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 raulagarcia.phd@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**


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


**Topic II: Is Psychoanalysis a Science?**

**Class 3: Scientific Critique of Psychoanalysis**


**Class 4: Psychoanalysts Respond: Psychoanalysis Can Be a Science**


Class 5: Psychoanalysts Respond: What are the Options?


Topic III: What is a Valid Science?

Class 6: Valid Science, Research Design, and Ethics


Topic IV: Reconciling Definitions

Class 7: Is the Psychoanalytic Method Scientific, Afterall?


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


Class 9: A Classic Psychological Case-Study


Class 10: Case-Study Continued


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


Class 12: Applied Psychoanalytic Research Continued


**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.