



Department of Clinical Psychology

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Office Hours: Monday, Tuesday, Thursday

Syllabus for PY 7300A PERSONALITY: THEORY AND ASSESSMENT

3 Credits

Fall Term 2016 (8/29/16 – 12/19/16)

Course meets Mondays 8:45-11:30am

Course Description from AUNE Catalogue

This course will provide an overview of critical concepts, theory and knowledge about personality structure, dynamics, change and development. Using case examples, the assessment and diagnosis of personality will be explored through the integration of test data, interview, history, and theoretical understanding. The course is designed to facilitate the student's development of a viewpoint that can be related to treatment issues and concepts of health and maladaptive behavior. Specific theory topics include: drive theory; ego psychology; object relations theory; interpersonal theory; self- psychology; social constructivism; biological/evolutionary; and French post-structuralist and feminist perspectives on personality theory. The theories will be examined regarding issues of individual differences and group differences, including differences in culture, gender, sexual orientation, and social and economic class.

Additional Information:

The structure is primarily a lecture format with some time given to student participation in discussion. Time will be provided at the beginning of every class for questions, comments, thoughts, or concerns, before the instructor begins the lecture/discussion topic of the day. Students are strongly encouraged to ask questions and to make comments during the lectures. The discussion is based on the reading of both primary texts as well as secondary integration, which are assigned in advance.

Primary Competencies:

Scientific Foundations of Psychology: Personality

Assessment

Individual and Cultural Differences

Evidence Based Practice

History

Student Learning Outcomes

1. Student will be able to demonstrate knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity.
2. Student will be able to demonstrate knowledge, awareness, and understanding of other individuals as cultural beings.
3. Student will be able to demonstrate basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological application; demonstrate basic knowledge of the value of evidence based practice and its role in scientific psychology.
4. Student will be able to monitor and apply knowledge of self as a cultural being in assessment, treatment, and consultation.
5. Student will be able to demonstrate development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.

Evaluation of Learning Outcomes

A) WEEKLY RESPONSE PAPER

For 12 of the 15 weeks, starting with the second week of class, each student will turn in a one-page paper in response to the readings for that week. The minimum length is one page, double-spaced. The maximum length is one page, double-spaced. If you go beyond the page limit, then that is something that you do, but it will not be necessarily read by the instructor. In the response paper you can use the readings for personal reflection, responsive writing, intellectual or moral debate, dialogue, or anything else that you choose (please try to refrain from summarizing the reading or doing a “book report”). You must name the readings you are using, but you need not do a reference page. Simply name the readings to which you refer--informally. The journal entry is due **by 11:59 pm each Sunday** and will correspond to the readings assigned for that week. All Response Papers are to be submitted electronically as attachments to tellenhorn@antioch.edu. Please type your name on each paper and label the attachment with your name. There will be no paper for the first and last class meetings.

B) FINAL COMPILED 12 PAGES OF RESPONSE, PLUS ONE SUMMARY

On the week of **December 12**, you will submit a final compilation of the 12 responses, along with one final summary response (Three pages) reflecting on your own learning over the semester, electronically to tellenhorn@antioch.edu.

C) CLASS PARTICIPATION

All students are expected to participate in class. During the large class meetings, you can participate by listening and/or talking. During class you can use a computer for the purpose of taking notes as well as looking up relevant material. Please refrain from any other form of computer use during class time. If you need to receive or send messages or emails, or if you are overcome with desire to shop or look at social media or anything else, we do take one break in the middle of class, so plan ahead and use that time for non-class related computer use. You are required to participate in small group discussions.

Late submission of assignments

If you can anticipate a competing obligation that will interfere with submitting an assignment on the due date, consider submitting it early.

If you experience an unforeseeable emergency (where “unforeseeable” means, well, what it means, and “emergency” means an event that would prevent a diligent student from submitting the assignment), then please speak with me about making an alternative submission arrangement.

If you find yourself in a bind that a reasonable observer might conclude you should have foreseen and prepared for, seek me out and we will talk about it—seems like a good time for learning about yourself.

Consistent with Antioch’s policy on “Incomplete” grades at the end of the semester, requests for an “Incomplete” will be considered at the discretion of the instructor, and generally only for circumstances in the “unforeseeable emergency” category. Please familiarize yourself with the Antioch policy.

Attendance

The attendance policy stated in the PsyD Handbook will be observed, concerning minimum attendance to earn credit for the course.

Required Texts and Readings:

Buckley, P. (Ed.). (1986). *Essential papers on object relations*, New York, NY: New York University Press. ISBN: 0-8147-1080-8

Erikson, E. (1950). *Childhood and society: The landmark work on the social significance of childhood*. New York, NY: Norton. ISBN 13: 978-0-393-31068-9

Freud, A. (1937). *The Ego and the mechanisms of defense*. New York, NY: International

Universities Press. ISBN 13: 978-1855750388

Freud, S. (1960). *The Ego and the Id: The standard edition*. J. Strachey (Ed.). (J. Riviere, Trans.). New York, NY: W.W. Norton & Company, Inc. (original work published 1923)
ISBN 13: 978-0-393-00142-6

Gay, P. (1989). Sigmund Freud: A brief life. In Freud, S. (1960). *The Ego and the Id: The standard edition*. J. Strachey (Ed.). (J. Riviere, Trans.). New York, NY: W.W. Norton & Company, Inc. (original work published 1923) **ISBN: 0-393-00142-3**

Klein, M. (1997). Notes on some schizoid mechanisms (1946). *Envy and gratitude and some other works* (pp.1-24). London, United Kingdom: Vintage. ISBN 13: 978-0099752011

Leary, K. (1997). Race, self-disclosure and "forbidden talk." Race and ethnicity in practice. *Psychoanalytic Quarterly*, 66(2), 163-189. ISSN: 2167-4086

McWilliams, N. (2011). *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York, NY: Basic Books. **ISBN 13: 978-0-465-01405-7**

Phillips, A. (1988). *Winnicott*. Cambridge, MA: Harvard University Press. **ISBN: 0-674-95361-4**

Westen, D. (1991). Social cognition and object relations. *Psychological Bulletin*, 109(3), 429-455. ISSN: 0033-2909

Suggested Books and Readings:

Altman, N. (1995). *The analyst in the inner city: Race, class, and culture through a psychoanalytic lens*, New York, NY: Routledge. ISBN 13: 978-0881634358

Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). (2016). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). Lanham, MD: Rowman and Littlefield. ISBN 13: 978-1442236837

Freud, S. (1955). *The Interpretation of Dreams: The complete and definitive text*. J. Stachey (Ed. & Trans.). New York, NY: Avon Books. ISBN 13: 978-0-465-01977-9

Greenberg, J., & Mitchell, S. (1983). *Object relations in psychoanalytic theory*. Cambridge, MA: Harvard University Press. ISBN 13: 978-0674629752

- Josephs, L. (1992). *Character structure and the organization of the self*. New York, NY: Columbia University Press. ISBN 13: 978-0231073127
- McWilliams, N. (1999). *Psychoanalytic case formulation*. New York, NY: The Guilford Press. ISBN 13: 978-1572304628
- McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. New York, NY: The Guildford Press. ISBN 13: 978-1593850098
- Millon, T. (1995). *Disorders of personality: DSM-IV and beyond* (2nd ed.). New York, NY: Wiley. ISBN 13: 978-0471011866.
- Perez-Foster, R., Moskowitz, M., & Javier, R. A. (1996). *Reaching across boundaries of culture and class: Widening the scope of psychotherapy*. Lanham, MD: Rowman & Littlefield Publishers, Inc. ISBN-13: 978-1568214870
- PDM Task Force (2006). *Psychodynamic diagnostic manual*. Silver Spring, MD: Alliance of Psychoanalytic Organizations. ISBN 13: 978-0976775829
- Robbins, M. (1980). Current controversy in object relations theory as outgrowth of a schism between Klein and Fairbairn. *International Journal of Psychoanalysis*, 62(4), 477-492. ISSN: 1745-8315
- Shapiro, D. (1965). *Neurotic Styles*. New York, NY: Basic Books. ISBN 13: 978-0465049585
- Winnicott, D.W. (1996). *The Maturation Processes and the Facilitation Environment*. London, United Kingdom: Karnac Books. ISBN 13: 978-0946439843.
- Young-Bruehl, E. (1994). What theories women want. *American Imago*, 51(4), 373-396. ISSN: 1085-7931

Schedule of Topics and Assignments:

(1) August 29:

INTRODUCTION TO PERSONALITY THEORY AND ASSESSMENT

- Personality in class, culture, ethnicity, race, gender, and socio-political contexts.
- Philosophical, epistemological, and methodological problems and assumptions.
- Evidence-based theory: Evidence as process
 - Empirical, introspective/phenomenological, and clinical methodologies.
 - Use of “self-experience” in responding to theories: Responsive/reflective process
 - Personality theory and assessment in professional psychological practice (individuals, groups, systems, socially responsible action)

Required Reading: (To be completed either before or after class)

Leary, K. (1997). Race, self-disclosure and "forbidden talk." *Race and ethnicity in practice. Psychoanalytic Quarterly*, 66(2), 163-189. ISSN: 2167-4086

McWilliams, N. (2011). Preface. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. ix-xvi). New York, NY: The Guilford Press.
ISBN 13: 978-1-60918-494-0

McWilliams, N. (2011). Introduction. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 1-20). New York, NY: The Guilford Press.
ISBN 13: 978-1-60918-494-0

Mitchell, S. A., & Black, M. J. (1995). Preface. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. xv-xxiii). New York, NY: Basic Books. **ISBN 13: 978-0-465-01405-7**

Suggested Reading:

McWilliams, N. (1999). Orientation to interviewing. *Psychoanalytic case formulation*. (pp. 29-47). New York, NY: The Guilford Press. ISBN 13: 978- 1572304628

McWilliams, N. (1999). Assessing what cannot be changed. *Psychoanalytic case formulation*. (pp. 48-64). New York, NY: The Guilford Press. ISBN 13: 978- 1572304628

(2) September 12:

WHY DIAGNOSIS? WHAT IS CHARACTER? PRACTICAL THEORY

Overview of the theories explored in relationship to personality organization and character structure (within social/political/economic context)

FREUD'S TOPOGRAPHIC PSYCHOANALYTIC THEORY OF PERSONALITY

Section I: Introduction and overview.

Seduction theory, trauma, and the topographic model (uncs, prcs, cs systems)

Required Reading:

McWilliams, N. (2011). Why diagnose? *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 7-20). New York, NY: The Guilford Press.
ISBN 13: 978-1-60918-494-0

McWilliams, N. (2011). Psychoanalytic character diagnosis. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 21-42). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

Mitchell, S. A., & Black, M. J. (1995). Sigmund Freud and the classical psychoanalytic tradition. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 1-22). New York, NY: Basic Books. ISBN 13: 978-0-465-01405-7

If you have time begin reading the following for next week:

Freud, S. (1960). *The Ego and the Id: The standard edition*. J. Strachey (Ed.). (J. Riviere, Trans.). New York, NY: W.W. Norton & Company, Inc. (original work published 1923). ISBN 13: 978-0-393-00142-6

Suggested Reading:

Freud, S. (1955). The dream work. *The Interpretation of Dreams: The complete and definitive text*. J. Stachey (Ed. & Trans.). (pp.295-512). New York, NY: Avon Books. ISBN-13: 978-0-465-01977-9

For your reference:

(The work of condensation 295-296

The work of displacement 296-32

The means of representation in dreams: 326-352

Considerations of representability: 353-362

Representation by symbols in dreams 363-413

Some examples-calculations and speeches in dreams: 414-433

Absurd dreams- intellectual activity in dreams 434-465

Affects in dreams 466-492

Secondary revision 493-512)

Greenberg, J., & Mitchell, S. (1983). Object relations and psychoanalytic models. *Object relations in psychoanalytic theory*. (pp. 9-20.) Cambridge, MA: Harvard University Press. ISBN-13: 978-0674629752

Greenberg, J., & Mitchell, S. (1983). Sigmund Freud: The drive/ structure model. *Object relations in psychoanalytic theory*. (pp. 21-49). Cambridge, MA: Harvard University Press. ISBN-13: 978-0674629752

(3) September 19:

FREUD'S STRUCTURAL PSYCHOANALYTIC THEORY

Section II: Instinct and Representation: towards a Structural Theory

Society, innate characteristics, contemporary cognitive neuroscience of brain/mind structure and function, and personal integration.

Establish small groups for morning discussion for September 26

Required Reading:

Entire book including Introduction:

Freud, S. (1960). *The Ego and the Id: The standard edition*. J. Strachey (Ed.). (J. Riviere, Trans.). New York, NY: W.W. Norton & Company, Inc. (original work published 1923)

ISBN 13: 978-0-393-00142-6

Gay, P. (1989). Sigmund Freud: A brief life. In Freud, S. (1960). *The Ego and the Id: The standard edition*. J. Strachey (Ed.). (J. Riviere, Trans.). New York, NY: W.W. Norton & Company, Inc. (original work published 1923) **ISBN: 0-393-00142-3**

Suggested Reading:

Schamess, G. (2016). Structural theory. In Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). (pp. 48-61). Lanham, MD: Rowman and Littlefield.

ISBN-13: 978-1442236837

Mattei, L. (2016). Coloring development. In Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). (pp. 258- 283). Lanham, MD: Rowman and Littlefield.

ISBN-13: 978-1442236837

Greenberg, J., & Mitchell, S. (1983). Sigmund Freud: The strategy of accommodation. *Object relations in psychoanalytic theory*. (pp. 50-78). Cambridge, MA: Harvard University Press.

ISBN-13: 978-0674629752

(4) September 26:

8:45-9:45—Small group discussions: Conflict Theory in contemporary life

10:00 Whole class convenes.

EGO PSYCHOLOGY: S. Freud, Anna Freud, and Heinz Hartmann

Adaptation, change, synthesis, structure, and agency.

Immigration, social change, and generational transmission of meaning and trauma

Required Reading:

Freud, A. (1937). *The Ego and the mechanisms of defense*. New York, NY: International Universities Press. ISBN-13: 978-1855750388

Mitchell, S. A., & Black, M. J. (1995). Ego psychology. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 23-59). New York, NY: Basic Books. **ISBN 13: 978-0-465-01405-7**

Suggested Reading:

Schamess, G., & Shilkret, R. (2016). Ego psychology. In Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). (pp. 258- 283). Lanham, MD: Rowman and Littlefield.
ISBN-13: 978-1442236837

Greenberg, J., & Mitchell, S. (1983). Heinz Hartmann. *Object relations in psychoanalytic theory*. (pp. 233- 269). Cambridge, MA: Harvard University Press.
ISBN-13: 978-0674629752

(5) October 3:

EGO DEVELOPMENT: Erik Erikson and Margaret Mahler

Psychosocial personality development throughout the lifecycle.
Interaction between the person and the environment over time.
Forms and functions and the development of schemata.
Maturational processes and social facilitation and determination.
Cross-cultural and empirical studies of infants and children
Psychology and social/political action: Social responsibility

Required Reading;

Erikson, E. (1950). Toys and reasons. *Childhood and society: The landmark work on the social significance of childhood* (pp. 209-246). New York, NY: Norton. **ISBN 13: 978-0-393-31068-9**

Erikson, E. (1950). Eight ages of man. *Childhood and society: The landmark work on the social significance of childhood* (pp. 247-274). New York, NY: Norton. **ISBN 13: 978-0-393-31068-9**

Mahler, M. S. (1986). On human symbiosis and the vicissitudes of individuation. In Buckley, P. (Ed.). *Essential papers on object relations* (pp.200-221). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

Mahler, M. S. (1986). On the first three subphases of the separation-individuation process. In Buckley, P. (Ed.). *Essential papers on object relations* (pp.222-232). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

Mitchell, S. A., & Black, M. J. (1995). Psychologists of identity and self: Erik Erikson and Heinz Kohut. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 139-149). New York, NY: Basic Books. **ISBN 13: 978-0-465-01405-7**

Suggested Reading:

Berzoff, J. (2016). Psychosocial ego development: The theory of Erik Erikson. In Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). (pp. 97-117). Lanham, MD: Rowman and Littlefield. ISBN-13: 978-1442236837

6) October 10:

OBJECT RELATIONS THEORY: Instinctual/organizational

Melanie Klein: The Primacy of Instinctual Unconscious Life

Psychic organizations/positions, projective identification, introjections, part-objects, and psychic reality. A brief introduction to the work of Wilfred Bion.

Required Reading:

Klein, M. (1986). A contribution to the psychogenesis of manic-depressive states. In Buckley, P. (Ed.). *Essential papers on object relations* (pp.40-70). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

Klein, M. (1997). Notes on some schizoid mechanisms (1946). *Envy and gratitude and some other works* (pp.1-24). London, United Kingdom: Vintage. ISBN 13: 978-0099752011

Mitchell, S. A., & Black, M. J. (1995). Melanie Klein and contemporary Kleinian theory. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 85-111). New York, NY: Basic Books. **ISBN 13: 978-0-465-01405-7**

Suggested Reading:

Flanagan, L. M. (2016). Object relations theory. In Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). (pp. 118-157). Lanham, MD: Rowman and Littlefield. ISBN-13: 978-1442236837

Greenberg, J., & Mitchell, S. (1983). Heinz Hartmann. *Object relations in psychoanalytic theory*. (pp. 233- 269). Cambridge, MA: Harvard University Press. ISBN-13: 978-0674629752

Buckley, P. (Ed.). (1986). Introduction. *Essential papers on object relations* (pp. ix-xxv). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

7) **October 17:**

OBJECT RELATIONS THEORY: Repression and dissociation/splitting

W.R.D. Fairbairn: The primacy of the object

Contemporary trauma theory and personality structure

Dissociation and repression (you can have them both)

Religious structures and theory manifestations (Jewish and Christian theories)

Relational psychology and attachment (Introduction to attachment theory)

Required Reading:

Fairbairn, W.R.D. (1986). A revised psychopathology of the psychoses and psychoneurosis. In Buckley, P. (Ed.). *Essential papers on object relations* (pp.71-101). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

Fairbairn, W.R.D. (1986). The repression and the return of bad objects (with special reference to the 'war neurosis'). In Buckley, P. (Ed.). *Essential papers on object relations* (pp.102-126). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

Mitchell, S. A., & Black, M. J. (1995). The British object relations school: W.R.D. Fairbairn and D. W. Winnicott. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 112-138). New York, NY: Basic Books. **ISBN 13: 978-0-465-01405-7**

Suggested Reading:

Guntrip, H. (1986). My experience of analysis with Fairbairn and Winnicott. (How complete a result does psycho-analytic therapy achieve?). In Buckley, P. (Ed.). *Essential papers on object relations* (pp.447-468). New York, NY: New York University Press. **ISBN: 0-8147-1080-8**

Robbins, M. (1980). Current controversy in object relations theory as outgrowth of a schism between Klein and Fairbairn. *International Journal of Psychoanalysis*, 62(4), 477-492. ISSN: 1745-8315

Greenberg, J., & Mitchell, S. (1983). W.R.D. Fairbairn. *Object relations in psychoanalytic theory*. (pp. 151-187). Cambridge, MA: Harvard University Press. ISBN-13: 978-0674629752

8) **October 24:**

8:45-9:45—Small group discussions: Object Relations in contemporary life

10:00 Whole class convenes.

OBJECT RELATIONS: FROM SUBJECT TO OBJECT TO SUBJECT: D.W. Winnicott

Independence in theory formation

Infant, childhood, and adult observation and clinical experience

Psychology as social action: popular use of psychology as primary prevention

Required Reading:

Phillips, A. (1988). *Winnicott*. Cambridge, MA: Harvard University Press. ISBN: 0-674-95361-4

Westen, D. (1991). Social cognition and object relations. *Psychological Bulletin*, 109(3), 429-455.
ISSN: 0033-2909

Winnicott, D. W. (1986). The theory of the parent-infant relationship. In Buckley, P. (Ed.). *Essential papers on object relations* (pp.233-253). New York, NY: New York University Press.

ISBN: 0-8147-1080-8

Winnicott, D. W. (1986). Transitional Objects and Transitional Phenomena. In Buckley, P. (Ed.). *Essential papers on object relations* (pp.254-271). New York, NY: New York University Press.

ISBN: 0-8147-1080-8

Suggested Reading:

Greenberg, J., & Mitchell, S. (1983). D.W. Winnicott and Harry Guntrip. *Object relations in psychoanalytic theory*. (pp. 188-232). Cambridge, MA: Harvard University Press.

ISBN-13: 978-0674629752

9) October 31:

SELF PSYCHOLOGY AND INTERSUBJECTIVE THEORY: H. Kohut

Self cohesion and self maintenance.

Ideals, ambitions, goals and selfobject functions.

Microtraumas, compensatory mechanisms, and defenses.

Personality and addiction

Self and society: Race, class, sexual orientation and culture.

Required Reading:

Mitchell, S. A., & Black, M. J. (1995). Psychologies of identity and self: Erik Erikson and Heinz Kohut. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 149-169). New York, NY: Basic Books. ISBN 13: 978-0-465-01405-7

Suggested Reading:

Flanagan, L. M. (2016). The theory of self psychology. In Berzoff, J., Flannagan, L.M., & Hertz, P. (Eds.). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (4th ed.). (pp. 158-185). Lanham, MD: Rowman and Littlefield.
ISBN-13: 978-1442236837

Greenberg, J., & Mitchell, S. (1983). Interpersonal psychologists. *Object relations in psychoanalytic theory*. (pp. 79-118). Cambridge, MA: Harvard University Press. ISBN-13: 978-0674629752

10) November 7:

INTERPERSONALIST THEORY: H.S. Sullivan

American interpersonalist tradition: Chicago school of social theory
Looking glass self, reflected appraisals, social cognition
Schizophrenia and social context

DIVERSITY IN THEORY AND FEMINIST THEORY: Benjamin, Stone Center, Lacan.

Required Reading:

Mitchell, S. A., & Black, M. J. (1995). Harry Stack Sullivan and interpersonal psychoanalysis. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 60-111). New York, NY: Basic Books.
ISBN 13: 978-0-465-01405-7

Mitchell, S. A., & Black, M. J. (1995). Controversies in theory. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 206-228). New York, NY: Basic Books.
ISBN 13: 978-0-465-01405-7

Mitchell, S. A., & Black, M. J. (1995). Controversies in technique. *Freud and beyond: A history of modern psychoanalytic thought*. (pp. 229-254). New York, NY: Basic Books.
ISBN 13: 978-0-465-01405-7

Suggested Reading:

Young-Bruehl, E. (1994). What theories women want. *American Imago*, 51(4), 373-396.
ISSN: 1085-7931

11) November 14:

ASSESSMENT OF PERSONALITY ORGANIZATION: BASIS FOR DIAGNOSIS (over two sessions: November 14 and 28).

Assessment of character structure, personality type, levels of organization (neurotic, borderline, psychotic), defenses. Interviewing and assessing personality organization.

Required Reading (for both November 14 and 28):

McWilliams, N. (2011). Developmental levels of personality organization. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 43-69). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Implications of developmental levels of organization. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 70-99). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Primary defensive processes. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 100-125). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Secondary defensive processes. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 126-150). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Appendix. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 359-362). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

Suggested Reading:

Entire book (pick it up as you go along through the semester)

McWilliams, N. (1999). *Psychoanalytic case formulation*. New York, NY: The Guilford Press. ISBN-13: 978-1572304628

12) November 28:

ASSESSMENT OF PERSONALITY ORGANIZATION: BASIS FOR DIAGNOSIS (continued from November 12)

Interviewing and assessing personality in a variety of contexts (psychotherapy, intakes, consultations, group process, work place, psychology training and supervision)

13) December 5:

TYPES OF CHARACTER ORGANIZATION

Psychopathic/Antisocial, Narcissistic (hard and soft skinned), Schizoid, Paranoid.

Small group exercises

Required Reading:

McWilliams, N. (2011). Part II. Types of character organization. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 151-156). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Psychopathic (Antisocial) personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 157-175) New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Narcissistic personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 176-195). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Schizoid personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 196-213). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Paranoid personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 214-234). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

14) December 12:

FINAL COMPILED RESPONSE PAPERS, PLUS ONE 3-PAGE SUMMARY RESPONSE DUE

TYPES OF CHARACTER ORGANIZATION

Depressive and manic, Masochistic/Self-defeating, Obsessive and compulsive.

Small group exercises.

Required Reading:

McWilliams, N. (2011). Depressive and manic personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 235-266.) New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Masochistic (Self-defeating) personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 267-288). New York, NY: The Guilford Press. **ISBN 13: 978-1-60918-494-0**

McWilliams, N. (2011). Obsessive compulsive personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 289-310). New York, NY: The Guilford Press. ISBN 13: 978-1-60918-494-0

15) December 19:

TYPES OF CHARACTER ORGANIZATION

Hysteric, dissociative

Differential diagnosis and character in context (occupational, political, social, cultural, economic, minority status, gender and sexuality)

Required Reading:

McWilliams, N. (2011). Hysterical (Histrionic) personalities. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 311-331). New York, NY: The Guilford Press. ISBN 13: 978-1-60918-494-0

McWilliams, N. (2011). Dissociative psychologies. *Psychoanalytic Diagnosis: Understanding personality structure in the clinical process* (2nd ed.). (pp. 332-358). New York, NY: The Guilford Press. ISBN 13: 978-1-60918-494-0

APPLICATION OF THEORY IN PRACTICE

In class discussion, and small group exercise/projects

Course Evaluation due (time provided in class to complete evaluations)

Student Academic Support Services

Support for Research & Audiovisual Services:

The AUNE Library offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian, Rachel Sperling, is available weekdays 9-4:30 and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: <http://www.antiochne.edu/library/>

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this page: <http://www.antiochne.edu/library/audiovisual-services/>

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: <https://antioch.illiad.oclc.org/illiad/logon.html>

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The **AUNE Writing Center**, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

- Support at the **AUNE Writing Center** is available in via face-to-face, phone, or Skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website, <http://www.antiochne.edu/writingcenter/>.
- For written feedback on writing, you can submit your work to the **Virtual Writing Center**, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC at <http://www.antioch.edu/vwc/> and you will receive a response in 24-48 hours.

Support for Students with Disabilities:

Office of Student Disability Services

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the semester as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the semester.

For more information, please contact Fran Ziperstein, Director of Student Disability Services at fziperstein@antioch.edu or leave a message at 603 283-2438. The Office for Student Disability Services is located across from conference room 1C.

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