**FREUD’S CASE HISTORIES 1**

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1st Year Candidates
Fall, 2012
Trimester 1, Weeks 5 and 7-10

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the American Psychoanalytic Association and the Institute for Psychoanalytic Education. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 1 AMA PRA Category 1 Credit™ per hour of instruction. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

*Important Disclosure Information For All Learners:* None of the planners and presenters of this CME program have any relevant financial relationships to disclose.

**Goals:** Freud’s case histories are a legacy shared by all psychoanalysts. Though not useful for learning contemporary psychoanalytic technique, they permit us to trace the development of Freud’s models of mind (introduced in Theory 1, and elaborated in Theory 2-4) through clinical material. Reading the major cases sequentially, we can follow Freud through a process of discovery in which new clinical experiences catalyze theoretical innovation. We can see what Freud jettisoned along the way, and why; what he kept on board; and what he may have overlooked.

It is also instructive to read Freud’s cases as seminal examples of clinical process writing, notable for both their detailed descriptions of clinical phenomenology and their engaging, literary style. Examining the cases as clinical literature, we will consider how Freud tries to persuade readers of his theoretical views; whether he succeeds in this effort; and, why (or, why not).

We will also consider the intermingling of conscious and unconscious motives in Freud’s case writing. Freud wrote five major case histories (commonly referred to as “Dora,” “Little Hans,” “the Rat Man,” “Schreber” and “the Wolf Man”). What were his explicit aims, in selecting each of these five cases for full exposition? What other, more implicit personal and political motivations might we discern, between the lines, in each text? Like any case write-up, Freud’s describe intense, personal interactions in which neither party’s motives are fully transparent. In this course, we will read Freud as we all might hope (and fear) to be read, ourselves: with a sympathetic, yet critical, eye.

Finally, looking toward our own development as clinical writers and as potential contributors to the psychoanalytic literature, we will see what we can glean from Freud’s example. What might we hope to do – or, not to do – when we report on our own cases? What obstacles might we expect to encounter in ourselves, and in others, when we write about our clinical work?
In Freud’s Case Histories 1 we will read Dora and Little Hans, in addition to several critiques or commentaries on these cases. Freud’s Case Histories 2 (in the third trimester this year) will take up the Rat Man and the Wolf Man.
**Assigned Readings**

*Available on P.E.P. and will not be provided by the Institute. (“Additional Readings” will also not be provided by the Institute)

**Week 1 (October 13) Dora: The clinical picture**

All candidates read in advance:


**Week 2 (October 27). Dora (continued): The first dream**

All candidates read in advance:

*Freud, S. (1905). “Fragment of an Analysis of a Case of Hysteria,” *Standard Edition*, VII, pp. 64-122. **NOTE:** we will discuss only pages 64-93 this week. The remainder will be covered next week.

Selected candidates read in advance, for class discussion:


**Week 3 (November 3). Dora (continued): The second dream / Little Hans**

All candidates review:


All candidates read in advance:

**Week 4 (November 10). Little Hans (continued)**

*All candidates read in advance:*


*Selected candidates read in advance, for class discussion:*


**Week 5 (November 17). Little Hans (continued)**

*All candidates read in advance:*


*Selected candidates read in advance, for class discussion:*


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**Additional Readings on Dora**


**Additional Readings on Little Hans**


