FREUD IV: Theoretical and Clinical Papers in Freud’s Middle-to-Late Period

The Center for Psychoanalytic Study

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Alternate Fridays, 10:00-12:00 PM
Winter/Spring Semester, 2008

COURSE OUTLINE AND READINGS

Course Description and Course Objectives

This course will survey some of Freud’s major and nuanced, influential writings with respect to psychoanalytical theory, psychotherapy, as well as culture and its vicissitudes. Some of the seminal papers and monographs of Freud’s Middle and Later periods will receive especial focus. The continuing evolution and relevance of Freud’s thought across time will be examined in light of the prior courses offered in this sequence. While often discussed, it has appeared that even a fair number of psychoanalytic institutes may not require that candidates actually read and critically discuss the primary texts that constitute the touchstone for any discourse that claims to situate itself within the psychoanalytical movement. For example, concepts such as the ego, the id, and the super-ego are so widely discussed as to be incorporated in rather clichéd, and hence, extremely imprecise ways. Indeed, so commonly spoken and used are these terms that they quite possibly become stripped of their essentials. The course will similarly examine Freud’s own shift of emphasis from the focus on the individual’s dynamic unconscious into conjectures about the functioning of the Ego; and increased emphasis on culture and its vicissitudes; and further speculations on the place of theory vis-à-vis clinical technique.

Office Hours

Office hours are by appointment. Candidates are encouraged to avail themselves of the instructor’s office hour availability. The Instructor is in the office Monday through Friday, and available for assuring student access, as needed.

Course Expectations

1. It is anticipated that all readings be completed prior to the class session so as to permit a seminar-like style, ambiance, and dialogue. Classroom discussion, including Question & Answer, struggling creatively with the ambiguities often inherent in such work will be a principle way in which the course will proceed; and provide the instructor with a basis for assessing each member’s internalisation of course content.

2. It is the responsibility of students with special needs to bring these to the attention of the Instructor.

Course Readings

Required readings that may fall outside of more readily obtained books/texts will be provided by the Instructor.
**Class One**  
On the origins of culture. The fate of the drives. Part I


**Class Two**  
Class one, continued. Part II


**Class Three**  
Continued theoretical refinements, Part I.


**Class Four**  
Continued theoretical refinements, Part II.


**Class Five**  
Continued theoretical refinements, Part III.


**Class Six**  
Continued theoretical refinements, Part IV.


Class Seven  
Continued theoretical developments regarding culture, religion, the arts; the fate of the drives, Part III.


Class Eight  
Continued theoretical developments regarding culture, religion, the arts; the fate of the drives, Part IV.  
Continued theoretical refinements, Part V.


Class Nine  
Continued theoretical and clinical refinements, Part VI.


Class Ten  
Continued theoretical and clinical refinements, Part VII.


Class Eleven  
Continued theoretical and clinical refinements, Part VIII.


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Required Readings:

