

## PT 141 CP 141 PC 641 Human Development: Early Childhood

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Fall 2014

This course begins by examining the earliest phases of the development of the mind. Students explore the transformation of drives through Freud's psychosexual stages (the oral, anal, urethral, phallic and oedipal stages). The class studies how these stages influence the development of character and early communication patterns, reflected by early socialization struggles and interactive processes. Students use concepts such as the role of sexual and aggressive drives and their fusion, the capacity to distinguish self from other as well as separate objects, and the role of fantasy and language to understand maturation. Students explore the relationship of psychoanalytic concepts of development to biological, cognitive and psychosocial developmental theories and to clinical work.

### Objectives:

- Learn about primary influences on early development, inborn and environmental
- Learn theories about the early development of mind, psychoanalytic, psychosocial, and cognitive, and how they tie in with infant observation
- Learn about the progression of psychosexual stages and drive transformation and fusion in the early years and the effects of these transformations on character
- Learn about normal progression in early development of the self and object relations from different theoretical points of view
- Apply theory and knowledge about early development to understanding adult pathology stemming from difficulties in this period of development.

### Teaching method

Class discussion of the assigned reading in relation to observations, experiences and class process. Child observations outside of the class are included in the discussions.

### Methods of evaluation

Students are evaluated on their contribution to class discussions, their attendance and written work. Readings on the syllabus should be done prior to the class in which they are discussed.

### Requirements:

#### Logs:

A log should be **typed** on a 5x8 index card. If you are using a computer, you may format it to fit the card or print it out on paper and attach it to the card. You may use one index card, both sides. Reactions to the reading and reactions to the class process may be put in the log. In addition, the log may contain any communication you would like to make to the teacher.

#### Two child observations:

- 1) Observe an infant of any age up to 18 months interacting with his or her mother. Write up your observation and use class readings to understand what you observed. We will discuss this assignment more in class.
- 2) Observe a young child who has language (2 to 4 years of age) interacting with others, either peers or family members. Write up your observation and use class readings to understand what you observed.

**Final Exam** A take home exam will be made up of questions from the class readings. Responses to the exam questions will be due in the class following the class in which they were assigned.

**Final Paper** You will interview the person or people who provided childcare for you from birth to age 6. (mother, father, older sibling, baby sitter, etc.) Your goal is to get details regarding your development, developmental milestones and your temperament. Anecdotal reports of their memories of you are excellent material. Apply the class readings to explain what might be occurring from a theoretical perspective in these reports. **Papers are due Dec. 17<sup>th</sup>.**

### **Recommended Resources on Early Child Development**

- Anzieu, D. (1985), *The Skin Ego: A Psychoanalytic Approach to the Self*. New Haven, CT: Yale University Press.
- Fonagy, P., Gergely, G., Jurist, E., Target, M. (2002) *Affect Regulation, Mentalization, and the Development of the Self*. NY: Other Press.
- Feldman, R. (2006) *Child Development*. Prentice Hall. (Good basic text with applied focus)
- Fraiberg, S. *The Magic Years*.
- Freud, A. (1965) *Normality and Pathology in Childhood*. NY: IUP.
- Ginsburg, H.P. & Opper, S. (1988) *Piaget's Theory of Intellectual Development*. Englewood Cliffs, NJ: Prentice Hall.
- Greenspan, S.I. & Pollock, G. H. (1989) *The Course of Life: vol, I, Infancy*. Madison, Ct: IUP.
- Piontelli, A. (1975), *From Fetus to Child*. New York: Tavistock/Routledge.
- Meadow. (), *The New Psychoanalysis*. Philadelphia, PA: Rowman & Littlefield.
- Mahler, M., F. Pine & A. Bergman. (1975), *Psychological Birth of the Human Infant*. New York: Basic Books.
- Winnicott, D.W. (1945) *Through Pediatrics to Psychoanalysis*. NY: Basic.

Psychoanalytic Dictionaries:

LaPlanche, J. & J.B. Pontalis (1973) *The Language of Psychoanalysis*. NY: Norton.

Moore, B. & B. Fine (1990) *Psychoanalytic Terms and Concepts*. New Haven: Yale U Press.

### **Syllabus**

#### **Class 1      Sept. 3**

Ginsburg, H. & Opper, S. (1988) *Infancy. Piaget's Theory of Intellectual Development*. Englewood Cliffs: Prentice Hall. Pp. 26-68.

#### **Class 2 Mind and Body      Sept. 17**

Winnicott, D.W. (1945) *Primitive emotional experience*. Ibid. PP. 145-156

McDougall, J. (1989), *The body-mind matrix. Theaters of the Body*. New York: W.W. Norton p. 32-49

#### **Class 3 - Nature Nurture      Sept. 24**

Excerpts from Chess, S. & Thomas, A. (1989) *Temperament and its functional significance*. In Greenspan, S. I. & Pollock, *The Course of Life, v. I, Infancy*, Madison, CT: IUP. P.163-227

#### **Class 4                                      Oct. 1**

Piontelli, A. (1989) *A study of twins before and after birth. Int. Rev. of Psya., 16: 413-426.*

Piontelli, A. (1992), *Concluding remarks. From Fetus to Child*. London: Tavistock/Routledge.

Gadini, R.. (1987), *Early care and the roots of internalization. International Review of Psychoanalysis, 14:321-332.*

**Class 5 Early ego development and character Oct. 15**

Abraham, K. (1924) Influence of oral eroticism on character formation. *Selected Papers on Psychoanalysis*. London: Hogarth. Pp 393-406

**Class 6 Emotion & the unfolding of the mind Oct. 22**

Meadow, P.W. (2003), The language of emotion. *The New Psychoanalysis*. Philadelphia, PA: Rowman & Littlefield. p. 47-66

**Class 7 Attachment Theory Oct. 29**

Fonagy, P. & Target, M. (1997) Attachment and reflective function: Their role in self organization. *Development and Psychopathology*, 9, 679-700.

Moskowitz, Michael (2010) *Reading Minds: A Guide to the Cognitive Neuroscience Revolution* London: Karnac. Chapter One.

**Class 8 Kleinian views on early mental development: Handling drive tension Nov. 5**

Segal, H. (1979) The paranoid-schizoid position. *Melanie Klein*. NY: Viking. 113-124.

Segal, H. (1979) The depressive position *Melanie Klein*. NY: Viking.

**Class 9 Sensorimotor disorders - Nov. 12**

Anzieu, D. (1985), The confusion of the qualities of taste. *The Skin Ego: A Psychoanalytic Approach to the Self*. C. Turner, translator. New Haven, CT: Yale University Press. P.188-192

Anzieu, D. (1985), The olfactory envelope. *The Skin Ego: A Psychoanalytic Approach to the Self*. C. Turner, translator. New Haven, CT: Yale University Press. P.178-187

Anzieu, D.(1985), Disturbances of basic sensori-motor distinction. *The Skin Ego: A Psychoanalytic Approach to the Self*. C. Turner, translator. New Haven, CT: Yale University Press. P.114-121

**Class 10 Anal stage – Nov. 19**

Abraham, K. (1921) Contributions to the theory of the anal character. In (1966) *On Character and Libido Development: Six Essays*. NY: Basic, Pp.165-187.

Heimann, P. (1962) Notes on the anal stage. *International Journal of Psychoanalysis*, 43: 406-414.

**Class 11 - The Oedipal stage Dec. 3**

Freud, S. (1909) Analysis of a phobia in a five-year old boy, Parts 1-3. *Standard Edition*, 10: 3-74(Little Hans)

**Class 12****Dec. 10**

Freud, S. (1909) Analysis of a phobia in a five-year old boy, Parts 1-3. *Standard Edition, 10*: 74-149 (Little Hans)

**Class 13 Current Ideas on the Oedipus Complex****Dec. 17 Papers dues**

Bollas, C. (1992) Why Oedipus? *Being a Character*. NY: Hill Wang, 218-246.

Neubauer, P. (1996) The one-parent child and his oedipal development. *Psyca. Study of the Child*, 15: 286-309.

**Class 14 Identity formation****Jan. 7**

Freud, S. (1938) An Outline of Psychoanalysis. *Standard Edition*, 23:152-156,195-207.

Dahl, E.K. (1996) The concept of penis envy revisited: A child analyst listens to adult women, *Psychoanalytic Study of the Child*, 51: 303-325.

**Class 15 Early object relations, normal and pathological, Fantasy and early development****Jan 21**

Abrams, S. (1984) Fantasy and reality in the Oedipal phase—a conceptual overview. *Psychoanalytic Study of the Child*. 39: 83-100.

Fraiberg, S. (1959) *The Magic Years*. NY: Charles Scribner, pp. 107-145.

**Recommended:**

Bick, E. (1968), The experience of the skin in early object relations, *International Journal of Psychoanalysis*, 49:484-486.

Escalona, S. (1963). Patterns of infantile experience and the development process, *Psyca. Study of Child*, 18:197-244.

Freud, S. (1901). Determination, belief in chance and superstition: Some points of view. *Standard Edition*. London: Hogarth Press. 6:239-279.

Freud, S. (1913), Animism, magic and omnipotence of thoughts in totem and taboo. *Standard Edition*. London: Hogarth Press. 13-75-99.

Grotstein, J.(1997), Mens sane in corpore sano: the mind and body as “odd couple” and as an oddly completed unity.” *Psychoanalytic Quarterly*, 17:204-222.

Grotstein, J. (1990), Nothingness, meaninglessness, chaos and the “black hole” II. *Contemporary Psychoanalysis*, 26:377-407.

James, M. (1986), Premature ego development: some observations on disturbances in the first three months of life. *The British School of Psychoanalysis: The Independent Tradition*. G. Kohon, ed. London: Free Association Books. pp.101-116.

Klein, M. (1932), Early Stages of the Oedipus conflict and of super-ego formation. In *Psychoanalysis of Children*, Ch. 8, 123-148.

Klein, M. (1958). Some theoretical conclusions regarding the emotional life of the infant. In *Envy, Gratitude and Other Works, 1946-1963*. London: Hogarth Press. 61-93.

Mancia, M. (1981), On the beginning of mental life in the foetus, *International Journal of Psychoanalysis*, 62:351-357.

Ploye, P.M. (1973), Does prenatal mental life exist?, *International Journal of Psychoanalysis*,

54:241-246.

Riviere, J. (1936), On the genius of psychological conflict in earliest infancy. In *Development in Psychoanalysis*, M. Klein, et al. New York: DaCapo Press, 1983. 37-66.

Spitz, R. (1965), The objectless stage. In *The First Year of Life*. New York: IUP. 35-52.

Spotnitz, H. (1976), Problems in differentiation. In *Psychotherapy of Preoedipal Conditions*. New Jersey: Jason Aronson. 205-222.

Sterba, R. (1957), Oral invasion and self defense, *International Journal of Psychoanalysis*, 38:204-208.

Tronick, E.Z., J. Cohn and E. Shea. (199-), Transfer of affects between mothers and infants, pp11-23.

Weiss, E. (1963-64), Vicissitudes of internal objects in paranoid schizophrenia and manic-depressive states. *Psyca. Rev.* Winter, 50:58.

*Psychoanalysis*. New York: Basic Books. 145-156.

Winnicott, D. (1960), Ego distortion in terms of true or false self. In *The Maturation Processes and the Facilitating Environment*. New York: IUP, 1972.

Mahler, M.S. & McDevitt (1989) The separation individuation process and identity formation. In Greenspan, SI & Pollock, G.H. (1989) *The Course of Life, vol I, Infancy*. Madison, CT: IUP.

Mahler, M. S. (1952) On child psychoses and schizophrenia; autistic and symbiotic infantile psyches. *Psyca.Study of the Child*, 7: 286-305.