

THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE
141 Herrick Road, Newton Centre, Massachusetts 02459

Development II
Seminar Year III, Fall/Winter 2016-2017

Middle Childhood

Instructors: Monty Stambler
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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 list 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:

Loewald, H. W. (1979) The Waning of the Oedipus Complex, JAPA 27: 751- 775. [PEP Web Link](#)

Ogden, T.H. (2006). Reading Loewald: Oedipus Reconceived. Int. J. Psycho-Anal., 87:651-666. [PEP Web Link](#)

Supplemental Readings:

Tabin, J.K. (1998). The Family Romance: Attention to the Unconscious Basis for a Conscious Fantasy. Psychoanalytic Psychology, 15: 287-293. [PEP Web Link](#)

Freud, S. (1924) The Dissolution of the Oedipus complex. SE 19: 173-179. [PEP Web Link](#)

Freud, S. (1909). Family Romances. SE: 9: 235-242. [PEP Web Link](#)

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:

Knight R. (2014) A Hundred Years of Latency: From Freudian Psychosexual Theory to Dynamic Systems Nonlinear Development in Middle Childhood. Journal of the American Psychoanalytic Association, Volume 62(2): pp.215-235. [Available in [Library](#)]

Del Giudice, M. (2014) Middle Childhood: An Evolutionary-Developmental Synthesis. Child Development Perspectives, 8(4): 193-200. [Available in [Library](#)]

Galatzer-Levy, R.M. (1995). Psychoanalysis and Dynamical Systems Theory: Prediction and Self Similarity. J. Amer. Psychoanal. Assn., 43:1085-1113. [PEP Web Link](#)

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:

Gilmore, K and Meersand, P, (2014) Chapter 6 Pages 141-163 in Normal Child and Adolescent Development: A Psychodynamic Primer. American Psychiatric Publishing, Washington DC. [Available in [Library](#)]

Peller, L.E. (1954). Libidinal Phases, Ego Development, and Play. Psychoanal. St. Child, 9:178-198. [PEP Web Link](#)

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, K and Meersand, P, (2014) Chapter 6 Pages 163-171 in Normal Child and Adolescent Development: A Psychodynamic Primer. American Psychiatric Publishing, Washington DC. [Available in [Library](#)]

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:

Palombo, J (2001) chapters 2-5. In Learning Disorders and Disorders of the Self in Children and Adolescents, WW Norton, New York. [Available in [Library](#)]
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:

Kafka, Ernest (1984). Cognitive Difficulties in Psychoanalysis. *Psychoanalytic Quarterly*, (53)533-550. [PEP Web Link](#)

Bernstein, Stephen B. (2015). When the Analytic Patient has Attention Deficit Hyperactivity Disorder. April 2015 1-33. [Available in [Library](#)]

Palombo, J (2000), Chapter 17, "A Disorder of the Self in an Adult with a Nonverbal Learning Disability" *Progress and Self Psychology*, 16:311-335. [Available in [Library](#)]

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:

Saketopoulou, A. (2014) Mourning the Body as Bedrock: Developmental Considerations in Treating Transsexual Patients Analytically. *JAPA* 62 (5): 773-806. [Available in [Library](#)]

The *Psychoanalytic Study of the Child* 68, ed. Claudia Lament, Robert A. King, Samuel Abrams, Paul M. Brinich, and Rona Knight (Yale University Press, copyright © 2015 by Claudia Lament, Robert A. King, Samuel Abrams, Paul M. Brinich, and Rona Knight). [Available Online.](#)

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:

Jacobson, E. (1946). The Child's Laughter—Theoretical and Clinical Notes on the Function of the Comic. *Psychoanal. St. Child*, 2:39-60. [PEP Web Link](#)

Wolfenstein, M. (1951). A Phase in the Development of Children's Sense of Humor. *Psychoanal. St. Child*, 6:336-350. [PEP Web Link](#)

Peller, L.E. (1956). Children's Humor. A Psychological Analysis: By Martha Wolfenstein. Glencoe, Illinois: The Free Press, 1954. 224 pp. *Psychoanal Q* (1956). *Psychoanalytic Quarterly*, 25:106-108. [PEP Web Link](#)

Wolfenstein, M. (1953). Children's Understanding of Jokes. *Psychoanal. St. Child*, 8:162-173. [PEP Web Link](#)

Zippin, D. (1966). Sex Differences and the Sense of Humor. *Psychoanal. Rev.*, 53B:45-55. [PEP Web Link](#)

Kris, E. Ego Development and the Comic. *Psychoanalytic Explorations in Art*, Ch. 8. London: George Allin and Unwin Ltd., 1953. [Available in [Library](#)]

Winterstein, A. Contributions to the Problem of Humor. *Psychoanal. Q.*, Vol. 3, 1934, p. 303-305. [PEP Web Link](#)

Peller, L.E. (1954). Libidinal Phases, Ego Development, and Play. *Psychoanal. St. Child*, 9:178-198. [PEP Web Link](#)

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:

Sullivan, H.S. (1953). Juvenile Era and Preadolescence. Chapter in *The Interpersonal Theory of Psychiatry* (pp. 227-262). New York, NY: W.W. Norton & Company, Inc. [Available in [Library](#)]

Terr, L.C. (1989). Terror Writing by the Formerly Terrified—A Look at Stephen King. *Psychoanal. St. Child*, 44:369-390. [PEP Web Link](#)

Vivona, J.M. (2007). Sibling Differentiation, Identity Development, and the Lateral Dimension of Psychic Life. *JAPA* (55) 1191-1215. [PEP Web Link](#)