



## **Freud III - Early Fall, 2018**

Instructors: Mark Goldblatt and Jan Seriff

Welcome to Freud III. In this seminar, we look forward to reengaging Freud's writings and deepening our understanding of Freud's thinking through reading one of his most famous case studies and two seminal papers on the cultural implications of Freudian theory. We end with a paper that is the correspondence between Einstein and Freud, as pertinent today as it was when it was written in 1933. We mean to carefully read the texts, absorb what we can, ask questions of each other and of Freud, and continue to develop some sense of his thoughts and theories, while we assess their clinical relevance in clinical work today.

We begin with one of Freud's most famous patients, commonly known as 'The Wolfman'. As for the value of basing theory on one case study, we may read Freud's statement at the beginning of this case: "Naturally a single case does not give us all the information that we should like to have. Or, to put it more correctly, it might teach us everything, if we were only in a position to make everything out, and if we were not compelled by the inexperience of our own perception to content ourselves with a little" (S.E. XVII pp.10).

We will then read two papers on the cultural implications of Freud's theory. *The Future of an Illusion*, a paper in which religion, "the universal obsessional neurosis," is in conflict with the primacy of science, and Freud's belief in the factors that allows for humankind's evolution into maturity. *Civilization and its Discontents* focuses on the fragile equilibrium between drives and superego that people develop in order to live in a civilized society, an equilibrium designed to protect them but one which could also destroy them. *Why War?* is a wonderful written correspondence between Einstein and Freud.

What will remain constant is the focus on Freudian concepts that define psychoanalysis: the unconscious, the drive, sexuality, the symptom, and the place of the father. We look forward to studying these works together.

## **Syllabus:**

### **Session 1: 9/20/2018**

*From the History of an Infantile Neurosis*, (1918/[1914]) S.E. Vol XVII, pp 3-71. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to explain the relationship between the symptom and unconscious fantasy and the role of the castration complex in this relationship.

### **Session 2: 9/27/2018**

*From the History of an Infantile Neurosis*, (1918/1914) S.E. Vol XVII, pp 72-103. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to explain the role of anal eroticism in unconscious life and the role of the castration complex in anal eroticism.

### **Session 3: 10/4/2018**

*From the History of an Infantile Neurosis*, (1918/1914) S.E. Vol. XVII, pp 104-122. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to explain the role of drives in symptom formation.

### **Session 4: 10/11/2018**

*The future of an illusion*. (1927) S.E. Vol XXI, pp 3-29. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to explain Freud's notion of 'infantile helplessness' and its role in religion.

### **Session 5: 10/25/2018**

*The future of an illusion*. (1927) S.E. Vol XXI, pp 30-58. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to explain Freud's notion that religion represents the 'universal obsessional neurosis.'

### **Session 6: 11/1/2018**

*Civilization and its Discontents*. (1930/[1929]) S.E. Vol XXI, pp 64-107. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to define Freud's concept of 'the oceanic feeling' as a residue of an infantile wish.

**Session 7: 11/8/2018**

*Civilization and its Discontents.* (1930/[1929]) S.E. Vol XXI, pp 108-145. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to describe the connection between the individual's sense of guilt, the individual superego, and a 'cultural superego' and the potential for a 'neurotic' civilization.

**Session 8: 11/15/2018**

Why War? (1933[1932]) S.E. Vol XXII pp 199-215. [PEP Web Link](#).

At the conclusion of this class, the participant will be able to describe Freud's concept of the 'destructive instinct' and the inverse relationship between the growth of civilization and the inevitability of war.