



Seminar Year III

Development II

Winter I, 2019-2020

## **Preschool through Middle Childhood: The Development of the Child's Mind**

**Instructors: Sarah Birss, M.D. & Jane Hanenberg, Ed.D.**

### **Introduction**

In this seminar we will explore developmental issues of early and middle childhood; the preschool and school age period. We will address aspects of development from the preschool/Oedipal period through the middle childhood/latency period, up to puberty. This material will include modern ideas about the significance of the Oedipus, development of the superego and typical defenses, the role of play, and expanding views of gender.

Ideas about development are evolving rapidly. We will discuss some traditional theories and also explore current views of non-linear development that inform the most contemporary views of childhood. Current views include the importance of earlier experiences, especially traumas, on subsequent phases of development, as well as the importance of the child's developing relationships. Much of the clinical material will focus on treatment of adult patients, and the clinical iterations of childhood that can appear in the transference.

### **I. Thinking Developmentally in Psychoanalysis**

We will begin this course by asking "What does it mean to think developmentally in psychoanalysis?" We will explore how a developmental perspective can inform work not only with children, but also with adult patients in psychoanalysis.

Seligman, S. (2018). Theory II: What is a "robust developmental perspective"? *Relationships in development: Infancy, intersubjectivity, and attachment* (Chapter 4, pp. 62-72). NY: Routledge. [Available in the library: Check reading folder or request from [library@bps.org](mailto:library@bps.org)]

Chodorow, N. J. (2018). Love, respect, and being centered upon: Loewald's image of development in childhood and the consulting room. *Psychoanalytic Study of the Child*, 71(1), 224-233. [Available in the library: [Download](#) in the library, check reading folder or request from [library@bps.org](mailto:library@bps.org)]

#### **Optional:**

Settlage, C.F. (1980). Psychoanalytic developmental thinking in current and historical perspective. *Psychoanalysis and Contemporary Thought*, 3(2), 139-170. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this class, the participant will be able to identify two aspects of thinking developmentally.

## **II. The Oedipal Phase and Oedipus Complex: An Overview**

For this class we will read Freud's case of Little Hans. The case material gives a rich description of how a five year old thinks. We will also pay attention to how Freud used this case to illustrate his ideas about the oedipal phase and the Oedipus complex. The optional reading by Young-Buehl describes some of the evolution of ideas about the Oedipus complex, particularly Anna Freud's views.

Freud, S. (1909). Analysis of a phobia in a five-year-old boy ('Little Hans'). *SE: Vol. X* (pp. 3-100). [The full case includes an additional 50 pages of discussion, which is optional, though recommended.] [PEP Web Link](#)

**Recommended for Review:** Birss, S. & Boyd, K. (2018). *Developmental notes: Oedipal capacities/tradition to oedipal phase* (2 pages). [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

**Optional:** Young-Buehl, E. (2007). Little Hans in the history of child analysis. *Psychoanalytic Study of the Child*, 62, 28-43. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this class, the participant will be able to list three developmental tasks the child faces in the transition from the Preschool/Oedipal age to middle childhood/latency.

## **III. The Contemporary Oedipus: Looking Backward and Forward in the Developing Mind**

In this class, we include current ideas about the effects of trauma, complexity of development, relational views, and the changing focus on the maternal, on contemporary views of the Oedipus complex.

Fosshage, J.L. (2010). Implicit and explicit dimensions of oedipal phenomenology: A reassessment. *Psychoanalytic Inquiry*, 30(6), 520-534. [PEP Web Link](#)

Seligman, S. (2018). The move to the maternal: Gender, sexualities, and the Oedipus complex in light of intersubjective developmental research. In *Relationships in development: Infancy, intersubjectivity, and attachment* (Chapter 10, pp. 136-142). NY: Routledge. [Available in the library: Check reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

**Recommended:** Loewald, H.W. (1979). The waning of the Oedipus complex. *Journal of the American Psychoanalytic Association*, 27, 751-775. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this session, the participants will be able to describe 2 changes in perspective about the Oedipus over the last century.

## **IV. The Superego**

We will look at contemporary ideas about the superego, again looking at complexity and context, to think about the superego in relationship to mentalization, as part of affect regulation, perspective taking, and looking forward and backward in time. The Sedlak paper examines the

idea of a normal and pathological superego, and implications for continued development through life.

Jurist, E.L. (2014). Whatever happened to the superego? Loewald and the future of psychoanalysis. *Psychoanalytic Psychology*, 31(4), 489-501. [PEP Web Link](#)

Sedlak, V. (2016). The psychoanalyst's normal and pathological superegos. *IJP*, 97(6), 1499-1520. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

**Recommended:** Quinodoz, J.M. (2005). The superego (or ego ideal). In *Reading Freud: A chronological exploration of Freud's writings* (pp. 206-207). NY: Routledge. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

**Learning Objective:** At the conclusion of the seminar, participants should be able to describe and name two facets of the superego.

## V. Gender and Sexuality

The reading for this class expands prior notions of Oedipal development. Lichtenberg investigates the role of shame in sexual development, and Harris looks at social and gendered contexts in which development occurs.

Lichtenberg, J.D. (2008). The Oedipus complex in the 21st century. *Sensuality and sexuality across the divide of shame* (Psychoanalytic Inquiry Book Series, Vol. 25, Chapter 2, pp. 21-49). NY: The Analytic Press. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

Harris, A. (2000). Gender as soft assembly: Tomboys' stories. *Studies in Gender and Sexuality*, 1(3), 223-250. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this session the participant will be able to identify two contemporary changes in the understanding of gender development in childhood.

## VI. Middle Childhood/Latency Phase

Rona Knight's article looks at latency from a nonlinear dynamic systems approach to development. She obliges us to reconsider linear theories and how we think about and work with child patients. Proner has us look at these issues in adulthood.

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*, 62(2), 203-235. [PEP Web Link](#)

Proner, B.D. (2017). The latency complex: The dead hand of anti-development. *Journal of Analytical Psychology*, 62(4), 576-584. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

**Recommended:** Gilmore, K.J. & Meersand, P. (2015). Latency: The era of learning, autonomy, and peer relationships. In *The little book of child and adolescent development*

(Chapter 5, pp. 101-120). NY: Oxford University Press. [Available in the library: Check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

**Learning Objective:** At the conclusion of this seminar, participants will be able to discuss 2 tasks of latency.

## **VII. Symbolization and Fantasy in Middle Childhood**

We will discuss several versions of the common childhood fantasy of the family romance.

Corbett, K. (2001). Nontraditional family romance. *Psychoanalytic Quarterly*, 70(3), 599-624. [PEP Web Link](#)

Horner, T.M. & Rosenberg, E.B. (1991). The family romance: A developmental historical perspective. *Psychoanalytic Psychology*, 8(2), 131-148. [PEP Web Link](#)

**Optional:** Freud, S. (1909). Family romances. *SE: Vol. IX* (pp. 235-242). [PEP Web Link](#)

**Learning Objective:** At the conclusion of this class, participants will be able to describe a family romance fantasy in childhood.

## **VIII. Topics in Latency: Humor and Secrets**

These papers investigate two common preoccupations of the latent child -jokes and secrets.

Wolfenstein, M. (1953). Children's understanding of jokes. *Psychoanalytic Study of the Child*, 8, 162-173. [PEP Web Link](#)

Kulish, N. (2002). Female sexuality: The pleasure of secrets and the secret of pleasure. *Psychoanalytic Study of the Child*, 57, 151-176. [PEP Web Link](#)

**Learning Objectives:** At the conclusion of this seminar, participants will be able to describe a function of jokes and secrets for the school aged child.