Our Basic Concepts course has a three-fold aim: to provide candidates with an historical understanding of psychoanalytic theory, to facilitate their integration of thematic approaches from multiple disciplines, and to familiarize them with clinical history and practices in psychoanalysis.

We believe that a good Basic Concepts course should provide an overview of the ways in which psychoanalysis—from its origins in Freud to Ego Psychology, Object Relations, Interpersonal Psychoanalysis, Self Psychology, Relational Psychoanalysis and other contemporary contextual models—is a story of continuities and discontinuities shaped by a variety of language games. We propose to use elements drawn from four texts to tell the historical part of the story: *Textbook of Psychoanalysis* (Gabbard, Litowitz, Williams), *Freud and Beyond* (Mitchell and Black), *Object Relations and Psychoanalytic Theory* (Mitchell and Greenberg) and *Creative Readings: Essays on Seminal Analytic Works* (Ogden). Then, moving to the contemporary scene, we will select iconic articles from various current psychoanalytic approaches to illustrate how key concepts in psychoanalytic theory have moved into the present scene.

Having attended to the historical overview, we want then to illuminate the enduring themes and strategies that are in all analytic models:
1) identification and theoretical conceptualization of the patient and his issues;
2) stated and unstated attitudes toward patient, analyst, and process;
3) stated and unstated understandings of human motivation;
4) theory of therapeutic goals and action;
5) treatment plans to meet these articulated goals;
6) theory of relational interaction including the respective roles of analyst and patient,
7) language system to describe these analytic concepts.

When it comes to the examination of contemporary analytic schools, the class should explore both the significant ideas and beliefs that distinguish contemporary analysis from its predecessors, and also the differences in language and ideas among the many contemporary analytic schools extant in this present pluralistic world. With respect to this last aim, we would like to identify and differentiate substantive differences from putative differences among these contemporary schools, differences that, in fact, reflect idiosyncratic cultures, personalities, and politics. As indicated above, for this part of the course we will select outstanding individual papers to illustrate the richness of the psychoanalytic imagination and its unfolding.
Please Purchase the Following Books:


ASSIGNMENT FOR FIRST TWO WEEKS: FREUDIAN ORIGINS

FIRST CLASS: FREUD’S BASIC CONCEPTS


*Textbook of Psychoanalysis*: Introduction, Chapters 1, 2,

*Freud and Beyond*: Preface, Chapters 1, 2

Optional Reading: *Object Relations in Psychoanalysis*, Chapters 1, 2, 3

SECOND CLASS: FREUD AND TECHNIQUE


*Freud, S.* (1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II)


**THIRD CLASS: OBJECT RELATIONS**

*Textbook of Psychoanalysis:* Chapters 4, 12, 13.


**FOURTH CLASS: EGO PSYCHOLOGY and INTERPERSONAL PSYCHOANALYSIS**


*Handbook of Interpersonal Psychoanalysis*, Chapters 1 & 2.

**FIFTH CLASS: THE INTERPERSONALIST TRADITION**

*Freud and Beyond* Chapter3--Harry Stack Sullivan and Interpersonal Psychoanalysis


SIXTH CLASS: TRANSFERENCE AND COUNTERTRANSFERENCE


SEVENTH CLASS: THE IMPACT OF EARLY LIFE EXPERIENCE ON THE PERSON


EIGHTH CLASS: SELF PSYCHOLOGY AND INTERSUBJECTIVITY


**Recommended:**

Shane, Shane & Gales, Intimate Attachments, Chapters 1 & 2.


**NINTH CLASS: RELATIONAL PSYCHOANALYSIS**


**TENTH CLASS: COMPARATIVE PSYCHOANALYSIS--TBA**

**ELEVENTH CLASS: MORE RELATIONAL PSYCHOANALYSIS**


**TWELFTH CLASS: INTEGRATIONISTS**
