



Winter, 2018

Freud II

Instructor: Julia Matthews, PhD, MD

This seminar is intended to introduce you to selected aspects of the evolution and elaboration of Freud's ideas during his middle phase (1910-1925). We will specifically consider Freud's perspective on unconscious processes, his shift from a topographic to a structural theory of the mind, the centrality of object relations to these theoretical changes, and the changes in his thinking about the nature of fundamental drives.

It had become plain to Freud that his early efforts answered some questions but also uncovered further problems. At the same time he sought to expand the reach of psychoanalytic understanding in new and puzzling areas: (1) experiences of self-love and self-hatred and their implications for normal development, paranoia, and severe depression; (2) inner objects and identifications, (3) the clinical and theoretical importance of repetitive, self-destructive, self-punishing features of mental life and destructive repetitions. Freud found himself obliged to modify his views of drives as well as his conception of mental systems and the properties of being conscious and unconscious. These considerations offered a greater elaboration of his theory of mental functioning, psychosexual development, anxiety and defense, the relation to reality, and the therapeutic action of psychoanalysis and finally led to the structural model of the mind (id/ego/superego).

The assigned readings are admittedly rather heavy! We will only be able to touch on selected aspects of these complex papers. Each of the major papers covered could easily comprise a full seminar on its own! It is my hope that we can understand together the major theoretical points and what motivated these.

I suggest that it may be helpful to purchase a book that is a useful explication of Freud's work:

Quinodoz, Jean-Michel (2004) *Reading Freud*. Routledge, New York, NY [Available in the library: check the reading folder or request from library@bpsl.org.]

Please bring up for discussion what you found interesting, puzzling, useful, or evocative personally and clinically. Throughout the seminar we will connect the theories discussed with clinical material, particularly your own clinical experience.

Contact information:

Julia Matthews

Julia.matthewsmd@gmail.com

781-449-8382 (office)

781-449-5163 (home)

781-929-6515 (cell, more urgent calls)

Part 1: The unconscious - These first two sessions will focus on the unique insights developed by Freud about the unconscious sources or influences in mental life – an idea that is perhaps the most central precept of all psychoanalytic thought.

Week ONE – Nov. 29

Main Topics: In several papers over the course of 20 years Freud carefully lays out his reasons for asserting that unconscious processes are *mental* despite being outside conscious awareness, and that they make powerful contributions to conscious perceptions, thought and feelings.

Readings:

Freud, S. (1911) *Formulations on the Two Principles of Mental Functioning* (S.E. XII, Pages 213-226) [PEP Web Link](#)

Freud, S. (1912) *A Note on the Unconscious in Psychoanalysis* (S.E. XII, Pages 255-266) [PEP Web Link](#)

Optional reading (but very helpful):

Freud, S. (1900) *The Interpretation of Dreams, Chapter VII, Section E, “The Primary and Secondary Process – Repression”* and Section F “The Unconscious and Consciousness – Reality” (Pages 588-621) [PEP Web Link](#)

Learning Objective: At the conclusion of this seminar candidates will be able to discuss the pleasure principle, the primary principle Freud thought to be responsible for exclusion of unconscious mental contents from consciousness, and the mechanisms of “repression.”

Week TWO – Dec. 6

Main Topics: Freud illuminates the distinct properties of conscious and unconscious thought, further elaborates the primary principles governing admission of thoughts to consciousness, suggests the mechanisms for exclusion of unacceptable thoughts, and discusses the interactions between conscious and unconscious mental contents.

Reading:

Freud (1915) *The Unconscious* (S.E. XIV, Pages 159-204) [PEP Web Link](#)

Learning Objectives:

- 1) At the conclusion of this seminar candidates will be able to detail the major arguments for positing unconscious processes and will be able to define the different categories of unconscious mental processes (e.g., descriptive vs. dynamic).
- 2) At the conclusion of this seminar candidates will be able to specify the distinct properties of conscious and unconscious processes and be able to describe the requirements for becoming conscious.

Part 2: Narcissistic vs. object libido and the beginnings of internal object relations – In “On Narcissism” Freud considers carefully the relation between self-love and love of the other. This work importantly anticipates his consideration of object relations, the influence of the actual object on psychic life and the enduring internalized role of the other.

Week THREE – Dec. 13

Main Topics: We will look at how Freud first considers the broader implications of narcissism for psychoanalysis, both in normal development and in psychopathology. Following from his observations of the megalomania and withdrawal of schizophrenics, he began to focus on the narcissistic transferences, hypothesizing about a primary infantile narcissism. Developing his theory, he writes of the relationships between two types of libido, that of object-libido and ego-libido, and he uses the study of love to continue looking at narcissism.

Reading:

Freud, S. (1914) *On Narcissism: an introduction, sections* (S.E. XIV, Pages 67-102) [PEP Web Link](#)

Learning Objective: At the conclusion of this seminar candidates will be able to discuss the theory of narcissistic libido, and how this might contribute to normal and pathological functioning.

Week FOUR – Dec. 20

Main Topics: Freud introduces the idea of the ego ideal, anticipating his later structural theory and the development of the super-ego.

Readings:

Freud, S. (1915) *Psycho-Analytic Notes on an Autobiographical Account of a Case of Paranoia, section III. Schreber* (S.E. XII, Pages 1-82) [PEP Web Link](#)

Freud, S. (1917) *Introductory Lectures, Lecture XXVI “The Libido Theory and Narcissism”* (S.E. XVI, Pages 412-430) [PEP Web Link](#)

Learning Objectives:

- 1) At the conclusion of this seminar candidates will be able to describe the relationship between narcissism and the ego ideal and discuss the regulation of self-esteem.
- 2) At the conclusion of this seminar candidates will be able to describe how Freud conceptualizes the contributions of narcissistic investments to the formation of psychosis.

Week FIVE – Jan. 3

Main Topics: ‘Mourning and melancholia’ shows Freud finding guilty conscience to be an independent actor in the genesis of severe or psychotic depression, in neurotic character, and in normal mental life. Freud’s account of ‘within-self’ relationships involving self-observation and self-criticism, based on internalization and identification, anticipates later changes in the theory of psychological systems.

Reading:

Freud, S. (1917) *Mourning and melancholia* (S.E. XIV, Pages 237-258) [PEP Web Link](#)

Learning Objective: At the conclusion of this seminar candidates will be able to describe how Freud develops the key difference between clinical depression and non-pathological grief—i.e., the loss of “self-regarding feelings” and the presence of “self-revilings”—into a distinct psychological structure built up from object loss and identification.

Part 3: Revision of drive theory

Week SIX - January 10

Main topics: In this paper Freud once again attempts to explain the basis of self-destructive behaviors, posttraumatic repetitions, and the human capacity for destruction. He postulates a death drive, one of the most controversial ideas of his theorizing.

Reading:

Freud, S. (1920) *Beyond the Pleasure Principle* (S.E. XVIII, Pages, 1-64) [PEP Web Link](#)

Optional reading:

Freud, S. (1915) *Thoughts for the Time on War and Death* (S.E. XIV, Pages 273-300) [PEP Web Link](#)

Learning Objective: Participants will be able to describe the clinical observations which led to Freud’s re-evaluation of the theory of drives, as well as his speculative account of a psychobiological structure which receives and binds stimulation from within and without, the traumatic breaching of this structure, and the subsequent “compulsion to repeat.”

Part 4: Structural Theory

Week SEVEN – Jan. 17

Main Topics: The emphasis will be on Freud’s presentation of the clinical grounds for distinguishing the facts or qualities of consciousness and unconsciousness from the nature of mental systems or structures, and on the implications he draws from re-thinking those systems.

Reading:

Freud, S. (1923) *The ego and the id – Chapter 1-3* (S.E. XIX, Pages 1-39) [PEP Web Link](#)

Freud, S. (1915) *Thoughts for the Times on War and Death* (S.E. XIV, Pages 273-300) [PEP Web Link](#)

Learning Objective: At the conclusion of this seminar candidates will be able to describe and compare the ‘topographical theory’ to the ‘structural theory’ and outline the reasons for Freud’s shift to a new model of the mind.

Week EIGHT – Jan. 24

Main Topics: We will consider the origin of superego in the resolution of the Oedipus, its relations to both ego and id, and the nature of internal object relations.

Readings:

Freud, S. (1923) *The ego and the id* (S.E. XIX, Pages 40-66) [PEP Web Link](#)

Freud, S. (1924) *The Dissolution of the Oedipus Complex*. (S.E. XIX, Pages 171-180) [PEP Web Link](#)

Learning Objective: At the conclusion of this seminar candidates will be able to delineate the distinct qualities and functions hypothesized for the id, ego and super-ego.