Middle Childhood

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Course description:

We will study and critique psychoanalytic understanding of development from the beginning of middle childhood up to puberty. Middle childhood, previously referred to as “latency” is the age where formal schooling and the forming of significant peer relationships begins. It is also the phase when many children are seen for psychoanalysis or psychotherapy. We will cover the tasks of development between the ages of 6 to 11 years. We will look at the increasing complexity of function required of the latency-aged child, focusing on cognitive development and the interaction of cognitive development with self-concept and self-regulation. We will review issues related to gender fluidity/identity. Finally, we will identify difficulties which arise during latency as they are manifest in the treatment of adult analytic patients.

Seminar members should consider this syllabus a proposal. I have clinical material to present. As many of you treat children as well, and that all of us see adults with difficulties derived from middle childhood. I welcome you to feel free to present your own cases. You should also feel free to let us know if you have suggestions about the reading last or about particular topics you would like us to focus on.

I also would like you do some field research. If you have access to children between age 6 and 11, please collect information on games they play and jokes they tell. We can discuss the method of field research in class.

November 17, 2016

1. Transition from Early Childhood to Middle Childhood: The Classical View and current understandings.

Learning Objective: At the completion of the session, the participant will be able to define 2 major developmental achievements from early to middle childhood that suggest the resolution of the Oedipus complex.

Readings:


Supplemental Readings:


December 1, 2016

2. Historical overview: 100 years of latency and 20 million years of middle childhood

Learning Objective: At the completion of the session, the participant will be able to identify two views (classical and contemporary) of sexuality drives in middle childhood.

Readings:


December 8, 2016

3. Normal cognitive development in Middle Childhood and its influence on the evolving nature of play.

Learning Objective: At the completion of the session, the participant will be able to define 2 stages of cognitive development as described by Piaget.
Readings:


December 15, 2016

4. The emergence of learning disabilities in middle childhood

Learning Objective: At the completion of the session, the participant will be able to identify the 2 most frequent learning disabilities of school aged children.

Readings:


Gilmore, Karen (2002). Diagnosis, Dynamics, and Development: Considerations in the Psychoanalytic Assessment of Children with ADHD. Psychoanalytic Inquiry, (22) 372-390. PEP Web Link

Supplemental readings:


Open for discussion, we can divide this reading and each report on one chapter. Well worth the trouble for its sophisticated discussion of the impact of learning disabilities on development of the self.

December 22, 2016 (Dr. Stambler will be absent, Dr. Claudouhos will chair)

5. Persistence of learning issues in adult patients.

Learning Objective: At the completion of the session, the participant will be able to describe two technical considerations in the analysis of adults with childhood history of learning disorders.

Readings:


January 5, 2017

6. Gender fluidity and the Development of Gender Identity.

Learning Objective: At the completion of the session, the participant will be able to describe two points of view regarding suppression of puberty in transexual children.

Readings:


I would like us to read the articles in a special section on transgender children appearing here. There is a lot there and I thought we could split up the reading and have a panel discussion in which each of us presents different points of view on this issue. Please look this over beforehand so you can see which ones you might want to read. You are all free to read them all.

January 12, 2017 - Academic Lecture

January 26, 2017

7. Lab-Children’s Jokes

Learning objective: At the completion of the session, the participant will be able to describe one joke and one riddle of middle childhood and its unconscious meaning.

Each participant will chose 2 references to report on
Readings:


February 2, 2017

8. A Farewell to Middle Childhood and the Entry into Adolescence

Learning Objective: At the completion of the session, the participant will be able to apply principles covered in the seminar to two characters in the film “Stand by Me”

Readings:

