

Developmental Crises, Part 2 (2021)
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There are developmental challenges to be mastered throughout the life cycle. This course, the second in a series of four, focuses on the period that, roughly speaking, falls between 5 and 15 years of age (i.e., latency and pre-adolescence). In it, we utilize a psychoanalytic perspective to explore the intrapsychic and interpersonal developmental tasks common to this period and the issues that result from failure to master them.

We consider differing theoretical perspectives using readings from classic and more recent articles. Relevant clinical material will be presented, and there will be ample opportunity for discussion.

This course is appropriate for intermediate through advanced students, as well as clinicians with extensive experience who have permission of the instructor.

WHERE: Via Zoom

WHEN: Wednesdays, March 17 – May 5, 2021

TIME: 7:10– 8:40 PM

Course Syllabus

In this course we will examine some aspects of development as it occurs in the years of middle childhood (sometimes termed the periods of “latency” and “pre-adolescence”). We will see how multiple theoretical perspectives each illuminate different bits of this phase, and of how the perspectives are intertwined with each other.

It is our position that the strands of development are intimately related one to the other in the growing person. This means that psychoanalysts -- as clinicians, researchers, or theoreticians -- should be prepared to wrestle with research findings from all of the fields concerned with human growth, development, and experience. It is up to us to “translate” these findings into their implications for our psychoanalytic understanding of intrapsychic experience, its organization and development.

Our task is twofold: First, the classical psychoanalytic models (topographical, economic, genetic, dynamic, adaptive, and structural) usually associated with drive theory must be integrated with other models which have emerged from psychoanalytic practice -- particularly those which focus upon the emergence and elaboration of ego functions, of object relationships, and of a sense of “self.” And second, because psychoanalysis does not exist in a vacuum, we must see how developmental models derived from other fields (e.g., cognitive psychology, developmental biology, anthropology) enrich our understanding of individual children and their lives.

NOTE: All students should read articles that are bolded, and in Class 1 we will divide the starred items for students to read/present in class.

Session #1: What's latent about latency? 3/17/2021

We begin with Rona Knight's (2014) recent review and critique of the concept of latency. Erna Furman's (1980) paper provides a useful counterpoint from a "classical" point of view. We add James Baldwin's (1962) letter to his nephew as a segue into our consideration of how the "otherings" of race, ethnicity, and non-normative gender appear throughout development. (All students read all articles)

Baldwin, J. (1962, December 1). A letter to my nephew. Published in *The Progressive* and accessed at <https://progressive.org/magazine/letter-nephew/>

Furman, E. (1980). Early latency: Normal and pathological aspects. In S. Greenspan & G. Pollock (Eds.), *The course of life. Volume II: Latency, adolescence, and youth* (pp. 1-32). NIMH.

Knight, R. (2014). A hundred years of latency: From Freudian psychosexual theory to dynamic systems nonlinear development in middle childhood. *Journal of the American Psychoanalytic Association*, 62 (2), 203-235.

Session #2: What are the dimensions of "middle childhood?" 3/24/2021

If we accept Knight's argument that the term "latency" should be abandoned in favor of "middle childhood," what are the dimensions of this phase of development? Erik Erikson's (1963) case of Sam is an early example of an attempt to describe how multiple vectors influenced a child's dynamic system in ways which precipitated a crisis. Erikson goes on to elaborate on the psychosocial tasks of middle childhood in chapters 6 and 7. Knight's paper (2011) underlines how development is not necessarily "linear." Beverly Stoute (2019) takes up the themes introduced in James Baldwin's letter and illustrates how they resonate in our psychoanalytic appreciation of development. (All read Erikson -relevancy & Stoute; Choose between Erikson (Eight Ages) & Knight).

Erikson, E. (1963). Relevancy and relativity in the case history: A neurological crisis in a small boy Sam. *Childhood and society* (2nd Ed.) (pp. 23-38). W. W. Norton & Company.

*Erikson, E. (1963). Eight ages of man: Industry vs. inferiority. *Childhood and society* (2nd Ed.) (pp. 247-274). W. W. Norton & Company.

*Knight, R. (2011). Fragmentation, fluidity and transformation: Nonlinear development in middle childhood. *Psychoanalytic Study of the Child*, 65, 19-47.

Stoute, B. J. (2019). Racial socialization and thwarted mentalization: Psychoanalytic reflections from the lived experience of James Baldwin's America. *American Imago*, 76(3), 335-357.

Session #3: The defenses of middle childhood, how they develop, and how we assess them. 3/31/152021

Anna Freud's (1936) *The ego and the mechanisms of defense* stands at one end of her life-long attempt to conceptualize certain aspects of psychic development; this volume became a foundational text for American "Ego psychology" for decades. Her later papers on the "developmental lines" (Freud, 1963) and

“assessments of pathology” (Freud, 1965) stand much further along in her thinking and represent her incorporation of some of the ideas introduced by Sandler & Rosenblatt (1962) in their paper on the “representational world.” The papers by Malberg & Pretorius (2017), Davids et al. (2017), and Melandri (2017) illustrate how the approaches introduced by Anna Freud have continued to evolve in psychoanalytic theory and practice. (all students read all articles this class)

Davids, J., Green, V., Joyce, A. & McLean, D. (2017). Revised provisional diagnostic profile: 2016. *Journal of Infant, Child & Adolescent Psychotherapy*, 16:2, 149-157.

Malberg, N. & Pretorius, I.M. (2017). Anna Freud’s diagnostic profile: Then and now. *Journal of Infant, Child & Adolescent Psychotherapy*, 16:2, 127-130.

Melandri, F. (2017). Milk and tears: A very difficult beginning: The assessment and treatment of a young boy with atypical presentation. *Journal of Infant, Child & Adolescent Psychotherapy*, 16:2, 158-174.

Sandler, J., & Rosenblatt, B. (1962). The concept of the representational world. *Psychoanalytic Study of the Child*, 17, 128-145.

Session #4: More on middle childhood. 4/7/2021

Schechter & Combrinck-Graham (1991) provide a summary of what we might call the “standard psychoanalytic view” of development in middle childhood. Corbett (2009) and Tatum (1997) remind us that much of our developmental theorizing has eluded the issues they introduce. (All students read Schechter & Tatum; then choose between Corbett & Tyson)

*Corbett, K. (2009). Boyhood femininity, gender identity disorder, masculine presuppositions, and the anxiety of regulation. *Psychoanalytic Dialogues*, 19(4), 353-370.

Schechter, M., & Combrinck-Graham, L. (1991). The normal development of the seven- to ten-year-old child. In S. Greenspan & G. Pollock (Eds.), *The course of life: Volume III. Middle and late childhood* (pp. 93-108). International Universities Press. The same chapter also appears in S. Greenspan & G. Pollock (Eds.) (1980). *The course of life. Volume II: Latency, adolescence, and youth*. NIMH.

Tatum, Beverly Daniel. (1997). "Why are all the Black kids sitting together in the cafeteria?": and other conversations about race. New York: Basic Books.

Tatum Ch.2: The Complexity of Identity, "Who am I?"

Tatum Ch. 4: Identity development in adolescence

*Tyson, P. (2002) The challenges of psychoanalytic developmental theory. *Journal of the American Psychoanalytic Association*, 50, 19-52.

Session #5: And more on development. 4/14/2021

Gender variants in childhood are a “hot topic” these days. Ehrensaft (2014) advocates an attitude of acceptance of “gender fluidity” but also argues for the existence of a “true gender self” in childhood. Brinich (2014) notes the contradiction implied in Ehrensaft’s position. Weinstein & Shustorovich (2011) remind us that the changes that are part and parcel of development make periods of confusion unavoidable for both children and their families. (Students read all for this session)

Brinich, P.M. (2014). Discussion of Diane Ehrensaft’s “Listening and learning from gender non-conforming children.” *Psychoanalytic Study of the Child*, 68: 71-78.

Ehrensaft, D. (2014). Listening and learning from gender non-conforming children. *Psychoanalytic Study of the Child*, 68:28-56.

Weinstein, L., & Shustorovich, E. (2011). Coherence, confidence, and confusion in middle childhood. *Psychoanalytic Study of the Child*, 65, 79–102.

Session #6: Fairy tales, super-heroes . . . and their failures. 4/21/2021

Fairy tales and super-heroes both represent creative attempts by children and their parents “to find the answers to life's persistent questions” (with apologies to Guy Noir). They are particularly prominent in middle childhood where they provide opportunities to engage with issues like ambivalence, vulnerability, and impulse control. (All students read Bettelheim; then choose between Cath & Kris OR Widzer)

Bettelheim, B. (1976). *The uses of enchantment: The meanings and importance of fairy tales* (pp. 159-166). Knopf.

*Cath, S. H., & Cath, C. (1978). On the other side of Oz: Psychoanalytic aspects of fairy tales. *Psychoanalytic Study of the Child*, 33, 621-639.

*Kriss, A. (2016). The player and the game: Compulsion, relation, and potential space in video games. *Psychoanalytic Psychology*, 33(4): 571-584.

*Widzer, M. E. (1977). The comic-book hero: A study of the family romance fantasy. *Psychoanalytic Study of the Child*, 32, 565-603.

You also may enjoy reading about Miles Morales as Spiderman, in movies and gaming:

<https://tinyurl.com/y43oe5qc>

<https://tinyurl.com/yyorm8eo>

Session #7: The special challenges of adoption in middle childhood. 4/28/2021

Adoption is a single word which covers many, many variations. Much of the literature on this topic is compromised by the fact that people with very different stories have been lumped together. Nonetheless, there are some special developmental issues which are associated with this complicated psycho-social institution. Some of these issues become prominent in middle childhood as children develop new cognitive capacities, broaden their social relationships, and wrestle with the age-old question of where they came from. (students read all articles)

Brinich, P. M. (1995). Psychoanalytic perspectives on adoption and ambivalence. *Psychoanalytic Psychology*, 12(2), 181-199.

Corbett, K. (2001). Nontraditional family romance. *The Psychoanalytic Quarterly*, 70(3): 599-624.

Freud, S. (1909). Family romances. In J. Strachey, (Ed.), *The standard edition of the complete psychological works of Sigmund Freud*, (Vol 9, pp. 237-241). Hogarth.

Session #8: Psychoanalytic treatment of children in middle childhood. 5/5/2021

Anne Hurry's work expanded the horizons of child psychoanalysts beyond the identification, interpretation, and resolution of intrapsychic conflict. Her essay describing her theoretical framework is followed by two case descriptions which allow us to see how she helped her patients to get back on their appropriate developmental tracks. Avgi Saketopoulou (2011) adds considerations of gender, race, and class to the mix as she describes her work with 9-year-old DeShawn. Davids (2020) describes how it was essential to acknowledge race and the experiences associated with being Black in London in his psychoanalytic work with his 65-year-old patient and how the failure to acknowledge race had doomed the patient's earlier attempts at psychoanalytic treatment. (All students read Saketopoulou and Hurry – PsA & Dev Therapy; then choose between reading both Hurry cases and Davids)

*Davids, M.F. (2020). Psychoanalysis and black lives. *International Journal of Psychoanalysis*, 101(5): 1039-1047.

Hurry, A. (Ed.) (1998). Psychoanalysis and developmental therapy. *Psychoanalysis and developmental therapy* (pp. 32-76). International Universities Press.

*Hurry, A. (Ed.) (1998). "Tom": Undoing a developmental hitch. *Psychoanalysis and developmental therapy* (pp. 77-95). International Universities Press.

*Hurry, A. (Ed.) (1998). "Paul": The struggle to restore a development gone awry. *Psychoanalysis and developmental therapy* (pp. 100 - 123). International Universities Press.

Saketopoulou, A. (2011). Minding the gap: Intersections between gender, race and class in work with gender-variant children. *Psychoanalytic Dialogues*, 21: 192-209.

References

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- Baldwin, J. (1962, December 1) A letter to my nephew. Published in *The Progressive* and accessed at <https://tinyurl.com/yxw5ggnt> on March 4, 2021.
- Bettelheim, B. (1976). *The uses of enchantment: The meanings and importance of fairy tales* (pp. 159-166). Knopf.
- Brinich, P. M. (1995). Psychoanalytic perspectives on adoption and ambivalence. *Psychoanalytic Psychology*, 12(2), 181-199.
- Brinich, P. (2014). Discussion of Diane Ehrensaft's "Listening and learning from gender-nonconforming children". *Psychoanalytic Study of the Child*, 68:71-78
- Cath, S. H., & Cath, C. (1978). On the other side of Oz: Psychoanalytic aspects of fairy tales. *Psychoanalytic Study of the Child*, 33, 621-639.
- Dauids, M. F. (2020). Psychoanalysis and black lives. *International Journal of Psychoanalysis*, 101 (5), 1039-1047.
- Ehrensaft, D. (2014). Listening and learning from gender-nonconforming children. *Psychoanalytic Study of the Child*, 68:28-56.
- Erikson, E. (1963). Relevance and relativity in the case history: A neurological crisis in a small boy. *Childhood and society* (2nd Ed.) (pp. 23-38). W. W. Norton & Company.
- Erikson, E. (1963). Toys and reasons Relevance and relativity in the case history: *Childhood and society* (2nd Ed.) (pp. 209-246). W. W. Norton & Company.
- Erikson, E. (1963). Eight ages of man: Industry vs. Inferiority. *Childhood and society* (2nd Ed.) (pp. 258-261)). New W. W. Norton & Company.
- Freud, A. (1936). The Ego and the Mechanisms of Defense. In A. Freud (Ed.), *The writings of Anna Freud*, Vol. 2 (pp. 42-53). International Universities Press.
- Freud, A. (1963). The concept of developmental lines. *Psychoanalytic Study of the Child*, 18, 245-265.
- Freud, A. (1965). Assessment of pathology, Part I: Some general considerations. In A. Freud, *Normality and pathology in childhood: Assessments of development*. International Universities Press, 108-147.
- Freud, S. (1909). Family romances. In J. Strachey, (Ed.), *The standard edition of the complete psychological works of Sigmund Freud*, (Vol 9, pp. 237-241). Hogarth.
- Furman, E. (1980). Early latency: Normal and pathological aspects. In S. Greenspan & G. Pollock (Eds.), *The course of life. Volume II: Latency, adolescence, and youth* (pp. 1-32). NIMH.
- Hinman, C. (2003). Multicultural considerations in the delivery of play therapy services. *International Journal of Play Therapy*, 12(2), 107-122.

- Hurry, A. (Ed.) (1998). *Psychoanalysis and developmental therapy* (pp. 32-123). International Universities Press.
- Knight, R. (2011). Fragmentation, fluidity and transformation: Nonlinear development in middle childhood. *Psychoanalytic Study of the Child, 65*, 19–47.
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- Pine, F. (1991). On phase-characteristic pathology of the school-age child: Disturbances of personality development and organization (borderline conditions), of learning, and of behavior. In S. Greenspan & G. Pollock (Eds.), *The course of life. Volume III: Middle and late childhood*. International Universities Press, 393-446. The same chapter also appears in S. Greenspan & G. Pollock (Eds.), *The course of life. Volume II: Latency, adolescence, and youth*. NIMH, 1980.
- Sandler, J., & Rosenblatt, B. (1962). The concept of the representational world. *Psychoanalytic Study of the Child, 17*, 128-145.
- Savin-Williams, R. C. (2016). Sexual orientation: Categories or continuum? Commentary on Bailey et al (2016). *Psychological Science in the Public Interest, 17* (2), 37-44.
- Schechter, M., & Combrinck-Graham, L. (1991). The normal development of the seven- to ten-year-old child. In S. Greenspan & G. Pollock (Eds.), *The course of life: Volume III. Middle and late childhood* (pp. 93-108). International Universities Press. The same chapter also appears in S. Greenspan & G. Pollock (Eds.). (1980). *The course of life. Volume II: Latency, adolescence, and youth*. NIMH.
- Slevin, M. (2021) Of being and becoming: Psychoanalysis, race, and class in an urban ER. *Psychoanalytic Study of the Child*.
- Steele, H. & Steele, M. (2005). The construct of coherence as an indicator of attachment security in middle childhood: The friends and family interview. In K. Kerns & R. Richardson (Eds.), *Attachment in middle childhood* (pp. 137-160). Guilford Press.
- Stoute, B. J. (2019). Racial socialization and thwarted mentalization: Psychoanalytic reflections from the lived experience of James Baldwin's America. *American Imago, 76* (3), 335-357.
- Tatum, B. D. (1997). The early years. Chapter 3 in *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books, 111-129.
- Tatum, B. D. (1997). Identity development in adolescence. Chapter 4 in *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books, 131-164.
- Tyson, P. (2002) The challenges of psychoanalytic developmental theory. *Journal of the American Psychoanalytic Association, 50*, 19-52.
- Weinstein, L., & Shustorovich, E. (2011). Coherence, confidence, and confusion in middle childhood. *Psychoanalytic Study of the Child, 65*, 79–102.
- Widzer, M. E. (1977). The comic-book hero: A study of the family romance fantasy. *Psychoanalytic Study of the Child, 32*, 565-603.

Some additional resources

- Bornstein, B. (1951). On latency. *Psychoanalytic Study of the Child*, 6, 279-285.
- Knight, R. (2005). The process of attachment and autonomy in latency: A longitudinal study of ten children. *Psychoanalytic Study of the Child*, 60, 178–212.
- Pine, F. (1985). *Developmental theory and clinical process*. Yale University Press.
- Pine, F. (1988). The four psychologies of psychoanalysis and their place in clinical work. *Journal of the American Psychoanalytic Association*, 36, 571-596.
- Pine, F. (1989). Motivation, personality organization and the four psychologies of psychoanalysis. *Journal of the American Psychoanalytic Association*, 37, 27-60.
- Pine, F. (1990). *Drive, ego, object, and self: A synthesis for clinical work*. Basic Books.
- Reich, W. (1931). Character formation and the phobias of childhood. *International Journal of Psycho-Analysis*, 12, 219-230.
- Shapiro, T., & Perry, R. (1976). Latency revisited: The age 7 plus or minus 1. *Psychoanalytic Study of the Child*, 31, 79-105.
- Tyson, P., & Tyson, R. (1990). *Psychoanalytic theories of development: An integration*. Yale University Press