

**Syllabus**  
**PT 147 Adulthood**  
**M. Cornick      Fall 2019**

**Tue. 7:15-9:15**  
**NYGSP: 2 Credits**

**Course Description**

This course identifies the central developmental tasks and inherent conflicts of adulthood. Young adults struggle with pregenital and genital aims, including the repetition of incestuous longings and the fear of intimacy. Middle age and older adults face new realities: limitations of possibility, physical and sexual changes, the departure of children, marital readjustments, and the awareness of death. Also examined are early conflicts that re-emerge in the aging process and transference, countertransference and resistance issues in the treatment of adult patients.

**Course Objectives**

Students will be able to:

- Recognize primitive elements of the libidinal aggressive impulses of adult behavior as they are presented through case material;
- Describe the importance of the capacity to integrate emotions and perceptions with reality testing;
- Discuss and write about developmental theory as it pertains to the tasks and conflicts of young adulthood through the later stages of the life cycle.
- Identify central conflicts and their potential resolutions across the lifespan, through clinical examples.

**Course Requirements**

- **Class Attendance:** Students are expected to attend all classes. Credit will not be given to students who have more than two absences.
- **Class Participation:** Students will be expected to study the required readings before class and be prepared to discuss them.
- **Class Presentation:** Once during the semester, each student will give an oral presentation of that particular week's assigned reading.
- **Written Logs:** (approximately 250 words by email) A log is required after each class and should be emailed no later than the Sunday before class to [milena@cornicks.com](mailto:milena@cornicks.com).
  - a.) At the top of each log:  
Student's name, PT147, date of class for the log written, instructor's name and log number.
  - b.) The log is a private communication to the instructor enumerating:
    1. Thoughts, feelings and reactions from the previous class regarding course content and observation of class dynamics.
    2. A short critique of the assigned reading for that class.
    3. The final log is a self-evaluation of how you met the course requirements.

These logs make clear that you have read and engaged with the reading and are able to relate them to class process. Questions and comments from the logs may serve as a springboard for class discussion.

- **Final paper:** A 5 to 8 page paper due the last day of class, the paper will cover a selected aspect of adulthood. It should follow APA style and a bibliography of references should be included.
  - The final paper will be graded **Pass** when:
    1. The selected topic is clearly identified.
    2. Terms are defined clearly and used appropriately.
    3. Citations include 2 from the current reading list and 1 from an external source.
    4. It should follow APA style including a bibliography of references.
  - The final paper will be graded **Low Pass** when:
    1. The selected topic is not clearly identified.
    2. Terms are not defined clearly and used appropriately.
    3. 2 sources from the current reading list and 1 external source are not cited.
    4. The paper is less than 5 pages long, without the reference page.
    5. The appropriate APA format is not followed.
    6. The paper is submitted after the due date.

A paper that is incompletely developed in most areas and/or does not meet basic graduate level standards for written work will be returned to the student for improvement in order to receive credit. If the unacceptable paper is not returned to the instructor with revisions by a date agreed upon by the instructor and the student, the student will receive a grade of **No Credit**.

**Elements of Evaluation:** class participation, attendance, quality of writing in the logs and the final paper.

### **Grading**

To earn a grade of “**Pass**,” the student:

- Misses no more than 2 class meetings
- Submits 12 logs in a timely manner
- Demonstrates an understanding of the course subject material in class and in the logs
- Presents a clear and well-organized analysis to the class of the assigned reading
- Submits a well-developed final paper that meets the criteria requested

To receive a grade of “**Low Pass**,” the student:

- Misses no more than two class meetings
- Submits 12 logs
- Demonstrates one or more of the following:
  - Minimal participation in class
  - Minimal understanding of the course subject matter in class discussion
  - Completes all assignments but some are submitted late
  - Final paper is incompletely developed, some but not all of the criteria are met, and/or relevant psychoanalytic theories are poorly integrated
  - Logs that do not regularly address the two stated criteria

To receive a grade of “**Incomplete**,” the student:

- Does not submit acceptable written work by the last class of the semester or by a date specified by the instructor.

To receive a grade “**No Credit**,” the student:

- Misses more than two classes.
- Does not submit acceptable written work on the last day of class or by a date specified by the instructor.
- Regularly exhibits disruptive behavior that interferes with the functioning of the class.

### **Academic Honesty**

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one’s own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violations may lead to failing this course, academic probation, or in repeated cases, suspension or expulsion.

**To access full text documents from the PEP links, you’ll need to first log into your PEP account.**

### **Assigned Readings**

#### **Class 1**

Clevans, E. L. (1983). On maturity. *Modern Psychoanalysis*, 8, 131-133.

<http://www.pep-web.org/document.php?id=mpsa.008.0131a>

Freud, S. (1953). Three essays on the theory of sexuality; The sexual aberrations. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological work of Sigmund Freud* (Vol. 7, pp. 135-149; 149-159). London, England: Hogarth Press. (Original work published 1905)

<http://www.pep-web.org/document.php?id=se.007.0000a>

Freud S. (1953). The differentiation between men and women: The finding of an object. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological work of Sigmund Freud* (Vol. 7, pp. 219-231). London, England: Hogarth Press (Original work published 1905)

<http://www.pep-web.org/document.php?id=se.007.0000a>

#### **Class 2**

Blos, P. (1962). When and how does adolescence end.? In *The adolescent passage: Developmental issues* (pp. 404-420). New York, NY: International Universities Press.

Miller, L. (1999). The transition from late adolescence to young adulthood: Oedipal themes. In D. Hindle & M. V. Smith (Eds.), *Personality development: A psychoanalytic perspective* (pp. 138-157). New York, NY: Routledge.

#### **Class 3**

Escoll, P. J. (1987). Psychoanalysis of young adults: an overview. *Psychoanalytic Inquiry*, 7, 5-30.

<http://www.pep-web.org/document.php?id=pi.007.0005a>

Miller, J. M. (2017). Young or emerging adulthood: A psychoanalytic view. *The Psychoanalytic Study of the Child*, 70, 8-21.

#### **Class 4**

- Colarusso, C. A., & Montero, G. J. (2007). Transience during midlife as an adult psychic organizer: The midlife transition and crisis continuum. *The Psychoanalytic Study of the Child*, 62, 329-358.  
<http://www.pep-web.org/document.php?id=psc.062.0329a>
- Lidz, T. (1976). The middle years. In *The person: His and her development throughout the life cycle* (Rev. ed.) (pp. 486-510). New York, NY: Basic Books.

#### **Class 5**

- Colarusso, C. A., & Nemiroff, R. A. (1979). Some observations and hypotheses about the psychoanalytic theory of adult development. *International Journal of Psychoanalysis*, 60, 59-71.  
<http://www.pep-web.org/document.php?id=ijp.060.0059a>
- Nemiroff, R. A., & Colarusso, C. A. (1980). Authenticity and narcissism in the adult development of the self. *Annual of Psychoanalysis*, 8, 111-120.  
<http://www.pep-web.org/document.php?id=aop.008.0111a>

#### **Class 6**

- Celenza, A. (2007). Analytic love and power: Responsiveness and responsibility. *Psychoanalytic Inquiry*, 27, 287-301.  
<http://www.pep-web.org/document.php?id=pi.027.0287a>
- King, P. (1980). The life cycle as indicated by the nature of the transference in psychoanalysis of the middle-aged and elderly. *International Journal of Psychoanalysis*, 61, 153-160.  
<http://www.pep-web.org/document.php?id=ijp.061.0153a>

#### **Class 7**

- Chodorow, N. (2003). "Too late": Ambivalence about motherhood, choice and time. *Journal of The American Psychoanalytic Association*, 51, 1181-1198.  
<http://www.pep-web.org/document.php?id=apa.051.1181a>
- Holmes, L. (2000). The object within: Childbirth as a developmental milestone. *Modern Psychoanalysis*, 25, 109-124.  
<http://www.pep-web.org/document.php?id=mpsa.025.0109a>

#### **Class 8**

- Diamond, M. J. (1986). Becoming a father: A psychoanalytic perspective on the forgotten parent. *Psychoanalytic Review*, 73D(4), 41-64.  
<http://www.pep-web.org/document.php?id=psar.073d.0041a>
- Gurwitt, A. (1988). On becoming a family man. *Psychoanalytic Inquiry*, 8, 261-279.  
<http://www.pep-web.org/document.php?id=pi.008.0261a>

#### **Class 9**

- Hirsch, I. (1997). On men's preference for men. *Gender and Psychoanalysis*, 2, 469-486.  
<http://www.pep-web.org/document.php?id=gap.002.0469a>
- Josephs, L. (2007). Primal fatherhood and primal rage. *American Journal of Psychoanalysis*, 67, 150-161).  
<http://www.pep-web.org/document.php?id=ajp.067.0150a>

### **Class 10**

Notman, M. T. (2002). Changes in sexual orientation and object choice in women. *Psychoanalytic Inquiry*, 22, 182-195.

<http://www.pep-web.org/document.php?id=pi.022.0182a>

Spira, M., & Berger B. (2001). The penultimate: Understanding adult women beyond menopause. *Psychoanalytic Social Work*, 8, 27-42.

<http://www.pep-web.org/document.php?id=psw.008a.0027a>

### **Class 11**

Hinze, E. (1987). Transference and countertransference in the psychoanalytic treatment of older patients. *The International Review of Psycho-Analysis*, 14, 465-474.

<http://www.pep-web.org/document.php?id=irp.014.0465a>

Lipson, C. T. (2002). Psychoanalysis in later life. *Psychoanalytic Quarterly*, 71, 751-775.

<http://www.pep-web.org/document.php?id=paq.071.0751a>

Semel, V. G. (1990). Confrontations with hopelessness: Psychoanalytic treatment of the older woman. *Modern Psychoanalysis*, 15, 215-224.

<http://www.pep-web.org/document.php?id=mpsa.015.0215a>

### **Class 12**

Bernstein, A. (1987). Love and death: Letting go. *Modern Psychoanalysis*, 12, 195-206.

<http://www.pep-web.org/document.php?id=mpsa.012.0195a>

Kaplan, H. S. (1990). Sex, intimacy, and the aging process. *Journal of the American Academy of Psychoanalysis*, 18, 185-205.

<http://www.pep-web.org/document.php?id=jaa.018.0185a>

### **Additional Readings**

Erikson, E. H. (1980). On the generational cycle: An address. *The International Journal of Psychoanalysis*, 61, 213-223.

Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Lax, R. F. (2001). Psychic and social reality in aging. *The Psychoanalytic Review*, 88, 755-770.

Levinson, D. S. (1978). *The seasons of a man's life*. New York, NY: Ballantine Books.