

# CP/PT 141 PC 641 Human Growth and Development

## Maturation I: Early Childhood

Fall 2020

### **Instructor:**

Dr. John Madonna

Office Hours: By appointment

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### **Course Content:**

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, 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, 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

### **Attendance:**

Students are expected to attend all classes as an important part of the learning process is the classroom discussion. There are no more than two excused absences (absences with the instructor's permission).

### **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.

**Written Requirements:**

**Logs:**

Logs should be emailed to the instructor at [drjmadonna@verizon.net](mailto:drjmadonna@verizon.net) and submitted prior to the next class, but no later than 24 hours before. Logs should address two major areas: a reaction to the reading and a discussion of class process. As confidential communications to the instructor, the logs may address anything of concern to the student, with respect to the intellectual and emotional experience of the class and/or of the material. Student's name, PT 141, date of class for which log is written, instructor's name, and log # should be in each email.

If preferred, a log can be handed in at the beginning of the next class and should be typed on a 5 X 8 index card. It should contain the same information and format as above.

**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.
  
- 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 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 Class 14, January 8th.

## **Class Readings:**

### **Class 1: Early Mentalization**

Freud, S. (1938). An Outline of Psycho-Analysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XXIII, Pp. 151-156. (This provides a brief overview of the psychosexual stages of development)

Winnicott, D.W. (1945) Primitive Emotional Development. In Through Pediatrics to Psychoanalysis. New York: Basic Books, 1975. Pp. 145-156.

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

### **Class 2: Nature/Nurture**

Excerpts from Chess, S. & Thomas, A. (1989) Temperament and its functional significance. In Greenspan, S. I. & Pollock, The Course of Life, Vol. I, Infancy. Madison, CT: IUP. Pp. 163-194.

### **Class 3: Nature/Nurture**

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

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. Pp. 234-244.

### **Class 4: Intellectual Development**

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

### **Class 5: The Oral Stage**

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

#### **(First child observation due)**

### **Class 6: Emotion and the Unfolding of the Mind**

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

### **Class 7: Attachment Theory**

Fonagy, P., Steele, M., Moran, G., Steele, H. and Higgitt, A. (1991). Measuring the Ghost in the Nursery: A Summary of the Main Findings of the Anna Freud Centre - University College London *Parent-Child Study. Bul. Anna Freud Centre*, 14:115-131.

### **Class 8: Kleinian View on Early Mental Development: Handling Drive Tension**

Segal, H. (1973) The paranoid-schizoid position. *Melanie Klein*. NY: Viking. Chapter 3, 24-38.

Segal, H. (1973) The depressive position *Melanie Klein*. NY: Viking. Chapter 6, 67-80.

### **Class 9: Mind/Body Connection**

Gaddini, E. (1982). Early defensive fantasies and the psychoanalytic process. *International Journal of Psychoanalysis*, 63:379-388.

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. Pp.114-121.

### **Class 10: Anal Stage**

Abraham, K (1923) Contributions to the theory of the anal character. *International Journal of Psychoanalysis*. 4:400-418.

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

### **Class 11: The Oedipal Stage (Second observation due)**

Freud, S. (1923), The ego and the id. *Standard Edition*. London: Hogarth Press. Vol.XIX (1923-1925) Pps. 28-39. London: Hogarth Press, 1950.

Blass, R.B. (2001), The teaching of the Oedipus complex, *International Journal of Psychoanalysis*, 82:1105-1121.

### **Class 12: Current Ideas on the Oedipus Complex**

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

### **Class 13: Identity Formation**

Tyson, P. (1989) Infantile Sexuality, Gender Identity, and Obstacles to Oedipal Progression. *J. Amer. Psychoanal. Assn.*, 37:1051-1069.

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 14: Early Object Relations, Normal, and Pathological, Fantasy and Early Development (paper due)**

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

Fraiberg, S.H. (1959), *The Magic Years: Understanding and Handling the Problems of Early Childhood*. New York: Charles Scribner's Sons. Pp. 107-145.

### **Class 15: Implications for Practice**

Ablon, S.L. (1994). "How Can We Know the Dancer from the Dance?" The Analysis of a Five-year-old Girl. *Psychoanal. St. Child*, 49:315-327.

Kolansky, H. (1960) Treatment of a three-year-old girl's severe infantile neuroses: stammering and insect phobia. Freud, A. et al., Eds. *The Psychoanalytic Study of the Child*, 15: 261-285.

Spotnitz, H., (1976), Observation on Child analysis. *Modern Psychoanalysis*, 1: 33-41.

### **Texts on early childhood development referenced in class readings:**

Anzieu, D. (1985), *The Skin Ego: A Psychoanalytic Approach to the Self*. New Haven, CT: Yale University Press.

Fraiberg, S.H. (1959), The Magic Years: Understanding and Handling the Problems of Early Childhood. New York: Charles Scribner's Sons.

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. (1993), From Fetus to Child. New York: Tavistock/Routledge.

Segal, H. (1973) Melanie Klein. NY: Viking.

Meadow. (), The New Psychoanalysis. Philadelphia, PA: Rowman & Littlefield.

Winnicott, D.W. (1945) Through Pediatrics to Psychoanalysis. NY: Basic.

### **Additional recommended readings**

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

Feldman, R. (2006) Child Development. Prentice Hall. (Good basic text with applied focus)

Fonagy, P., Gergely, G., Jurist, E., Target, M. (2002) Affect Regulation, Metallization, and the Development of the Self. NY: Other Press.

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*. 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.

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

Mahler, M., F. Pine & A. Bergman. (1975), Psychological Birth of the Human Infant. New York: Basic Books.

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.

Mancia, M. (1981), On the beginning of mental life in the fetus, *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. *Psychoanal. Rev.* Winter, 50:58.

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

### **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.