

Syllabus
PT 159 Unconscious Fantasy
F. Newsome Fall 2019

Tue. 7:30-9:30
NYGSP: 2 Credits

Course Description

The class is designed to provide a historical perspective of the concept of unconscious fantasy along with consideration of the various meanings and differences in understanding and the theoretical controversies that developed regarding the concept. Manifestations of unconscious fantasy are explored through the psychoanalytic literature and clinical material, in the somatic realm and in seemingly “rational” thought.

Objectives

The student will be able to:

- compare and contrast various psychoanalytic perspectives on unconscious fantasy;
- examine the relationship of unconscious fantasy to transference, resistance and the creative process;
- explore the ways in which sex and aggression are expressed in unconscious fantasy; and
- identify the language of the unconscious as it appears in verbal and nonverbal communication and psychic symptoms.

Method of Instruction

The instructor will lead discussion of assigned readings and students will contribute with responses to readings, questions and presentation of clinical material that will demonstrate their understanding of the concept of unconscious fantasy.

Course Requirements

Class attendance: Students are expected to attend all classes. Credit will not be given to students who have more than two excused absences. When feasible, notification by telephone to the instructor of an intended absence is expected at least 24 hours prior to the class that will be missed.

Methods of Evaluation

Twelve written logs (approximately 250 words by email) are to be completed soon after each class meeting and submitted to the instructor before the following class meeting. The log is a private communication to the instructor enumerating:

1. thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics.
2. a short critique of the assigned reading for that class
3. for the final log, a self-evaluation of how you met the course requirements

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

Student's name, PT 159, date of class for which log is written, instructor's name, and log # should be at the top of each email. Logs should be emailed by the Monday before class to newsome65@aol.com.

Final Exam

Due in last class.

The exam will cover the class material and focus on demonstrating that the objectives of the class have been mastered.

The final exam will be graded Pass when:

- 1) Terms are defined clearly
- 2) Answers demonstrate an understanding of definitions of unconscious phantasy
- 3) Demonstration of understanding the controversies surrounding the concept
- 4) Demonstrate how libido and aggression are expressed in unconscious phantasy

The final exam will be graded Low Pass when:

- 1) Terms are not defined or are used incorrectly
- 2) Student has inadequately answered or shown a limited understanding of the four class objectives
- 3) The exam is submitted after the due date

Elements of Evaluation

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

Grading: Students may receive a Pass (P), Low Pass (LP), Incomplete (I), or No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion and by the quality of writing in the logs and in the final exam.

For a grade of “Pass,” the student

- 1) Misses no more than two class meetings
- 2) Demonstrates through class discussions, logs and final exam a clear understanding of the basic concept of unconscious fantasy
- 3) Submits 12 logs that meet the requirements
- 4) Submits all assignments on time

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
 - Problematic/disruptive participation in class
 - Minimal understanding of the course subject matter in class discussion or presentation.
 - All assignments are completed but some are submitted late.
 - Final exam indicates that student did not meet the minimum understanding of the concept
 - Logs 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 meeting of the semester or date specified by the instructor.

To receive “No Credit,” the student

- Does not submit acceptable written work within 30 days after the end of the semester *or*
- Regularly exhibits disruptive behavior that interferes with the functioning of the class *or*
- Misses more than two classes.

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. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

Please note – when you're on library PCs or campus wifi, articles from the June 2017

***International Journal of Psychoanalysis* (Classes 2, 4, & 6) can be retrieved from**

<https://www.tandfonline.com/toc/ripa20/98/3?nav=tocList>

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

Assigned Readings

Class 1

Klein, M. (2017). *Lectures on technique by Melanie Klein* (pp. 8-14, 42-70). J. Steiner (Ed.). London, England: Routledge.

Class 2

Segal, H. (1957). Notes on symbol formation. *International Journal of Psychoanalysis*, 38, 391-397.

<http://www.pep-web.org/document.php?id=ijp.038.0391a>

Weiss, H. (2017). Unconscious phantasy as a structural principle and organizer of mental life: The evolution of a concept from Freud to Klein and some of her successors. *International Journal of Psychoanalysis*, 98, 799-819.

Class 3

Spillius, E. (2001). Freud and Klein on the concept of phantasy. *International Journal of Psychoanalysis*, 82, 361-373.

<http://www.pep-web.org/document.php?id=ijp.082.0361a>

Class 4

Giustino, G. (2017). Further developments of the concept of fantasy. *International Journal of Psychoanalysis*, 98, 831-839.

Jimenez, J. P. (2017). Unconscious fantasy (or phantasy) as clinical concept. *International Journal of Psychoanalysis*, 98, 595-610.

Class 5

Isaacs, S. (1948). The nature and formation of phantasy. *International Journal of Psychoanalysis*, 29, 73-97.

<http://www.pep-web.org/document.php?id=ijp.029.0073a>

Ogden, T. H. (2011). Reading Susan Isaacs: Toward a radically revised theory of thinking. *International Journal of Psychoanalysis*, 92, 925-942.

<http://www.pep-web.org/document.php?id=ijp.092.0925a>

Class 6

Blass, R. B. (2017). Reflections on Klein's radical notion of phantasy and its implications for analytic practice. *International Journal of Psychoanalysis*, 98, 841-859.

Bronstein, C. (2015). Finding unconscious phantasy in the session: Recognizing form. *International Journal of Psychoanalysis*, 96, 925-944.

<http://www.pep-web.org/document.php?id=ijp.096.0925a>

Class 7

Lear, J. (2002). Jumping from the couch. *International Journal of Psychoanalysis*, 83, 583-595.

<http://www.pep-web.org/document.php?id=ijp.083.0583a>

Meadow, P. W. (2000). Creating psychic change in analysis. *Modern Psychoanalysis*, 25, 3-22.

<http://www.pep-web.org/document.php?id=mpsa.025.0003a>

Class 8

Grotstein, J. (2008). The overarching role of unconscious phantasy. *Psychoanalytic Inquiry*, 28, 190-205.

<http://www.pep-web.org/document.php?id=pi.028.0190a>

Segal, H. (2003). Phantasy and reality. In R. Steiner (Ed.) *Unconscious phantasy* (pp. 199-209). London, England: Karnac.

Class 9

Gaddini, E. (1982). Early defensive fantasies and the psychoanalytical process. *International Journal of Psychoanalysis*, 63, 379-388.

<http://www.pep-web.org/document.php?id=ijp.063.0379a>

McDougall, J. (1995). From the silence of soma to the words of the psyche. In *The many faces of Eros* (pp. 153-167). New York, NY: W. W. Norton.

Class 10

Ferro, A. (2005). 'Evidence': Starting again from Bion. In *Seeds of illness, seeds of recovery* (pp. 63-68). New York, NY: Brunner-Routledge.

Ogden, T. (1985). On potential space. *International Journal of Psychoanalysis*, 66, 129-141.

<http://www.pep-web.org/document.php?id=ijp.066.0129a>

Class 11

Likierman, M. (2001). 'Figures wholly divorced from reality' – The departure from Freud. In *Melanie Klein: Her work in context* (pp. 65-84). London, England: Continuum.

Likierman, M. (2001). 'This unreal reality' – Klein's concept of phantasy. In *Melanie Klein: Her work in context* (pp. 136-143). London, England: Continuum.

Class 12

- McDougall, J. (1995). Sexuality and the creative process. In *The many faces of Eros* (pp. 53-68). New York, NY: W. W. Norton.
- Segal, H. (1952). A psycho-analytical approach to aesthetics. *International Journal of Psychoanalysis*, 33, 196-207.
<http://www.pep-web.org/document.php?id=ijp.033.0196a>

Additional Readings and Resources

- Bell, D. (2017). Unconscious phantasy: Some historical and conceptual dimensions. *International Journal of Psychoanalysis*, 98, 785-798.
- Freud, S. (1955). The uncanny. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 17, pp. 217-252). London, England: Hogarth Press. (Original work published 1919)
- Freud, S. (1964). Dreams and occultism. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 22, pp. 31-56). London, England: Hogarth Press. (Original work published 1933)
- Freud, S. (1958). The occurrence in dreams of material from fairy tales. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 12, pp. 279-287). London, England: Hogarth Press. (Original work published 1913)
- Freud, S. (1961). Dreams. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 15, pp. 83-233). London, England: Hogarth Press. (Original work published 1916)
- Freud, S. (1960). Psychopathology of everyday life. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 6, pp. 1-239). London, England: Hogarth Press. (Original work published 1901)
- Laqueria, T. (1998). Symbolic imagery: An aspect of un verbalized communication. *Modern Psychoanalysis*, 23, 23-33.
- Laqueria, T. (2005). Listening with the intuitive ear. *Modern Psychoanalysis*, 30, 60-72.
- Lecours, S., & Bouchard, M.-A. (1997). Dimensions of mentalization: Outlining levels of psychic transformation. *International Journal of Psychoanalysis*, 78, 855-875.
- Levy, S. T., & Inderbitzin, L. B. (2001). Fantasy and psychoanalytic discourse. *International Journal of Psychoanalysis*, 82, 795-804.
- Lombardi, R. (2002). Primitive mental states and the body: A personal view of Armando B. Ferrari's Concrete Original Object. *International Journal of Psychoanalysis*, 83, 363-381.
- Lyon, K. A. (2003). Unconscious fantasy: Its scientific status and clinical utility. *Journal of the American Psychoanalytic Association*, 51, 957-967.
- McDougall, J. (1991). Scenes from psychic life. In *Theaters of the mind* (pp. 40-64). New York, NY: Brunner Mazel.
- Mitrani, J. (1996). Toward an understanding of unmentalized experience. In *A framework for the imaginary* (pp. 205-247). Northvale, NJ: Jason Aronson.
- Ogden, T. (1989). On the concept of an autistic-contiguous position. *International Journal of Psychoanalysis*, 70, 127-140.
- Rothman, R. (2011). When the body does the talking. *Modern Psychoanalysis*, 36, 4-28.
- Shapiro, T., & Inderbitzin, L. B. (1989). Unconscious fantasy. *Journal of the American Psychoanalytic Association*, 37, 823-835.