



## THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PSY 304

3 credits (45 contact hours)

### HUMAN DEVELOPMENT IN A CULTURAL CONTEXT

#### COURSE DESCRIPTION

Study of human development from a psychodynamic perspective. The course draws extensively on the theories of such psychoanalytic thinkers as Freud, Melanie Klein, Wilfred Bion, and Donald Winnicott amongst others.

The cultural context is that of a European academic approach to psychology in contrast to the behavioural/cognitive one more prevalent in the United States.

Thus there will be no cross cultural comparisons nor will there be any cross theoretical comparisons: the body of theories on Human Development presented here comes from what is commonly referred to as “*The English School of Psychoanalysis*” whose major theoreticians are Melanie Klein and Wilfred Bion. The course will encourage reflection and debate of what is presented rather than the collecting of more and more facts and theories.

The psychodynamic, i.e. psychoanalytic perspective means that emphasis will be placed at all times on the unconscious mind, the inner world and the infantile in the individual, as well as on processes of self reflection (Students should have a minimum of interest or curiosity about these topics to get anything out of the course.) Students should also bear in mind that some of the topics (psychosis, eating disorders, depression) and some clinical cases may be upsetting (even at a theoretical level, as the course is NOT about group therapy) and should weigh that as well in their selection of the course.

Overall the emphasis is on identity formation and the attainment of a mind of one’s own.

#### COURSE OBJECTIVES AND OUTCOMES

- Students will develop a deeper understanding of human development from a psychoanalytic perspective.
- Students will improve analytical skills and self-reflection, establishing links not only between the numerous concepts but also between theoretical aspects and clinical situations.
- Students will improve skills in oral presentations, analytical writing as well as clinical psychology research.

#### TEXTBOOKS

1 - *Inside Lives*, Margot Waddell.\*\* (main book)

*Human Development*, Eric Rayner.\*\*\*

Those two books will be distributed.

2 - *Personality Development, a Psychoanalytic Perspective*, Debbie Hindle and Marta Vaciago Smith.\*

3 - Other selected articles

**Note:** The first two books will be distributed to the students and the third will be held in the library. Chapters selected from that book + other articles are available on a CD that students need to borrow and copy at the library during the first week.

## **INSTRUCTIONAL METHODS AND ACTIVITIES**

*The classroom format will be both lecture and discussion oriented, based on assigned readings.* The first part of the semester might be more like a lecture class because of the difficulties of the main concepts and some articles. It is essential that students get a solid foundation of major theories. Questions and class discussions are welcome at any time. Many examples will be given in class by the teacher (from her own clinical cases) in order to both illustrate the concept and to encourage discussion. Each class consists of one or at most 2 readings. All students are expected to do the reading ahead of the class for each class in order to get involved in discussions. Their own examples are welcome.

A few oral presentations will be at the beginning of the semester, but most of them will take place in the second part. 1 or 2 students will be responsible for introducing the reading selection for a few classes. All students will be expected to participate in the class discussion. The introduction to the reading should NOT be a lengthy paraphrase of the text copied out by the student and then regurgitated in class (without feeling or understanding!). The student should make an effort at synthesising and summarising the main points of the reading as well as sharing his interests with the class, providing his own examples (from his own experience, readings, documentaries, movies...).

## **EXAMS and ESSAYS**

The class consists of 4 exams (including the mid-term and the final) and 2 written assignments.

The written exams are during class time for 1:25 minutes.

The two written assignments (essays) must comply with the specific requirements stated on the question sheets that will be distributed to the students. They should preferably be typed, but if that is not possible, they must be neat and legible. They must be handed out no later than the due date, in class, **not** after class. The student must not use the class time to finish the assignment.

## **EVALUATION and GRADING**

Exams: 30 points each

Opinion Essay: 20 points

Film Essay: 30 points

Oral presentation + class participation: 30 points

*Total : 200 points*

Grading Scale for the final grade:

A 186-200 B 166-172 C 146-152

A- 180-185 B- 160-165 C- 139-146

B+ 173-179 C+ 153-159 D below 139

Grading Scale for each exam:

A = 95-100 A- = 90-94 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63

**ATTENDANCE and PARTICIPATION**

One of the primary requirements is that you attend class.

This is not a lecture class and its success depends very much on your coming to class on time, *prepared for the lesson*, and *ready to participate in discussion and activities*. Participation, attendance and punctuality will be part of your final grade.

Regular class attendance is expected of all students. Class attendance is a factor in the final assessment of a student's academic performance. A student with what the Center Director or Dean considers excessive absences may be dismissed from the Institute. IAU professors impose academic sanctions (including a lowered grade or even failure) upon students for unexcused absences, frequent tardiness, work submitted late, etc.

2 unexcused absences ⇒ lowered final grade.

3 tardinesses = 1 absence

Students must attend all classes. If they do not they must inform the office ahead of or on the day of the class, NOT afterwards. Picking up parents or friends at airports or deciding to take a trip to visit parents or friends in a European city does not constitute a justification to miss class.

**CLASS BEHAVIOR**

Students must arrive on time for classes. Attendance and punctuality (or lack of) will affect the final grading.

Students are not to wander in and out of classes, for no apparent reasons

Students are asked to refrain from eating lunch during class and to turn off their mobile phones.

Computers are allowed during class time since most of the selected articles were copied. However, students are not allowed to use internet, this would seriously affect the final grade ! Your teacher will pay particular attention to students using computers inappropriately.

## PLAGIARISM

Submitting material that in part or in whole is not entirely one's own work without attributing those same portions to their correct source is prohibited.

## TENTATIVE CALENDAR

(all dates are subject to change according to the rhythm of the class, oral presentations and class discussions)

Day 1	Introduction to the course
Day 2	<i>The Unconscious</i> , Mollon, P.
Day 3	<i>The Unconscious</i> , Mollon, P.  <i>Mechanisms of defense.</i>
Day 4	<i>Intra-Uterine Life and the Experience of Birth</i> , Seglow, R. & Canham, H. *
Day 5	<i>Babyhood : Becoming a person in the Family</i> , Miller, L.* + <b>Documentary</b>
Day 6	<i>Bion's Theory of Containment</i> , Riesenber-Malcom, R.
Day 7	<i>Thoughts on the Containing Process from the Perspective of Infant/Mother Relations</i> , Berse Sorensen, P.
<b>Day 8</b>	<b>Exam 1</b>
Day 9	<i>Freud stages of development (no reading, teacher's account)</i>  <i>States of Mind</i> , Waddell, M.**
Day 10	<i>States of Mind</i> , Waddell, M.**  <i>The Oedipus Situation and the Depressive position</i> , Britton, R.
Day 11	<i>The Oedipus Situation and the Depressive position</i> , Britton, R.  <i>The Toddler and the Wider World</i> , Steiner, D.*
Day 12	<i>The Toddler and the Wider World</i> , Steiner, D.*  <i>Kings, Queens and Factors: The Latency Period Revisited</i> , Edwards, J.*
Day 13	<i>Kings, Queens and Factors: The Latency Period Revisited</i> , Edwards, J.*
<b>Day 14</b>	<b>Mid-Semester Exam. (Exam 2)</b>
Day 15	Film: Ponette
Day 16	Film Ponette ( <i>last part</i> )

*Class discussion about Ponette (referring to main concepts about childhood)*

*Models of Learning, Waddell, M.\*\**

Day 17 *The Family, Waddell, M.\*\**

Day 18 *Adolescence, Rayner, E.\*\*\**

Day 19 *Adolescents as Temporary Outsiders, Briggs, S.*

**Day 20 Exam 3**

Day 21 *Adolescents with Difficulties in Achieving Separateness: Eating Disorders, Briggs,S.*

Day 22 Documentary: Eating Disorders

Day 23 *The Adult World, Waddell, M;\*\**

Day 24 *Mid-life, Rayner, E.\*\*\**

Day 25 *Being alone, Rayner, E.\*\*\**

Day 26 *Old age, or Dying, Grief and Mourning, Rayner, E. \*\*\**

**Final Exams**

**WRITTEN ASSIGNMENTS**

- A 500 word opinion essay (1 page and a half at least, single space).
- A 1500 word essay (3 pages single space) bearing on *one of the following films*:
  - Ponette → Childhood / Bereavement. (this movie will be seen and discussed in class)
  - Thirteen → Adolescence
  - Juno → Adolescence and Pregnancy
  - American Beauty → Adolescence / Mid-Life / The Family.
  - Secrets and lies→ Young Adulthood / The Family in case of adoption.
  - Into the Wild → Young adulthood / Breaking the links with the family.
  - About Schmidt→ Retirement / Old Age / Bereavement.

**CLASS REQUIREMENTS**

1 – All students are expected to read all chapters listed in the syllabus for each class.

1 or 2 students will be asked to explain clinical cases from the reading during teacher's account.

2 – Oral presentation: 2 students will be responsible for introducing the reading selection for classes listed below. Please sign up in advance.

*Intra-Uterine Life and the Experience of Birth*, Seglow, R. & Canham, H.\*

*Babyhood : Becoming a person in the Family*, Miller, L.\*

*The Toddler and the Wider World*, Steiner, D.\*

*Kings, Queens and Factors : The Latency Period Revisited*, Edwards, J.\*

*The Family*, Waddell, M.\*\*

*Adolescence*, Rayner, E.\*\*\*

*Adolescents as Temporary Outsiders*, Briggs, S.

*Adolescents with Difficulties in Achieving Separateness :Eating Disorders*, Briggs,S.

*The Adult World*, Waddell, M.\*\*

*Mid-Life*, Rayner,E.\*\*\*

*Being Alone*, Rayner, E.\*\*\*

*Old Age and/or Dying, Grief and Mourning*, Rayner, E.\*\*\*