

The Hebrew University of Jerusalem

Syllabus

PSYCHOANALYSIS AFTER FREUD - 51553

Last update 01-02-2015

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Psychology

Academic year: 2

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Gaby Shefler

Coordinator Email: refael.yonatan@mail.huji.ac.il

Coordinator Office Hours: after class, Meeting shall be determined in advance

Teaching Staff:

Shlomo Beinart

Prof Gaby Shefler
Ury Fleishman

Course/Module description:

Psychoanalytic thinking after Freud has undergone transformations and changes. Some see them as a splitting from the original attitude and some see them as convergence to a more complex structure. In the course number of theoretical developments in psychoanalytic thinking, as expressed in the Kleinian, object relations, self psychology and relational theories will be reviewed.

Course/Module aims:

Providence of basic acquaintance with the major psychoanalytic theories after Freud.

Enabling critical-comparative discussion between various theories in regard to the basic assumptions, the theoretical and procedural concepts, the definition of pathology and mental health and the analytic technique.

Learning outcomes - On successful completion of this module, students should be able to:

Capacity to read critically, articles and case studies from the variety of different theoretical approaches. Capacity to conceptualize social and human phenomena, including psychotherapy cases using the basic concepts of the theories.

Attendance requirements(%):

85

Teaching arrangement and method of instruction: Lectures.

Submission of three exercises.

Small group discussion exercise - permission.

Writing a final paper.

Course/Module Content:

Mrs. Michal Selinger -

Melanie Klein:

Lesson 1 - Historical background, various models of anxiety, dependence and interaction between love and hate, what is mental health.

Lesson 2 - Psychoanalysis of Children, object relations and unconscious fantasy, the body as a platform to emotional development.

Lesson 3 - The two positions: Paranoid-Schizoid position and the depressive position. Typical anxieties, object relations and major defense mechanisms.

Dr. Yehuda Frankel -

Donald Winnicott:

Lesson 4 - Mother - baby, environment and spontaneous movement. The Scientific environment in which Winnicott's ideas has developed. Comparison of the Freudian and the Klienian babies.

Fairbairn: movement impulse and movement towards an object.

Background on British society: Melanie Klein, Anna Freud and the mainstream.

Intra-psychic environment and external environment:

Mother - baby unit, primary maternal preoccupation.

The importance of the environment in the development of going on being: the Damage the continuity of existence. Disappointment, withdrawal and their consequences.

The technical implication and importance of the clinical environment.

Lesson 5 - True self and false self:

The Significance of the false self as a developmental failure, as the defense of the inner nuclear and as a maternal function. The significance of the true self as a non-verbal structure and as a psychosomatic unit.

About the technical implications.

Lesson 6 - Transitional space and transitional phenomena. Reality is found and invented. The paradox as a psychological and philosophical position. Transitional space as a space of creativity. Transitional space and cultural phenomena.

The place where we live.

Transitional objects:

Symbolism as a developmental route.

Transitional object: control and renunciation.

The clinical and technical importance of the transitional space.

Ms. Tali Tamir - Oron -

Self-psychology:

Lesson 7 - Introduction and acquaintance with the self-psychology - we will review the basic concepts of Heinz Kohut's approach and examine the changes and innovations in theoretical psychoanalytic thinking that Kohut created with the establishment of the self-psychology.

Lesson 8 – Empathy: We will Look closely at the centrality of Empathy in the Kohutian approach, we will review the ethical aspects arising from this position, examine the various aspects of the presence and absence of empathy.

Lesson 9 - Sexuality and aggression in the self-psychology: we will close the introduction for the self-psychology with review of the topics of sexuality and aggression in this theory. We will examined the pathological and the healthy aspects of urges in the self-psychology thinking

*Dr. Shlomo Beinhart -
Relational approach:*

*Lesson 10 - Introduction and Background
The background for the growth of the relational approach, both within and outside psychoanalysis. In doing so we will relate to the shift for thinking about "the psychology of two people, and the centrality of trauma in the mental development.*

*Lesson 11 - Rethinking key concepts
as part of the shift in thinking that the relational approach brings some questions will be raised again key concepts in analytical thinking, both those relating to theoretical thinking and to the technical and clinical aspects of treatment.*

*Lesson 12 - Analytic technique
In this lesson we will discuss some of the concepts central to treatment, such as interpretation, the therapist's position, and what is transference.*

Summary and Discussion

Lesson 13 - Dialogue between approaches – In the presence of all the course lectures.

Refael Yonatan Leus and Roi Elishar

Lesson 14 - summary, revision and preparation for final paper.

Required Reading:

Benjamin, Jessica. The bonds of love: Psychoanalysis, feminism, & the problem of domination. Pantheon, 1988.

Daniel, Patricia. "Child analysis and the concept of unconscious phantasy." In Clinical lectures on Klein and Bion, pp. 14-23. London and New York: Tavistock/Routledge, 1992.

Kohut, Heintz, Strozier, Charles B. Self psychology and the humanities: Reflections

on a new psychoanalytic approach. New York: WW Norton, 1985.
Mitchell, Stephen A. *Hope and dread in psychoanalysis*. Basic Books, 1995.
Segal, Hanna. "Melanie Klein." Viking press 1980.
Steiner, John. "The equilibrium between the paranoid-schizoid and the depressive positions." In *Clinical lectures on Klein and Bion*, pp. 46-58. London and New York: Tavistock/Routledge, 1992.
Winnicott, D. W. "(1953). *Transitional Objects and Transitional Phenomena—A Study of the First Not-Me Possession*1." *International Journal of Psycho- Analysis* 34 (1953): 89-97.
Winnicott, D. W. *Primary maternal preoccupation*. London: Tavistock, 1956.
Winnicott, Donald W. "Ego distortion in terms of true and false self. " *The maturational processes and the facilitating environment* 1, no. 965 (1960): 140-152.

Winnicott, Donald W. "From dependence towards independence in the development of the individual." *The maturational processes and the facilitating environment* (1963): 83-92.
Winnicott, Donald W. "The place where we live." *Playing and reality* 109 (1971).

Additional Reading Material:

none

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 100 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:

teaching assistant:

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