

Syllabus
PT 142 Human Development: How The Mind Unfolds (Semester 2)
J. Wade Fall 2017

Mon. 5:30-7:30
CMPS: 30 Clock Hours
NYGSP: 2 Credits

Course Description

This course will use readings and class discussion to examine developmental dynamics of the evolving structure of the mind of children. Determination of the distinction between character development and underlying temperament will be assessed as the class progresses. Study of psychoanalytic viewpoints and the evolution of theoretical changes will be addressed in class discussion and required assignments. Oedipal development paramount to maturation will be explored with antecedent pre oedipal elements taken into account.

Objectives

The student will be able to:

- trace the development maturational phases and their transformation through the oral, anal, urethral, phallic, and oedipal stages;
- describe the influence these stages have on character and early communication patterns as reflected in early socialization struggles and interactive processes, while recognizing temperamental aspects of children;
- identify drive fusion and the evolution of self and other; and
- delineate the controversies about development and the influence one's developmental perspective has on clinical work.

Teaching Method

Class discussion of readings and concepts.

Course Requirements

Logs

Weekly logs that convey a student's thoughts and feelings about the class, the instructor and other students, as well as the readings. Rather than simply reporting on what you read, use the logs to process the material and link it to the discussion and your own experience. Logs should be emailed by the Sunday before class to mswadejennifer@gmail.com.

Final Paper

A five- to eight-page paper, using class readings to explore a subject relating to early childhood development.

Method of Evaluation

Class participation, attendance, quality of writing in the logs and in the final paper.

Assigned Readings

Class 1

Watch:

Renner, E. (Director). (2016). *The beginning of life* [Motion picture]. Brazil: Maria Farinha Filmes. Available on Itunes and Amazon.

Winnicott, D. W. (1971). Transitional objects and transitional phenomena In *Playing & reality* (pp. 1-25). London, England: Tavistock. (PEP)

Class 2

Abraham, K. (1966). Contributions to the theory of the anal character. In *On character and libido development: six essays* (pp. 165-187). New York, NY: Basic Books. (Original work published 1921)

Freud, A. (1963). The concept of developmental lines. *Psychoanalytic Study of the Child*, 18, 245-265. (PEP)

Class 3

Erikson, E. H. (1980). *Identity and the life cycle* (pp. 51-87). New York, NY: Norton.

Mahler, M. S. (1968). On the concepts of symbiosis and separation-individuation. In *On human symbiosis and the vicissitudes of individuation* (pp. 7-31). New York, NY: International Universities Press.

Class 4

Bowlby, J. (1940). The influence of early environment in the development of neurosis and neurotic character. *International Journal of Psychoanalysis*, 21, 154-178. (PEP)

Ross, J. M. (2007). Trauma and abuse in the case of Little Hans: A contemporary perspective. *Journal of the American Psychoanalytic Association*, 55, 779-797. (PEP)

Class 5

Winnicott, D. W. (1958). Aggression in relation to emotional development. In *Collected papers* (pp. 204-218). London, England: Tavistock Publications. (Original work published 1950-1955) (PEP, under title *Through paediatrics to psycho-analysis*)

Winnicott, D. W. (1962). Ego integration in child development. In *The maturational processes and the facilitating environment* (pp. 56-63). New York, NY: International Universities Press. (PEP)

Class 6

Winnicott, D. W. (1963). From dependence towards independence in the development of the individual. In *The maturational processes and the facilitating environment* (pp. 83-92). New York, NY: International Universities Press. (PEP)

Winnicott, D. W. (1969). The use of an object. *International Journal of Psychoanalysis*, 50, 711-716. (PEP)

Class 7

Chodorow, N. J. (1992). Heterosexuality as a compromise formation: Reflections on the psychoanalytic theory of sexual development. *Psychoanalysis and Contemporary Thought*, 15, 267-304. (PEP)

Class 8

Balsam, R. H. (2015). Oedipus Rex: Where are we going, especially with females?. *Psychoanalytic Quarterly*, 84, 555-588. When on CMPS campus, this article can be retrieved at <http://onlinelibrary.wiley.com/doi/10.1002/psaq.12020/full>

Class 9

Loewald, H. W. (1979). The waning of the Oedipus complex. *Journal of the American Psychoanalytic Association*, 27, 751-775. (PEP)

Class 10

Ogden, T. H. (2006). Reading Loewald: Oedipus reconceived. *International Journal of Psychoanalysis*, 87, 651-666. (PEP)

Class 11

Bollas, C. (1992). Why Oedipus? In *Being a character* (pp. 218-246). New York, NY: Hill and Wang

Class 12

Buchberg, L. (2014). Oedipus in Brooklyn: Reading Freud on women, watching Lena Dunham's *Girls*. *Psychoanalytic Quarterly*, 83, 121-150. When on CMPS campus, this article can be retrieved at <http://onlinelibrary.wiley.com/doi/10.1002/j.2167-4086.2014.00079.x/full>