



Theory I: Basic Concepts

Seminar Year I Fall 2020

Andrea Celenza, Ph.D. and Jack Foehl, Ph.D.

Dear First Year Candidates:

Welcome to Basic Concepts! Our seminar is designed to provide an overview of fundamental concepts in psychoanalysis, and to explore how those ideas have developed over time and in contemporary psychoanalysis. Together we will examine some core concepts including the unconscious, transference, countertransference, defense, object, self, and intersubjectivity. We will also consider how these concepts are transformed when taking into account our social milieu, attending to our implicit (unconscious) biases, to the ways in which our understanding always evolves out of contexts that are shaped by our sociocultural and political world. We will visit some of the major schools of psychoanalytic thought, such as ego psychology, object relations, self-psychology, relational theory and field theory. We will explore how each new model responds to cultural change and to gaps, shifts and emphases in earlier theories. How does the same concept evolve and change, and which ideas are important to retain? How does theory affect how we listen and engage in the clinical setting? The current pluralistic climate of psychoanalytic practice involves being able to hold in mind differing ways of understanding our patients and the nature of unconscious process. Throughout, we will maintain a focus on basic concepts and theory as it pertains to clinical practice. Our readings are chosen from select classic and contemporary papers, from multiple perspectives. We hope our work together will help provide a foundation for the class to engage deeply in learning together, and to broaden and deepen your understanding and clinical practice throughout your psychoanalytic training!

Each week we will focus on a Primary Reading. As you read, please highlight two key passages that offer something specific that you would like to discuss or question. Consider how the given concept might be used in your clinical work. We have also included a Secondary Reading that we will refer to in class discussion as a non-required reading. The Additional Sources offer a background for further reference.

We look forward to Zooming with you in September, and to working together! Please don't hesitate to reach out to us with any questions.

Andrea and Jack

1. Unconscious Process September 24, 2020

Primary Reading:

Freud, S. (1915-16). The unconscious. Standard Edition XIV, pp. 159-215. [PEP Web Link](#)

Secondary (Optional) Reading:

Bromberg, P. M. (1991). On knowing one's patient inside out: The aesthetics of unconscious communication. *Psychoanalytic Dialogues*, 1(4): 399-422. [PEP Web Link](#)

Additional Sources:

Freud, S. (1915-16). Introductory lectures in psychoanalysis: Lecture II, Parapraxes (1). Standard Edition XV, pp. 25-39. [PEP Web Link](#)

Sandler, J. (1983). Reflections on some relations between psychoanalytic concepts and psychoanalytic practice. *International Journal of Psycho-Analysis*, 64: 35-45. [PEP Web Link](#)

Learning Objective: List the key qualities of unconscious process. Why is the unconscious the central organizing concept in psychoanalysis?

2. Social Unconscious October 1, 2020

Primary Reading:

Layton, L. (2020). Enacting Identity: Normative Unconscious Processes in Clinic and Culture. Presentation at the Institute for Clinical Social Work, Chicago, IL, June 26, 2020. [Available in the library: Check the reading folder or request from library@bpsi.org.]

Secondary (Optional) Reading:

Woods, A. (2020). The work before us: Whiteness and the psychoanalytic institute. *Psychoanalysis, Culture & Society*, 25: 230-249. [Available in the library: Check the reading folder or request from library@bpsi.org.]

Additional Sources:

Layton, L. (2020). Racial identities, racial enactments, and normative unconscious processes. In: *Toward a Social Psychoanalysis: Culture, Character, and Normative Unconscious Processes*. New York: Routledge. [Available in the library: Check the reading folder or request from library@bpsi.org.]

Leary, K. (2000). Racial enactments in dynamic treatment. *Psychoanalytic Dialogues*, 10(4), 639-654. [PEP Web Link](#)

Pick, D. (2009). 'In pursuit of the Nazi Mind?' the deployment of psychoanalysis in the Allied struggle against Germany. *Psychoanalysis and History*, 11(2) 137-157. [PEP Web Link](#)

Learning Objective: Define the normative unconscious. How does this concept change our emphasis in attending to unconscious process?

3. Transference and Countertransference October 8, 2020

Primary Reading:

Modell, A. (1990). Transference and levels of reality. In: *Other Times, Other Realities*, Cambridge: Harvard University Press, pp. 44-59. [Available in the library: Check the reading folder or request from library@bpsl.org.]

Secondary (Optional) Reading:

Jacobs, T. (1999). Countertransference past and present: A review of the concept. *International Journal of Psychoanalysis*, 80: 575-594. [PEP Web Link](#)

Additional Sources:

Joseph, B. (1985). Transference: The total situation. *International Journal of Psychoanalysis*, 66: 447-454. [PEP Web Link](#)

Winnicott, D. W. (1949). Hate in the countertransference. *International Journal of Psychoanalysis*, 30: 6-74. [PEP Web Link](#)

Freud, S. (1912). The dynamics of transference. *Standard Edition XII*, pp. 97-108. [PEP Web Link](#)

Epstein, L. (1979). The therapeutic function of hate in the countertransference. In: *The Therapist's Contribution to the Therapeutic Situation*. L. Epstein & Feiner, A.H. (Eds.), NY: Jason Aronson, pp. 213-234. [Available in the library: Check the reading folder or request from library@bpsl.org.]

Learning Objective: Describe the nature of "reality" in the transference. How is countertransference used as a clinical tool?

4. Defense and Resistance October 15, 2020

Primary Reading:

Schafer, R. (1969). The mechanisms of defence. *International Journal of Psychoanalysis*, 49: 49-62. [PEP Web Link](#)

Secondary (Optional) Reading:

Bromberg, P. M. (1995). Resistance, object-usage, and human relatedness. *Contemporary Psychoanalysis*, 31: 173-191. [PEP Web Link](#)

Additional Sources:

Steiner, J. (1993). A theory of psychic retreats. In: *Psychic Retreats: Pathological Organizations in Psychotic, Neurotic and Borderline Conditions*, New York: Routledge, pp. 1-13. [Available in the library: Check the reading folder or request from library@bps.org.]

Freud, S. (1917). Introductory lectures in psychoanalysis: Lecture XIX, Resistance and Repression. Standard Edition XVI, pp. 286-302. [PEP Web Link](#)

McWilliams, N. (2011). Primary defensive processes. In: *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. New York: Guilford Press, pp. 100-125. [Available in the library: Check the reading folder or request from library@bps.org.]

McWilliams, N. (2011). Secondary defensive processes. In *Psychoanalytic Diagnosis: Understanding Personality Structure in Clinical Process*. New York: Guilford Press. [Available in the library: Check the reading folder or request from library@bps.org.]

Cooper, S.H. (1990). Three Contemporary Theories of Defense and Adaptation: Some Clinical and Theoretical Considerations. *Psychoanalytic Psychology*, 7S(Supplement): 57-69. [PEP Web Link](#)

Learning Objective: Describe the classical “*structural theory*” of defense and the problems with the concept of “*mechanism*.”

5. Unrepresented States October 29, 2020**Primary Reading:**

Freud, S. (1911). Formulations regarding the two principles in mental functioning. Standard Edition, XII, pp. 218-226. [PEP Web Link](#)

Secondary (Optional) Reading:

Ogden, T. (1988). On the dialectical structure of experience—Some clinical and theoretical implications. *Contemporary Psychoanalysis*, 24: 17-45. [PEP Web Link](#)

Additional Sources:

Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psychoanalysis*, 27: 99-110. [PEP Web Link](#)

Stern, D. B. (1983). Unformulated experience: From familiar chaos to creative disorder. *Contemporary Psychoanalysis*, 39(2): 137-145. [PEP Web Link](#)

Levine, H. (2012). The colourless canvas: Representation, therapeutic action and the creation of mind. *International Journal of Psychoanalysis*, 93(3): 607-629. [PEP Web Link](#)

Learning Objective: Describe two clinical examples of unrepresented states and two examples of represented or symbolic states.

6. **Self** November 6, 2020

Primary Reading:

Winnicott, D.W. (1960). Ego distortion in terms of true and false self. In: *The Maturational Processes and the Facilitating Environment* (1965). *Int. Psycho-Anal. Lib.*, 64:1-276. London: The Hogarth Press and the Institute of Psycho-Analysis. Chapter 12, pp.140-152. [Available in the library: Check the reading folder or request from library@bpsi.org.]

Secondary (Optional) Reading:

Kirshner, L. A. (1991). The concept of the self in psychoanalytic theory and its philosophical foundations. *Journal of the American Psychoanalytic Association*. 39: 157-183. [PEP Web Link](#)

Additional Sources:

Kohut, H. (1979). The two analyses of Mr. Z. *International Journal of Psychoanalysis*, 60(3): 3-27. [PEP Web Link](#)

Kohut. (1984). The curative effect of analysis: The self psychological reassessment of the therapeutic process. In: *How Does Analysis Cure?*, Chicago, IL: U. Chicago Press. [Available in the library: Check the reading folder or request from library@bpsi.org.]

Learning Objective: Define true self and false self and describe an example of each.

7. **Object** November 12, 2020

Primary Reading:

Winnicott, D. W. The use of the object. *International Journal of Psychoanalysis*, 50: 711-716. [PEP Web Link](#)

Secondary (Optional) Reading:

Ogden, T. H. (2016). Destruction reconceived: On Winnicott's 'The Use of an Object and Relating Through Identifications'. *International Journal of Psychoanalysis*, 97(5): 1243-1262. [PEP Web Link](#)

Additional Source:

Aguayo, J. (2018). D.W.Winnicott, Melanie Klein, and W.R. Bion: The controversy over the nature of the external object – holding and container/contained (1941-1967). *Psychoanalytic Quarterly*, 87(4): 767-807. [PEP Web Link](#)

Learning Objective: *Define “use” in Winnicott’s theory. How is this term reconceived by Ogden?*

8. Intersubjective Processes November 19, 2020

Primary Reading:

Ogden, T. H. (2004). The analytic third: Implications for psychoanalytic theory and technique. *Psychoanalytic Quarterly*, 73(1): 167-195. [PEP Web Link](#)

Secondary (Optional) Reading:

Falaras, V. (2012). Notes on intersubjectivity and the psychoanalytic field. *International Forum of Psychoanalysis*, 21: 202-206. [PEP Web Link](#)

Additional Sources:

Green, A. (2004). Thirdness and psychoanalytic concepts. *Psychoanalytic Quarterly*, 73(1): 99-135. [PEP Web Link](#)

Brown, L. J. (2009). Bion’s ego psychology: Implications for an intersubjective view of psychic structure. *Psychoanalytic Quarterly*, 78(1) 27-55. [PEP Web Link](#)

Chodorow, N. J. (2004). The American independent tradition: Loewald, Erikson, and the (possible) rise of intersubjective ego psychology. *Psychoanalytic Dialogues*, 14(2):207-232. [PEP Web Link](#)

Gill, M. M. (1983). The interpersonal paradigm and the degree of the therapist’s involvement. *Contemporary Psychoanalysis*, 19: 200-237. [PEP Web Link](#)

Benjamin, J. (1995). *Recognition and destruction: An outline of intersubjectivity.* In *Like Subjects, Love Objects*, New Haven, CN: Yale Univ. Press. [Available in the library: Check the reading folder or request from library@bpsl.org.]

Learning Objective: Define “third” as used in the clinical setting and describe a clinical example.