



The New Jersey Institute for Training in Psychoanalysis

#S104 - Introduction to Freud

Instructor: Wilda Mesias, PhD

Spring 2024

Via Zoom

Course Description:

Psychoanalysis began with Freud and his groundbreaking vision of the unconscious. In this course, the students will learn how Freud created psychoanalysis as a theory of mind and as a method of treatment. The course will present an introduction to basic yet important ideas in psychoanalysis. Students will learn the concepts of unconscious motivation, drives and their expression, repetition compulsion, resistance, transference, and countertransference. Other themes will include Freud's topographical and structural theories, dreams and their relationship to unconscious derivatives, metapsychology, symptom formation, conflict, and defense. Students will become acquainted with some of Freud's most well-known cases. Theory and technique will be consistently examined via ongoing case presentations, case vignettes, and critical engagement with the material.

Course Objectives:

1. Students will be able to examine the development, thematic parallels, and complexities of the core ideas about mental life that continue to underlie current understandings of the human mind. This will be accomplished through class discussion and case vignettes.
2. By the end of the course candidates will be able to demonstrate basic competence in Freudian terminology and technique. How these ideas shaped and continue to influence contemporary practice and theory will be evaluated in each meeting.
3. Students will be able to apply theoretical concepts discussed in class to their clinical work. This will be accomplished through case presentations and a writing assignment. By the same token, students will be able to formulate technically proficient clinical interventions with their patients based on the class readings, class discussions, and case examples.

Course etiquette and confidentiality: Given that we will be having our class discussions on Zoom, it is critical that we all be respectful and mindful of one another's time and space. As such, please keep your cameras on and mute yourselves while others are presenting their thoughts. Additionally, because our case discussions and other discussions may feature confidential clinical information (or other sensitive information not to be disclosed outside of the learning environment), **it is imperative that you (1) find a place in which to log in to the class that is private and in which you and others cannot be overheard and (2) refrain from discussion of the above-mentioned confidential or sensitive information outside of our class time.**

Reading Material:

You will need the following book (available on Amazon):

Mendelsohn, R. (2021). *Freudian thought for the contemporary clinician: A primer on psychoanalytic theory*. Routledge. **{hereinafter Mendelsohn, R. (2021).}**

The rest of the readings will be found on a Dropbox folder I will make available to all of you.

Writing Requirement:

A three to five page paper that demonstrates an understanding of the concepts analyzed in class and their application. We will discuss this requirement in our first meeting.

Class and Readings:

Class I: Introduction and overview.

The context in which Freud's ideas developed (biographical, historical, social, intellectual, etc.) will be explored. We will critically consider the significance of Sigmund Freud's discoveries and ideas. We will examine the ways in which Freud's theory of mind has had an impact on various psychotherapeutic approaches.

Required reading:

Mendelsohn, R. (2021). Chapter 1.

Breuer, J., & Freud, S. (1895). On the psychical mechanism of hysterical phenomena: Preliminary communication from studies on hysteria. *Standard Edition, II*, 1-17.

Breuer, J. & Freud, S. (1893-1895). Fräulein Anna O, case histories from studies on hysteria. *Standard Edition, II*, 19-47.

Fleetwood, B. (2015). *The 12 things Sigmund Freud Got Right*. Huffington post. https://www.huffpost.com/entry/the-12-things-sigmund-fre_b_7225976

Ackerman, S. (2020). A diagnosis for psychoanalysis in the 21st century: Freud as medicine. *Psychoanalytic Quarterly*, 89, 667-688.

Class II: Dreams and screen memories.

By looking at screen memories and dreams we will see how different psychological phenomena can screen and deflect intrapsychic material and obscure it from consciousness. We will critically examine what for many is considered Freud's most important work, *Die Traumdeutung (The Interpretation of Dreams)* (1899). Freud saw dreams as the "royal road" to the unconscious and as such he considered dream analysis fundamental for psychoanalysis. Students will explore this crucial topic.

Required reading:

Mendelsohn, R. (2021). Chapters 2 & 3.

Freud, S. (1899). Screen memories. *Standard Edition, III*, 303-322.

Freud, S. (1901). On dreams. *Standard Edition, V*, 633-686.

Optional reading:

Ackerman, S. (2019). "I may allow myself to do this": Conflict in Freud's writing of *The Interpretation of Dreams*. *Journal of the American Psychoanalytical Association*, 67(5), 767-787.

Suggested viewing:

Hewitson, O. (2020). VIDEO. *Freud's unconscious the psychoanalysis of a dream and its dreamer*. <https://www.lacanonline.com/2020/08/freuds-unconscious-the-psychoanalysis-of-a-dream-and-its-dream>.

Class III. Drive (Trieb)

Freud used the German term *Trieb* to refer to the notion that human behavior is the result of motivational forces, drives, or instincts. From a scientific standpoint, Freud saw these forces as having source, aim, and object and as being of a maturational and developmental nature. We will explore these ideas along with the notions of symptoms, neuroses, and character.

Required reading:

Mendelsohn, R. (2021). Chapter 4.

Freud, S. (1905). Three essays on the theory of sexuality. *Standard Edition*, VII, 173-200.

Freud, S. (1894). The neuro-psychoses of defense. *Standard Edition*, III, 45-61.

Freud, S. (1896). Further remarks on the defense neuro-psychoses. *Standard Edition*, III, 162-185.

Freud, S. (1908). Character and anal eroticism. *Standard Edition*, IX, 167-176.

Optional Reading:

Lehman, P. (2019). Neurobiology and psychoanalysis. *Psychoanalytical Inquiry*, 39(6), 439-442.

Class IV: The unconscious and the topographical model of the mind.

We will discuss Freud's original model of the mind: the topographic model consisting of the unconscious, conscious, and preconscious. We will critically analyze Freud's ideas of the unconscious and its derivatives.

Mendelsohn, R. (2021). Chapter 5.

Freud, S. (1901). The psychopathology of every day life. *Standard Edition*, VI, 1-7.

Freud, S. (1911). Formulation on the two principles of mental functioning. *Standard Edition*, XII, 218-226.

Freud, S. (1915). The unconscious. *Standard Edition*, XIV, 159-195.

Birksted-Breen, D. (2019). Pathways to the unconscious: When the body is the receiver/instrument. *International Journal of Psychoanalysis*, 100(6), 1117-1133.

Optional reading:

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(3), 799-819.

Class V: Freud's cases and technique

We will analyze some of Freud's most well-known cases from a classical perspective and from more contemporary perspectives. Particular attention will be given to transference, countertransference, and the role of interpretation. We will consider Freud's recommendations for the practice of psychoanalysis. We will pay particular attention to concepts such as evenly hovering attention, neutrality, analysis of transference, and therapeutic aim/action.

Mendelsohn, R. (2021). Chapters 9 & 10.

Freud, S. (1905). Fragment of an analysis of a case of hysteria. *Standard Edition*, VII, 1-123.

Freud, S. (1912). Recommendations to physicians practising psychoanalysis. *Standard Edition*, XII, 109-120.

Brothers, D. (2017). If Freud were a woman: Gender, uncertainty, and the psychology of being human. *Psychoanalytic Inquiry*, 37(6), 419-424.

Optional reading:

Blum, H.P. (2018). Reconstruction in the present two-person psychoanalysis: The wolf man case reconstructed. *Journal of the American Psychoanalytical Association*, 66(3), 479-492.

Class VI: On narcissism and mourning and melancholia.

As Freud continued to develop his theory, he expanded on the topographical model and began to consider not only ego libido but object libido. With his writing *Zur Einführung des Narzissmus (On Narcissism)* (1914) he presented ideas of primary and secondary narcissism as well as the notion of the ego ideal. We will consider and explore the evolution and impact of these ideas.

Required reading:

Mendelsohn, R. (2021). Chapter 6.

Freud, S. (1914). On narcissism. *Standard Edition*, XIV, 67-102.

Freud, S (1917). Mourning and melancholia. *Standard Edition*, XIV, 243-258.

May, U. (2019). In conversation: Freud, Abraham and Ferenczi on "Mourning and Melancholia" (1915–1918). *International Journal of Psychoanalysis*, 100(1), 77-98.

Class VII : The structural model

We will gain insight into how, with the publication of *Das Ich und das Es (The Ego and the Id)* (1923), Freud arrives at the structural point of view (Id, Ego and Superego). With this tripartite model Freud creates his theory of personality organization. Students will achieve basic competence in the application of this theory.

Required reading:

Mendelsohn, R. (2021). Chapter 8.

Freud, S. (1923). The ego and the id. *Standard Edition, XIX*, 1-66.

Freud, S. (1926). Inhibitions, symptoms, and anxiety. *Standard Edition, XX*, 75-100.

Santamaría, J. (2018). Has castration anxiety anything to do with psychoanalysis?. *Psychoanalytic Inquiry, 38*(1), 91-105.

Class VIII: Beyond the pleasure principle.

Freud said that “Love and work are the cornerstones of our humanness.” As the seminar reaches its end we will evaluate the meaning of those words. We will analyze the turning point Freud reaches in *Jenseits Des Lustprinzips (Beyond the Pleasure Principle)* (1920). We will consider the differences between psychoanalysis and psychotherapy and these differences’ implications for treatment.

Mendelsohn, R. (2021). Chapters 7 & 11.

Freud, S. (1920). Beyond the pleasure principle. *Standard Edition, XVIII*, 7-23.

Ahlskog, G. (2020). Your therapist is wrong—and so am I: What is psychoanalysis?: 100 years after Freud's ‘Secret Committee.’ By Barnaby B. Barratt. New York, NY. *Psychoanalytical Review, 107*(1), 35-55.

Mahalel, A.T. (2021). “Are we dead?”: Time in H.D.’s dialogue with Freud. *The International Journal of Psychoanalysis, 102*(2), 297-314.

Alberini, C.M. (2020). Rethinking the framework of the project for a scientific psychology. *Neuropsychoanalysis, 22*(1-2), 37-41

