

Syllabus
PT 171 Systematic Investigations and Ethics
R. García Spring 2018

Mon. 7:30-9:30
CMPS: 30 Clock Hours
NYGSP: 2 Credits

Course Description

This course focuses on what constitutes scientific inquiry in both the human sciences and psychoanalysis and examines a number of related issues: the validity of the critique of psychoanalysis as a non-science; the response that that critique has stimulated among analysts; and perhaps most important, the implications of that critique for on-going psychoanalytic research. Because research is the life-blood of any discipline's survival (it establishes that discipline's ability to assert the validity of its epistemological assumptions), research is an essential component of the Center's training. This course, then, includes discussions of the context in which psychoanalytic research has been done historically, recently, and in the present. For this reason, this course also includes discussions of both the new biology of the mind, in particular its applications for psychoanalysis, as well as an assessment of the kind of research design that is best suited to psychoanalysis. It is to this latter purpose that special attention is given to the research design underlying the Master's-level paper and the Single-Case study required of the Certificate program. Finally, to further elucidate the importance of research design, this course will also include an examination of a famous psychological study on psychosis and end with an exercise in applied psychoanalysis, the write-up of which constitutes one of the course's requirements.

Course Objectives

The student will be able to:

- understand the epistemological basis for psychoanalytic assumptions
- have a sense of how psychoanalysts have responded to critiques of these assumptions
- understand the role of research in promoting the place of psychoanalysis in the mental health sciences
- understand where psycho-social and psychoanalytic research methods meet
- understand differences in research design and their use in ethically appropriate research
- write up an applied psychoanalysis using a psychoanalytic methodology

Method of evaluation

(1) **Attendance:** A minimum of ten (10) sessions' attendance is a requirement for receiving credit for the course.

(2) **Paper:** Because this is an introductory course, and also because a course's readings should be incorporated into any written assignment, the **topic** for the **required paper** (15 pp minimum) **is set**. (See guidelines below.) The advantage in this procedure is that it makes the use of the Center's approach to research papers, and for this reason, the paper also functions as a natural extension of what the course attempts to teach.

(3) **Logs:** A description of the student's experience in class is required before the beginning of the next session; these logs should be submitted weekly and by email to raulagarciaphd@gmail.com.

Assigned Readings

Topic I: Ideas and Conflicts at Issue --What is Psychoanalysis?

Class 1: Basic Psychoanalytic Concepts: Abstracting a Psychoanalytic Research Methodology from its Assumptions

- a) Freud, S. (1957). Five lectures. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 11, pp. 7-55). London, England: Hogarth Press. (Original work published 1909). (PEP)

Class 2: Basic Psychoanalytic Concepts (continued): Abstracting a Psychoanalytic Research Methodology from its Assumptions

- a) Freud, S. (1964). An outline of psychoanalysis. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 23, pp. 141-207). London, England: Hogarth Press. (Original work published 1938). (PEP)

Topic II: Is Psychoanalysis a Science?

Class 3: Scientific Critique of Psychoanalysis

- a) Bowlby, J. (1981). Psychoanalysis as a natural science. *International Review of Psychoanalysis*, 8, 243-256. (PEP)
- b) Kandel, E.R. (2005). Biology and the future of psychoanalysis. In *Psychiatry, psychoanalysis, and the new biology of mind* (pp. 59-106). Washington, DC: American Psychiatric Publishing.

Class 4: Psychoanalysts Respond: Psychoanalysis Can Be a Science

- a) Kernberg, O.F. (2006). The pressing need to increase research in and on psychoanalysis. *International Journal of Psychoanalysis*, 87, 919-926. (PEP)

Perron, R. (2006). How to do research? Reply to Otto Kernberg. *International Journal of Psychoanalysis*, 87, 927-932. (PEP)

Kernberg, O. F. (2006). Research anxiety: A response to Roger Perron's comments. *International Journal of Psychoanalysis*, 87, 933-937. (PEP)
- b) Stepansky, P. E. (2010). Science matters. In *Psychoanalysis at the margins* (pp. 217-250). New York, NY: Other Press.

Class 5: Psychoanalysts Respond: What are the Options?

- a) Meissner, W. W. (1989). A note on psychoanalytic facts. *Psychoanalytic Inquiry*, 9, 193-220. (PEP)
- b) Strenger, C. (1994). Epilogue: Psychoanalysis between hermeneutics and science. In *Between hermeneutics and science: An essay on the epistemology of psychoanalysis* (pp. 209-217). Madison, CT: International Universities Press.

Topic III: What is a Valid Science?

Class 6: Valid Science, Research Design, and Ethics

- a) Maxwell, J. A. (2005). Goals: Why are you doing this study? In *Qualitative research design* (2nd ed.) (pp. 15-32). Thousand Oaks, CA: Sage Publications.
- b) Maxwell, J. A. (2005). Research questions: What do you want to understand? In *Qualitative research design*. (2nd ed.) (pp. 65-78). Thousand Oaks, CA: Sage Publications.
- c) Aron, L. (2000). Ethical considerations in the writing of psychoanalytic case histories. *Psychoanalytic Dialogues*, 10, 231-245. (PEP)

Topic IV: Reconciling Definitions

Class 7: Is the Psychoanalytic Method Scientific, Afterall?

- a) Clarke, S., & Hoggett, P. (2009). Researching beneath the surface: A psychosocial approach to research practice and method. In S. Clarke & P. Hoggett (Eds.), *Researching beneath the surface* (pp. 1-26). London, England: Karnac.
- b) Bucci, W. (1997). Linking feelings and words. In *Psychoanalysis and cognitive science* (pp. 214-228). New York, NY: Guilford Press, 214-228.

Class 8: Research Design, Psychoanalytic Concepts, and a Modern Psychoanalytic Methodology

- a) Meadow, P. W. (1974). A research method for investigating the effectiveness of psychoanalytic techniques. *Psychoanalytic Review*, 61, 79-94. (PEP)
- b) Mackay, N., & Poser, S. (2004). The case study in psychoanalytic education. *Modern Psychoanalysis*, 29, 171-192. (PEP)

Class 9: A Classic Psychological Case-Study

- a) Rokeach, M. (1964). *The three Christs of Ypsilanti* (pp. 3-73). London, England: Arthur Baker

Class 10: Case-Study Continued

- a) Rokeach, M. (1964). *The three Christs of Ypsilanti* (pp. 309-331). London, England: Arthur Baker

Class 11: Applied Psychoanalytic Research: An Exercise in Qualitative Literary Analysis

- a) Gogol, N. (1834). *Diary of a madman*. [photocopy edition]

Class 12: Applied Psychoanalytic Research Continued

- a) Gogol, N. (1834). *Diary of a madman*. [photocopy edition]

Format for the Paper

The purpose of this paper is to use parts of the Center's research model to analyze Gogol's *Diary of a Madman* as an exercise in an "applied psychoanalysis." What makes this an "applied psychoanalysis" is that it is not on a patient, so certain aspects of a "live-psychoanalysis" will be missing: the transference and counter-transference; and the details or feelings of an interaction with an actual person (resistances, induced feelings, interventions).

The question being answered in this paper is: "Which psychoanalytic assumptions might you single out as explanation for the dynamics of the protagonist's (Poprishchin's) story?" Please answer this question using the following format.

Narrative: this entails retelling the story in your own words, not only what happens in the story and how it turns out, but primarily focused on the **dynamics** of the story: what motivates the actions of the main character, Poprishchin; how he interacts with the other characters; which of Poprishchin's feeling states are conscious; which unconscious. While focused on dynamics, this narrative is not designed to reach a conclusion at this point but rather to sort out which dynamics seem most important. (Do the story's dynamics conform to any of the psychoanalytic dynamics abstracted from *Five Lectures* or *Outline*?)

Methodology: here you would say which **dynamics** you are following in the story and why you think they more important than others. (Again, use the list of possible dynamics abstracted from *Five Lectures* or *Outline*.)

Findings: here you begin to connect the dynamics you have found most important to what they tell you about the story and Poprishchin --these are your **inferences**.

Conclusions: here you would consider your findings. Do your inferences make sense? What do they tell you? These inferences form the basis of your interpretation (or conclusion) of the character Poprishchin or of the story itself.