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Middle Childhood: The Space Between
San Francisco Center for Psychoanalysis

March 15, 22, 29, and April 12, 19, 26, 2019
(no class April 5)
Fridays 8:00-9:30 a.m.

Between the passions of early childhood and the tumult of adolescence lies the terrain of middle childhood. Some psychoanalytic thinkers have referred to this period as “latency” to reflect the notion that passions recede, particularly those of the Oedipal variety, and the child has some respite before encountering the challenges that are to come.

More current thinking challenges this formulation and, instead, emphasizes the way developmental processes retain their non-linear, often chaotic qualities during this period. Rather than intensities receding, they appear *differently* than they might have in early childhood or will in adolescence. Further, new capacities (including those involving mental, intra-psychic, physical, relational, and cognitive activity) become available to the child and are applied to the challenges of this time.

In this course we will work to address the tasks, anxieties, vulnerabilities, and strengths of this enigmatic period of development. We will study the development of capacities for play, symbolic thinking, being alone and needing others, intimacy without overt sexualization, and the broadening of an internal capacity. We will also address how the developmental potentials of this time can become constrained, including questions of the impact of trauma on these potentials.

While we can quite readily think about how our adult patients’ childhood and adolescence have affected them, it can be harder to draw a line between the experiences of middle childhood and adulthood. Throughout the course we will consider how these dynamics present in our adult patients and how this might inform our clinical thinking and activity.

March 15

Waddell, M. (2005). States of Mind in *Inside lives: Psychoanalysis and the growth of the personality*. Karnac Books: London. 5-14.

Reader

Waddell, Margot (2005) Latency in *Inside lives: Psychoanalysis and the growth of the personality*. Karnac Books: London. 81-104.

Reader

Supplemental Reading:

Etchegoyan, A. (1994). Latency: A reappraisal. *International Journal of Psychoanalysis*, 74: 347-357

PEP-Web

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

EZ-Proxy

March 22

Jemerin, J. (2004). Latency and the capacity to reflect on mental states. *Psychoanalytic Study of the Child*, 59: 211-239

PEP-Web

March 29

Case, C. (2002). Animation and the location of beauty. *Journal of Child Psychotherapy*, 28: 327-343

PEP-Web

Supplemental Reading:

Csillag, V. (2005). The child patient of this particular therapist. *Journal of Infant, Child and Adolescent Psychotherapy*, 4(4): 424-441

PEP-Web

Franchi, V. (2013). Thinking lest we be forced to remember: Rebuilding a mind to think, play with and forget thoughts about trauma in a 10-year old boy. *Journal of Child Psychotherapy*, 39(2): 189-205

PEP-Web

April 5

No class

April 12

Winnicott, D.W. (1958). Child analysis in the latency period. In *The maturational processes and the facilitating environment*. International Universities Press. 115-123

PEP-Web

Winnicott, D.W. (1968). Playing: Its theoretical status in the clinical situation. *International Journal of Psycho-Analysis*, 49: 591-599

PEP-Web

Supplemental Reading:

Meersand, P. (2009). Play and the older child: Developmental and clinical opportunities. *Psychoanalytic Study of the Child*, 64:112-130

PEP-Web

Meersand, P. (2017). Early latency and the impact of the digital world: Exploring the effect of technological games on evolving ego capacities, superego development, and peer relationships. *Psychoanalytic Study of the Child*, 70:117-129

EZ-Proxy

April 19

Symington, J. (1997). The little obsessional alchemist. *Journal of Child Psychotherapy*, 23(2): 265-278

PEP-Web

Winnicott, D.W. (1968). The squiggle game. In *Psychoanalytic explorations*. Cambridge, MA: Harvard University Press. 299-317

PEP-Web

April 26

Proner, B. (2017). The latency complex: The dead hand of anti-development. *Journal of Analytical Psychology*, 62(4):567-584

EZ-Proxy

ADDITIONAL READING

Alvarez, A (1997). Projective identification as communication: Its grammar in borderline psychotic children. *Psychoanalytic Dialogues*, (7):753-758

Bornholdt, I. (2009). The Impact of the time experience on the psychoanalysis of children and adolescents in Eds., L. G. Fiorini and J. Canestri. *The experience of time: Psychoanalytic perspectives*. Karnac: London. 97-116.

Dahl, E.K. (1993). The impact of divorce on a preadolescent girl. *Psychoanalytic Study of the Child*, 48: 193-207

Fraiberg, S. (1972). Some characteristics of gender arousal and discharge in latency girls. *Psychoanalytic Study of the Child*, 27: 439-475

Freud, S. (1924). The dissolution of the Oedipus complex. *The standard edition of the complete psychological works of Sigmund Freud*, (XIX): 173-179

Guignard, F. (2008). Envy in western society: Today and tomorrow. In *Envy and gratitude revisited*. Karnac. 109-123

Joyce, A. (2016). Infantile sexuality: Its place in the conceptual developments of Anna Freud and Donald W. Winnicott. *International Journal of Psycho-Analysis*, 97(3):915-931

Loewald, H. (1978). The waning of the Oedipus complex. *Journal of the American Psychoanalytic Association*, 27(4): 751-775

Sandor, V. (2015). Psychogenesis—Factors of the child's psychic development: Some theoretical aspects of the concept of the latency period. *Romanian Journal of Psychoanalysis*, 8(2):73-81

Sarnoff, C. (1989). The structure of latency,” in *Latency*, Jason Aronson, Lanham MD: 13-36