – November 16

A. Developmental Metaphor/Model and Psychoanalysis

Optional Reading:


**B. Unconscious F/Phantasy**


Optional reading:

Optional Reading

**Class 5: Psychic Reality**

**A. Psychic Reality and External Reality**


Optional Reading:

B. Intergenerational Transmission of Trauma: “The Phantom” – A Different Kind of Psychic Reality

C. Clinical Reading – Being an Analyst in Times of Global Crisis

Optional:

Class 6: Contemporary developments of the Freudian approach; Oedipal Complex

A. Contemporary Freudian Approach

Optional:
B. Oedipal Complex

Optional:

Post-class Optional Reading (summer beach reading?): Further explorations of the nature of the unconscious: chimeras, unformulated/unrepresented unconscious states


A neuropsychoanalytic view of the UCS mind: