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Development II

Seminar Year III

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

Sarah Lusk

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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, the role of play, and expanding views of gender.

Theories about development are evolving rapidly. We will discuss some traditional theories and explore current views of non-linear development that inform contemporary views of childhood. Some 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 focus on 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 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. Each week we will read a selection from children's literature as we begin class, to immerse ourselves in the mind of a child.

I. Dec 2, 2021. 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. Please read both articles.

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@bps.org].

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 9, 2021. 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-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 understand the tasks the child faces in the transition from the Preschool/Oedipal age to middle childhood/latency.

III. Dec 16, 2021. The Contemporary Oedipus: Looking Backward and Forward in the Developing Mind

In this class, we explore current ideas about the complexity of development and contemporary views of the Oedipus complex.

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

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

(Optional) Gilmore, K. and Meersand, P. (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@bpsl.org].

Learning Objective: At the conclusion of this class, the participant will be able to describe two changes in perspective about the Oedipus over the last century.

IV. January 6, 2022. Dynamic Systems Theory: A Different Developmental Model

Knight's article looks at latency from a nonlinear dynamic systems perspective. She invites 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, R. (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, B. D, (2017) The Latency Complex: the dead hand of anti-development. *Journal of Analytical Psychology*, 62(4): 567-584. [PEP Web Link](#)

Learning Objective: At the conclusion of this class, the participant will have come to identify the meaning of “dynamic systems theory” and its role in the development of the grade school child.

V. January 13, 2022. Reflective Capacities in Latency

In this class, we will learn about the latent child's burgeoning cognitive capacities. Jemarin discusses the latent child's psychic reality, and the developmental experiences which give a child access to a “reflective mode.” In the optional article, Fonagy offers a different idea about the development of reflective capacity and the mind of the school aged child.

Jemarin, J. (2004). Latency and the Capacity to Reflect on Mental States. *Psychoanalytic Study of the Child*, 59: 211-239 [PEP Web Link](#)

(Optional) Fonagy, P., & Target, M. (1996). Playing with reality: I. Theory of mind and the normal development of psychic reality. *Int. J. Psycho-Anal.*, 77: 217-233. [PEP Web Link](#)

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

January 20, 2022. Academic Lecture

VI. January 27, 2022. 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, A. (2009) “Tomboys' Stories” in *Gender as Soft Assembly*, Routledge. Pp 131-155. (Also, on PEP as Harris, A. (2000) *Gender as Soft Assembly: Tomboys' Stories. Studies in Gender and Sexuality*, 1(3): 223-250. [PEP Web Link](#) or [Download from the [Reading folder](#) or request from library@bpsl.org].

(Optional) Lichtenberg, J. (2008) *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. Pp. 21-49 [Download from the [Reading folder](#) or request from library@bps.org].

Learning Objective: At the conclusion of this seminar, the participant will be able to discuss two facets of cognitive flexibility which are evidenced in latency.

VII. February 3, 2022. Symbolization and Fantasy

We will discuss several versions of the common childhood fantasy, known as the Family Romance. Ken Corbett's version of the family romance addresses contemporary models of family constellations.

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, the participant will be able to describe two facets of the family romance fantasies in childhood.

VIII. February 10, 2022. Development at Play

We will discuss the role of play in development as described in the relational treatment of a latency aged boy and muse about parallel experiences with adult patients.

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.