

THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE, INC.

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THEORIES OF THE MIND: FREUD I

Seminar Year I, 2015-2016

Instructors: Drs. Jan Seriff and Rita Teusch

Welcome!

The seminar will provide a first thorough reading and discussion of the first two decades of Freud's work from 1894 to 1915. It will cover theoretical, clinical, and technical questions while following Freud's thinking as it developed over time. One focus will be on Freud's metapsychological writings that introduce the basic psychoanalytic concepts and together form Freud's model of how the mind works. The seminar will introduce Freud's understanding of the unconscious, symptom formation, dreams, his developmental theory of psychosexuality as well as some major technical papers from 1915 especially related to transference and working through. The seminar will aim to foster discussion so as to clarify, deepen, and expand your knowledge and comprehension of Freud's thinking and explore what is meant by Freud's notion of psychoanalytic thinking.

Each week, we will provide a brief background for the readings, giving some of the historical context, and then, we hope that you will raise questions that could clarify Freud's views or question clinical applicability. We welcome all of your comments so that we can have animated conversations about Freud's contributions - both theoretical and clinical. We have tried to provide a manageable amount of reading and sufficient guidance so that open discussions of the specific or general issues can occur. We will be especially interested in exploring together how Freud's ideas continue to affect and guide our clinical thinking and our analytic work.

As a practical matter, it is of course impossible to read all of Freud, or even all of his seminal papers. Nor can we take up each and every angle from which Freud explored his own theories. We have tried to group the readings so that they illustrate many of the central topics of psychoanalytic theory, as they developed as a result of the first two decades of Freud's clinical work. Our greatest ambition in this course will be realized if, at the end, you have acquired the means to think critically about current theory and practice insofar as these theories are derived, in some form, from Freud's discoveries.

BPSI's library has at least 9 copies of each volume of Freud's Standard Edition. Each of the papers assigned will be available on PEP. If you don't own the Standard Edition, it would be great if you could check out the volumes we will be reading each week from the library so that we can easily read together from the same text.

We look forward to meeting all of you and reading Freud together.

The Early Phase (1895-1905)

Seminar 1 - Nov 12, 2015: The early papers (1894 - 1896)

In these early papers we witness the birth of Freud's psychoanalytic thinking – his discovery of the unconscious, intra-psychic conflict and defense and their role in psychopathology and symptom formation. We examine not only the details of Freud's early theories but also the way he goes about observing clinical phenomena and how he devises methods to investigate the mind. We will see how the early theories formed the creative groundwork for the rest of Freud's career.

Learning objective: Participants will be able to describe Freud's early notion of hysteria, e.g. that the patient defends against intolerable ideas and/or experiences by repression and/or conversion of excitation.

Readings:

Please read these papers prior to the first class. The Lucy R. case will be used so that we have a case in common to use in our discussion.

Freud, S. (1894). The Neuro-Psychoses of Defence. SE 3, pp 45-61. [PEP Web Link](#)

Freud, S. (1896). The Aetiology of Hysteria. SE 3, pp191-221. [PEP Web Link](#)

Freud, S. (1893-1895) Case 3. Miss Lucy R. SE 2, pp 106-124. [PEP Web Link](#)

Supplemental: Freud, S. (1896). Further Remarks on the Neuro-Psychoses of Defence. SE 3, 162-185. Focus on pp 163, 167, 169. [PEP Web Link](#)

Seminar 2 - Nov. 19, 2015: The Interpretation of Dreams (1900), Chapter II - IV

Freud's Irma dream is probably the most quoted of all his dreams. We will encounter and discuss Freud's method of analyzing and interpreting it, his discovery that the dream is the fulfillment of a wish and that it is presented in distorted ways.

Learning objective: Participants will be able to differentiate between manifest and latent dream content and give examples of the "day residue" in the Irma dream.

Readings:

Freud, S. (1900). The Interpretation of Dreams. SE 4, pp. 96-162. [PEP Web Link](#)

Seminar 3 - Dec. 3, 2015: The Interpretation of Dreams (1900), Chapter V

An enriched understanding of Freud's dream interpretation and many common examples provide the chapter "The material and sources of dreams." Here we will also find Freud's first description of the Oedipus complex.

Learning objective: Participants will be able to name at least three mechanisms of dream work: regression to infantile material, condensation, displacement, secondary revision, and use of symbols.

Readings:

Freud, S. (1900). The Interpretation of Dreams. SE 4, pp.163-240. [PEP Web Link](#)

Freud, S. (1900). The Interpretation of Dreams. SE 4, pp. 241-276. [PEP Web Link](#)

Seminar 4 - Dec 10, 2015: The Interpretation of Dreams (1900), Chapter VII

In his famous Chapter VII, Freud published for the first time his conception of the psychic apparatus and the topographic model. It is worth reading in its entirety; however, we will focus our discussion in particular on how Freud developed his model of the mind.

Learning objective: Participants will be able to describe Freud's early theory of the mind, i.e. the topographic model consisting of a conscious, preconscious, and unconscious.

Readings:

Freud, S. (1900). The Interpretation of Dreams. SE 5. Please focus your reading on the following sections:

Section (C) Wish-Fulfillment, pp. 550-572 [PEP Web Link](#)

Section (E) The Primary and Secondary Processes-Repression, pp. 588-609 [PEP Web Link](#)

Section (F) The Unconscious and Consciousness, pp. 610-621. [PEP Web Link](#)

Supplemental:

Freud, S. (1900). The Interpretation of Dreams. SE 5, Sections A and B: pp. 509-549. [PEP Web Link](#)

Seminar 5 - Dec. 17, 2015: Three Essays on the Theory of Sexuality (1905)

This is Freud's basic work on psycho-sexuality. It was reprinted several times and each time Freud included discoveries and concepts from his later years. A special focus of the discussion will be on infantile sexuality. The phase-specific wishes, anxieties, conflicts outlined here are basic to Freud's understanding of unconscious fantasies and character development.

Learning objective: Participants will be able to name Freud's psychosexual stages (oral, anal, phallic/genital) and describe the stage-specific zones and at least one psychological characteristic associated with each of them (wish to incorporate or bite, wish to control, wish to penetrate to control the other, wish to penetrate or to be penetrated to experience pleasure with the other).

Readings:

Freud, S. (1905). Three Essays on the Theory of Sexuality. SE 7, pp. 130-243. [PEP Web Link](#)
Please focus your reading on pp. 135-206 and the Summary, pp. 231-243.

Supplemental:

Freud, S. (1908). On the Sexual Theories of Children. SE 9, pp. 209-226. [PEP Web Link](#)

Freud, S. (1912). On the Universal Tendency to Debasement in the Sphere of Love. SE 11, pp.179-190 [PEP Web Link](#)

Chodorow, Nancy. (1999). Foreword to Three Essays on the Theory of Sexuality. (To be distributed) [Available in [Library](#)]

The Middle Phase (1912-1917)

Seminar 6 - Jan 21, 2016: Structural Development

Freud's theoretical creativity around 1915 produced a number of important papers, designed to develop and elaborate his basic assumptions. We will explore his thoughts on drive and structure, his introduction of narcissism, and his concept of the unconscious.

Learning objective: Participants will be able to give an example of Freud's concept of narcissism as it is manifested in diagnosis (Hypochondria, narcissistic illnesses such as schizophrenia) and object choice.

Readings:

Freud, S. (1914). On Narcissism: An Introduction. SE 14, pp. 73-107. [PEP Web Link](#)

Freud, S. (1916). Some Character-Types Met With in Psycho-analytic Work, SE 14, Section (1) The 'Exceptions,' pp. 311-315. [PEP Web Link](#)

Supplemental:

Freud, S. (1915). The Unconscious. SE 14, pp. 166-204 (especially pp. 172-179; 201-202) [PEP Web Link](#)

Freud, S. (1917) Mourning and Melancholia. SE 14, pp. 239-258. [PEP Web Link](#)

Seminar 7 - Jan. 28, 2016: Drive and Repression

After having discussed Freud's structural assumptions in the previous class, we will now think about Freud's broader understanding of his concept of drives and their function in his mental apparatus. Drive and repression are the core concepts of the dynamics of psychic processes, and both concepts find their specific elaboration in the two papers assigned below.

Learning objective: Participants will be able to describe what Freud meant by the aim of a drive (satisfaction), the object of a drive (the self or the other), to give an example of the transformation of a drive (sublimation, turning the drive into its opposite, repression, turning around on the self).

Readings:

Freud, S. (1915). Instincts and their Vicissitudes. SE 14, pp. 117-140 (special focus of our discussion will be pp. 117-127, 134-140). [PEP Web Link](#)

Freud, S. (1915). Repression. SE 14, 146-158. [PEP Web Link](#)

Supplemental:

Schmidt-Hellerau, C. (2005). We are driven. *Psychoanalytic Quarterly* 74, pp. 989-1028. [PEP Web Link](#)

Seminar 8 - Feb. 4, 2016: On Transference and Technique

In this phase Freud wrote some of his major technical papers. One of Freud's most important clinical findings is the phenomenon of transference. It is basic to all psychoanalytic understanding. We will discuss the dynamics of transference and transference love.

Further we will see how, according to Freud, the analyst can understand the patient's "behavior" within different phases of the treatment and help him or her to make unconscious conflicts conscious. We will add a later paper that will add to our discussion.

Learning objective: Participants will be able to describe Freud's understanding of the positive and negative transference based on the drive model (transfer of libidinal and affectionate or hostile feelings) and to describe Freud's definition of counter-transference and its management in clinical work.

Readings:

Freud, S. (1915). Observations on Transference-Love. *SE* 12, pp. 159-171. [PEP Web Link](#)

Freud, S. (1914). Remembering, Repeating and Working through. *SE* 12, pp. 147-156. [PEP Web Link](#)

Supplemental:

Freud, S. (1912). The Dynamics of Transference. *SE* 12, pp. 99-108. [PEP Web Link](#)

Freud, S. (1913) On Beginning the Treatment (Further Recommendations on the Technique of Psycho-Analysis I. *SE* 12, pp 123-144. [PEP Web Link](#)

Freud, S. (1937). Constructions in Analysis. *SE* 23, pp.257-269. [PEP Web Link](#)

Cc:

Drs. Seriff; Teusch; J. Foehl; Ms. Umansky