



Development II 2020-2021

Seminar Year III

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

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

Theories about development are evolving rapidly. We will discuss some traditional theories and also explore current views of non-linear development that inform contemporary views of childhood. Much of the clinical material will focus on treatment of adult patients, and the clinical iterations of childhood that can appear in the transference. We will also explore the phenomenon of play in treatment, and its developmental rewards.

Each week we will focus on a primary reading. As you read, please highlight a key passage that offers something specific that you would like to discuss or have a question about. 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, which is not required.

I. Dec 3, 2020 -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.

Chodorow, N. J. (2018) Love, Respect, and Being Centered Upon. *Psychoanalytic Study of the Child*, 71:224-233. [Download from the [Reading folder](#) or request from library@bpsl.org].

(Optional) Birss, S. and Boyd K. 2018 Developmental Notes: Oedipal Capacities/Tradition to Oedipal Phase (2 pages). [Download from the [Reading folder](#) or request from library@bpsl.org].

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

II. Dec 10, 2020- 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 may think. 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-Bruehl describes some of the evolution of ideas about the Oedipus complex.

Freud, S. (1909) Analysis of a Phobia in a Five-Year-Old Boy (‘Little Hans’). *SE: Vol. X*:1-100. (The full case includes an additional 50 pages of discussion, which is optional, though recommended.) [PEP Web Link](#).

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

Learning Objective: At the conclusion of this class, the participant will be able to list 3 developmental tasks the child faces in the transition from the Preschool/Oedipal age to middle childhood/latency

III. Dec 17, 2020 - The Contemporary Oedipus: Looking Backward and Forward in the Developing Mind

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

Loewald, H.W. (1979) The Waning of the Oedipus Complex.” *JAPA* 27:751-775. [PEP Web Link](#).

(Optional) Fossahage, James L. (2010) Implicit and Explicit Dimensions of Oedipal Phenomenology: A Reassessment. *Psychoanalytic Inquiry*, 30: 520-534. [PEP Web Link](#).

(Optional) Gilmore and Meersand. (2015) *The Little Book of Child and Adolescent Development*. "The Oedipal Phase and the Oedipal Complex: Developmental Advances and Theoretical Considerations." Oxford University Press. Pp 71-94. [Download from the [Reading folder](#) or request from library@bps.org].

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. Jan 7, 2021- The Superego

We will look at contemporary ideas about the superego. We will 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.

Sedlak, V. (2016) The Psychoanalyst's normal and pathological superegos. *IJP* 97(6),1499-1520. [PEP Web Link](#).

Optional: Quinodoz, J-M. (2005) *Reading Freud: A chronological exploration to Freud's writings. The superego (or ego ideal)*, pp. 206-207. New York: Routledge. [Download from the [Reading folder](#) or request from library@bps.org].

Optional: Jurist, Elliot (2014) Whatever Happened to the Superego? Loewald and the Future of Psychoanalysis. *Psychoanalytic Psychology* 31(4):489-501. [PEP Web Link](#).

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

V. Jan 1, 2021- Gender and Sexuality

The reading for this class expands traditional ideas of Oedipal development. Harris looks at social and gendered contexts in which development occurs. In the optional article, Lichtenberg investigates the role of shame in sexual development.

Harris, Adrienne, (2009) "Tomboys' Stories" in *Gender as Soft Assembly*, Routledge. pp131-155. (Also on PEP as Harris, A. (2000) *Gender as Soft Assembly: Tomboys' Stories. Studies in Gender and Sexuality*, 1(3), 223-250. [Download from the [Reading folder](#) or request from library@bps.org].

(optional) Lichtenberg, J. (2007) *Sensuality and Sexuality Across the Divide of Shame. Chapter 2. The Oedipus complex in the 21st century*, Volume 25 of *Psychoanalytic Inquiry Book series*, CRC Press. [Download from the [Reading folder](#) or request from library@bps.org].

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.

January 21, 2021 Academic Lecture

VI. January 28, 2021- Latency

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. In the optional article, Proner has us look at these issues in the treatment of adults.

Knight, Rona. (2014) A Hundred Years of Latency: From Freudian Psychosexual Theory to Dynamic Nonlinear Development in Middle Childhood, *JAPA* 62(2):203-235. [PEP Web Link](#).

(optional) Proner, Barry D, (2017) The Latency Complex: the dead hand of anti-development. *Journal of Analytical Psychology*, 62(4):576-584. [Download from the [Reading folder](#) or request from library@bpsl.org].

Learning Objective: At the conclusion of this seminar, participants will be able to discuss 2 tasks of latency, evidenced in child or adulthood.

VII. Feb 4, 2021- Symbolization and Fantasy:

We will discuss several versions of the common childhood fantasy, known as the Family Romance.

Corbett, K. (2001). Nontraditional Family Romance. *Psychoanal. Q.*, 70(3):599-624. [PEP Web Link](#).

Optional: Horner, T.M., Rosenberg, E.B. (1991) The Family Romance: A Developmental Historical Perspective. *Psychoanal. Psychol.* 8(2)-131-148). [PEP Web Link](#).

Optional: Freud, S. (1909) Family Romances, *SE: Volume IX* (1906-1908),235-242. [PEP Web Link](#).

Learning Objective: At the conclusion of this class, participants will be able to describe two facets of the family romance fantasies in childhood.

Feb 11 – Psychoanalytic meetings

VIII. Feb 18, 2021- Development at Play

We will discuss the role of play in development as described in the relational treatment of a latency aged boy. We will also look at the role of reading in latency as a cognitive function which promotes ego development.

Bonovitz, C. (2015). A Child Therapist at Work: Playing, Talking, and the Therapist's Inner Dialogue. *Psychoanalytic Dialogues*, 25, 18-28. [PEP Web Link](#).

Learning Objective: At the conclusion of this session the participant will be able to discuss the role of play in therapy with children and its implications for adult treatment.