



B P S I

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Freud II

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Welcome to Freud II. This 8 session 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).

Each of the major papers covered could easily comprise a full seminar on its own! It is our hope, by carefully reading these texts, we can understand together the major theoretical points and what motivated these.

Throughout the seminar we will connect the theories discussed with clinical material, particularly your own clinical experience. Please bring up for discussion what you find interesting, puzzling, useful, or evocative, personally and clinically. A useful book we can recommend is for its explication of Freud's work is:

Quinodoz, Jean-Michel (2004) *Reading Freud*. NY: Routledge. [Available for in-library use, on reserve in the library.]

Part 1: The unconscious

These first three 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 1 – Nov. 21, 2019

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. We will begin with one of Freud’s case histories, in order to set the stage for always reading Freud’s metapsychology in the context of his clinical practice and his efforts to understand his patients’ psychic reality.

Readings:

Freud, S. (1893). Case 4: Katharina. *SE II: Studies on hysteria* (pp. 125-134). [PEP Web Link](#)

Freud, S. (1911). Formulations on the two principles of mental functioning. *SE XII: The case of Schreber, papers on technique and other works* (pp. 213-226). [PEP Web Link](#)

Freud, S. (1912). A note on the unconscious in psycho-analysis. *SE XII: The case of Schreber, papers on technique and other works* (pp. 255-266). [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 2 – Dec. 5, 2019

Main Topics: In *The Unconscious*, Freud carefully lays out his reasons for asserting that unconscious processes are mental, despite being outside of conscious awareness, and that they make powerful contributions to conscious perceptions, thought, and feelings.

Reading:

Freud, S. (1915). The unconscious. *SE XIV: On the history of the psycho-analytic movement, papers on metapsychology and other works* (Sections I-III, pp. 159-179). [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.

Week 3 – Dec. 12, 2019

Main Topics: Freud continues to illuminate the distinct properties of conscious and unconscious thought, further elaborates the primary principle governing admission of thoughts to consciousness, and suggests the mechanisms for exclusion of unacceptable thoughts.

Reading:

Freud, S. (1915). The unconscious. *SE XIV: On the history of the psycho-analytic movement, papers on metapsychology and other works* (Sections IV-VII, pp. 180-204). [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.”

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 4 – Dec. 19, 2019

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. *SE XIV: On the history of the psycho-analytic movement, papers on metapsychology and other works* (Sections I-II, pp. 67-91). [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 5 – Jan. 2, 2020

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

Reading:

Freud, S. (1914). On narcissism: An introduction. *SE XIV: On the history of the psycho-analytic movement, papers on metapsychology and other works* (Section III, pp. 92-102). [PEP Web Link](#)

Learning Objective: 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.

Part 3: Identification with the object

Freud further develops his account of ‘within-self’ relationships involving self-observation and self-criticism, based on internalization and identification, which he had begun in the 1914 paper on narcissism.

Week 6 – Jan. 9, 2020

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 psychical systems.

Readings:

Freud, S. (1917). Mourning and melancholia. *SE XIV: On the history of the psycho-analytic movement, papers on metapsychology and other works* (pp. 237-258). [PEP Web Link](#)

Freud, S. (1915). On Transience. *SE XIV: On the history of the psycho-analytic movement, papers on metapsychology and other works* (pp. 303-307). [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 4: Structural theory

Week 7 – Jan. 23, 2020

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. *SE XIX: The ego and the id and other works* (Sections I-III, pp. 3-39). [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 8 – Jan. 30, 2020

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. *SE XIX: The ego and the id and other works* (Sections IV-V & Appendices, pp. 40-66). [PEP Web Link](#)

Freud, S. (1924). The dissolution of the Oedipus complex. *SE XIX: The ego and the id and other works* (pp. 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.