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Psychoanalytic Video Outreach Project

Chris Heath

Frustration is a great inspirational force. When I was chair of the Outreach Committee of my local psychoanalytic center, I found it difficult to engage the non-psychoanalytic community. I'm sure I'm not alone in this. With disbelief, people would say, "Do people even still use the couch?" "Is that the same as cognitive behavioral therapy?"

We as psychoanalysts need to evolve novel ways to develop our community presence. In particular, how do we present the particular strengths of our training? Our personal analysis and the related use of the self as analyzing instrument sets us apart from other schools of therapy; both are very personal, intimate aspects of our work. The public does not seem informed about these aspects of our expertise. Without this public knowledge, I worry, we seem aloof, cold and outdated. And the solution is not as simple as just telling them; we have to engage in creative ways.

LEARNING CAN BE FUN

The video idea came to me in a round-about way. I was pursuing education in economics in hopes of developing outreach

Chris Heath, M.D., is a psychoanalyst in Dallas. He is a past chair of the Outreach Committee of the Dallas Psychoanalytic Center and has been an associate member of the editorial board of the International Journal of Psychoanalysis.

projects through the intersections of the two fields. I had to take a refresher course in calculus, and made a delightful discovery: Online classes have evolved. I was surprised to actually, for the first time, understand calculus after I took an online MOOC class by Jim Fowler at Ohio State University. I had taken (and passed) calculus twice before, but this class presented it in a refreshingly personal way, with examples acted out. If Fowler can help me understand calculus, maybe I can present psychoanalysis in a similar way.

Online video has become a popular medium, especially among youth. YouTube is watched more than any cable network by 18-49 year-olds, according to *Forbes*, and the YouTube search engine is the second most used Internet search engine. In particular, a new category of celebrity, the YouTuber, has emerged. Many of the videos these artists produce are simply the artist speaking directly to the camera, as if the viewer is a friend. The manifest content is often mundane; it may be a simple recipe or even a "haul" where the YouTuber shows us what they bought at the store today. The popularity of these videos appears to reflect a hunger, it seems to me, for personal connection.

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Reflecting on the Past Year and Possibilities for Our Future

Mark D. Smaller

With this issue of *TAP*, I begin my final six months as president. Much has happened within APsaA since my term as president began in Chicago, June 2014. Much remains to be accomplished between now and our June 2016 meeting back in Chicago.

SIX RECOMMENDATIONS FOR CHANGE

During my first Executive Committee meeting as president in Chicago a year and a half ago, we immediately put an end to an appeal process from the lawsuit. From that morning on, through weekly meetings, two retreats, and conference calls in between, the Executive Committee began a process of talking, listening and healing, and finally, creating a cohesive working group. In November 2014, we locked ourselves in an isolated hotel in Buffalo Grove, Illinois. No buffaloes, no groves. Rather, two days of discussion with each other and our consultant, Jeffrey Kerr. We hashed out differences, injuries, hurts, anger and various convictions about psychoanalysis and our Association. By the evening over dinner and wine, we spoke personally and began to better know and regain respect for each other.

By February, during our second retreat, we began to constructively formulate a list of changes that resulted in our Six Recommendations for Change with plans to present at our June 2015 meeting in San Francisco. The unanimous support by both the Executive Council and the Board on Professional Standards may have been one of the most satisfying moments in my professional career. It affirmed the huge effort of our Executive Committee—Harriet Wolfe, Bill Meyerson, Ralph Fishkin, Lee Ascherman, Betsy Brett, Peter Kotcher—consistently helped and facilitated by Dean Stein and Tina Faison.

Mark D. Smaller, Ph.D., is president of the American Psychoanalytic Association.



Mark D. Smaller

We then moved on to creating Work Groups to propose ways of implementing the six recommendations to be presented in January, now a short time away. The effort has

been enormous, but I believe it will result in significant reform in governance, education, benefit to members, adding new affiliated psychoanalytic groups and help APsaA continue to push psychoanalysis forward.

THE STATE OF APsaA

Although the Executive Committee was occupied with creating these recommendations for change, APsaA has not been idle. We added 81 new members as a result of the William Alanson White Institute and Society (WAW) affiliating with APsaA. For the first time in three years, our membership was growing again, rather than being in decline. We continue to be enriched, not only by WAW new members, but the innovative perspectives they provide our field and organization. Over the past year other psychoanalytic organizations have reached out to inquire about affiliation and we are responding.

We continued to connect with the International Psychoanalytical Association (IPA). In January 2015, we had frank conversations with the IPA leadership about dues, an aging membership, and our recovery from the lawsuit. By the time Harriet Wolfe, APsaA president-elect, and I arrived in Stockholm for the European Psychoanalytic Federation meetings, in March 2015, we could report a healthy and flourishing APsaA. The first edition of the *Ejournal, Psychoanalysis Today*, has been launched through the editorial and financial efforts of the three regions, APsaA and the

North American Psychoanalytic Confederation (NAPsaC), the European Psychoanalytic Federation, and the Latin American Psychoanalytic Federation—and an important step taken in connecting psychoanalysts around the world regarding contemporary perspectives in our field.

During the closing ceremonies of the IPA Congress in Boston last July, I spoke about how essential the IPA and APsaA are to each other; and that together we would successfully address the challenges to psychoanalysis outside and within. Many of our members contributed to the success of the IPA Congress both in attendance and scientific contributions. The IPA meeting in North America could not have come at a better time.

The day after the IPA Congress, Harriet Wolfe chaired the inaugural APsaA Research Summit. Over the past year we had struggled to transform APsaA's Science Department and the Fund for Psychoanalytic Research into a better functioning and more responsive research arm of APsaA. Through Harriet's tireless efforts, the Summit proved successful (see her report on page 6 in this issue).

Our commitment to and success regarding social issues were highlighted this past year in a number of ways. Position statements were formulated on human trafficking, campus sexual violence, working with returning veterans, race-based violence and racial profiling, and LGBT people in the military. When the Supreme Court voted in favor of the constitutional right to same-sex marriage, our name was on the list of supporters on that amicus brief, as it was in Illinois when the governor signed a bill prohibiting conversion therapy for children and adolescents.

Public information efforts are made more successful by our involvement in the world around us. Wylie Tene, who began in his position as APsaA's director of public affairs, last January, continues to do an excellent job keeping us connected to media outlets and social networks, and, through regular News and Announcements on our lists, informing the membership about activities of APsaA and individual members.

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Bylaw Amendment: APsaA on the Move

Luba Kessler

Voting on the bylaw amendment is about to commence. The petition by more than 50 members will be receiving the full consideration and judgment of all APsaA members. We, the petitioners, hope the vote on it will reflect the membership's renewed sense of enfranchisement in our professional organization, on a par with the pride in our personal psychoanalytic identities.

CONTEXT

The amendment proposal was generated in 2014 by the task force convened by APsaA president Bob Pyles and chaired by Erik Gann. The recent lawsuit over APsaA's bylaws had laid bare the anomalous nature of our bicameral organizational structure. The amendment was a response to it. By granting the Executive Council, APsaA's Board of Directors (BOD), full authority in all its organizational matters, it was correcting the structural anomaly—the source of chronic friction within the organization—as well as bringing it into a straightforward compliance with the New York State Not-for-Profit Law.

However, in the meantime a transition in APsaA presidency from Bob Pyles to Mark Smaller, with Harriet Wolfe as president-elect, was under way after the summer of 2014. Such transitions are opportunities for new initiatives, but they can also cause discontinuities. Though vetted by APsaA lawyers and ready to go, the bylaw amendment went on pause.

GRASSROOTS INITIATIVE

Inspired by Bob Pyles's impassioned address calling for the amendment even as he was stepping down as APsaA's president, I subsequently sent out a call on Members list for petition signers, in a test of grassroots interest. The

Luba Kessler, M.D., is councilor for Psychoanalytic Association of NY; on faculty of Institute for Psychoanalytic Education affiliated with NYU; in private practice in Long Island, NY. She organized the signature drive to bring the bylaw amendment to membership vote.

idea was that if enough rank and file members answered the call, it could grow "new legs."

And so they did. Members from diverse backgrounds and locations responded eagerly, exceeding the required number of 50 so as to allow the petition for the amendment to proceed to a general vote. This was December 2014.

BYLAW AMENDMENT PROPOSAL MEETS SIX RECOMMENDATIONS FOR CHANGE

The following spring the new Executive Committee (ExCom) notified the APsaA membership that a proposal for reforming our operational organization was in the works. Acutely cognizant of the need for constructive action, the Executive Committee created a proposal, Six Recommendations for Change. The transformations envisioned in the proposal had the potential to reshape our organizational policies and create new organizational structures. One could foresee these changes might lead to a correction in the bicameral organizational anomaly of authority as presently divided between the Council (APsaA's BOD) and BOPS, but if and when that were to be the case remained a matter of conjecture only. The six-point proposal did not make such change explicit. Indeed, aside from externalizing the certification procedure and deriving a department for psychoanalytic education from BOPS's non-regulatory activities, the status and governance rights of BOPS were not addressed at all in the ExCom proposal. It meant they were to remain as inscribed in the APsaA bylaws.

SAN FRANCISCO, JUNE 2015

The ExCom proposal was enthusiastically endorsed in the joint meetings of the Council and BOPS. Yes, the details and the implementations were yet to be sorted out, but both were on board to contemplate new, out of the box, configurations.

However, while all that was for the good, the APsaA's bicameral division of governance authority itself remained untouched. Only the proposed bylaw amendment, like a magnetic needle, pointed squarely and explicitly at this

enduring fault line. The San Francisco proceedings at BOPS and in Council the following day were about moving that needle.

Within BOPS, the leadership vigorously campaigned to produce an advisory to the APsaA membership against the amendment. (In a twist of irony, BOPS's right to issue an advisory on the amendment was just the kind of a bicameral governance prerogative the proposal under discussion was challenging, and yet was subject to it.) However, despite framing their determined opposition to the amendment as if it were to damage the work on the Six Recommendations for Change, the leaders encountered a decidedly skeptical constituency among the rank and file BOPS fellows. In the fluidity of the unfolding debate, the response by the fellows showed remarkable new flexibility and independence. While 22 fellows voted for a negative advisory, i.e., against the amendment, 18 fellows did not go along. The outcome was a remarkable vote of considerable support for the amendment in the BOPS chamber.

The following day's proceedings in the Council were marked by this continuing fluidity. BOPS fellows who were also councilors engaged in the shaping of the Council's advisory vote on the amendment. The motion in the Council made clear the streamlined BOD authority of the amended bylaws would be one of collaboration with the endorsed Recommendations for Change. The aim of the amendment was to support and dovetail with the Recommendations for Change. The support for the amendment solidified. The votes against it by some of the fellows in BOPS the day before became votes of support in Council. One became an abstention. In the end, the Council's advisory vote was overwhelmingly in favor of the amendment.

GRASSROOTS MEETS LEADERSHIP

It takes a long time to turn a ship around, but with good winds and everyone at their oars, leaders and members alike, we are doing it. We are discovering the pleasures and benefits of democratic collegiality. The proposed amendment of the bylaws is a straightforward structural corrective, a necessary foundation for all reform at APsaA. We can make it happen.

Please vote for the bylaw amendment. 

The Bylaw

No committee of the corporation established pursuant to or cited in Article VII shall have the authority to bind the Executive Council in any respect whatsoever, including, without limitation, with respect to contracts, monetary matters, or any policies and procedures pertaining to any of the functions or purposes of the Association, such as, for example, policies and procedures pertaining to administration, public information, advocacy, professional education, and certification of psychoanalysts.

A Progressive Step Forward: Why the Executive Committee's Governance Proposal is the Only Option

Lee I. Ascherman, Elizabeth Brett, Dwarakanath Rao and Dionne Powell

For the first time in our long and illustrious history we are on the threshold of major change. This change, approved by the Executive Council and the Board on Professional Standards is embodied in the Executive Committee's six-point proposal for organizational reform; a comprehensive plan bringing fundamental changes in structure and function to modernize and strengthen our professional organization.

The primary obstacle that threatens to derail this inclusive process comes from the bylaw amendment proposal, which harks back to a divisive past outside of consensus within APsaA. The bylaw amendment proposal excludes the many interested parties within APsaA and is not a part of the Executive Committee proposal. We cannot emphasize enough that this bylaw proposal goes against the spirit and compromise of the Executive Committee proposal that was resoundingly approved by all parts of APsaA.

Lee I. Ascherman, M.D., is chair of the Board on Professional Standards.

Elizabeth Brett, Ph.D., is secretary of the Board on Professional Standards.

Dwarakanath Rao, M.D., is chair-elect of the Board on Professional Standards.

Dionne Powell, M.D., is secretary-elect of the Board on Professional Standards.

During APsaA's history there have been multiple efforts to solve our organizational difficulties. Almost all became historical footnotes while external threats to our profession only grew. Ultimately, our organizational structure will mean very little if psychoanalysis also becomes a historical footnote. If this ill-timed and divisive bylaw proposal is not defeated, the six-point proposal could become another in a long list of footnotes, and disastrous upheaval in APsaA will result. This is why we ask that you support the Executive Committee's six-point proposal by opposing the bylaw proposal.

THE FUTURE

We are at a critical crossroad where we can no longer ignore realities in the modern world of professional organizations. Our founders were in some ways prescient in their design of the APsaA we have known. While "bicameral" has for some become a dirty word, this structure was designed to separate educational functions and regulation from all other aspects of organization governance. It turns out modern organizations separate these entities. All professional organizations have moved to a structure that separates or firewalls organizational management from education policy and regulation. The first objective of APsaA's 2011 Strategic Plan under Governance and Management

states: "Move to a governance structure, operations and policies and procedures consistent with model professional association best practices."

Modern non-profit organizational structures including all involved with education follow federal guidelines unless state regulations are more stringent. Even if an organization is not federally recognized, they follow suit for three reasons:

1. Federal expectations set the compass for the future. Already we have had one of our institutes face the challenge of state regulations threatening the future of its program. The state insisted on proof the Committee on Institutes of the Board on Professional Standards had sufficient rigor, authority and autonomy from the membership organization to approve the analytic training program of the institute. A touch and go situation had a favorable outcome.
2. Federal recognition opens opportunities for grants and loans otherwise not available to institutes or candidates.
3. Good faith efforts of professions to regulate themselves outside of membership organizations demonstrate effort to protect the public, diminishing risk for government intrusion into professional affairs.

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APsaA Research Summit: A Call to Action

Harriet Wolfe

An APsaA research summit took place in Boston on Sunday, July 26, 2015, immediately following the IPA Congress. Its purpose was to sharpen and reinvigorate APsaA's support for research. The time and place allowed for a diverse group of expert researchers in attendance and a head start on formulating recommendations for APsaA's effective reengagement with the scientific aspect of its mission.

The meeting was proposed by Andrew Gerber, head of the Science Department, and I was the moderator. There were 42 participants, including APsaA researchers; non-APsaA researchers from the U.S., Argentina, Belgium, Canada, France, Germany and Italy; and non-researcher members of APsaA who are committed to supporting analytic research. Three APsaA past-presidents, the current president and president-elect and the executive director were present. Also present were the president-elect and two past presidents of the Society for Psychotherapy Research. This combination of scientists and administrative leaders set the stage for serious and productive consideration of what it will take to ensure APsaA's enduring attention to science and its successful support of research.

PSYCHOANALYTIC RESEARCH: OUTCOME, PROCESS AND CONCEPTUAL

Three APsaA researchers began the meeting by addressing prominent areas of analytic research—outcome, process and conceptual research. Barbara Milrod, an analyst investigator whose work has had major support from the National Institute of Mental Health, spoke about outcome research and the importance in the modern scientific world of randomized controlled trials (RCTs). She implored the group to recognize there is a crisis facing

psychoanalytic and psychodynamic treatments in the U.S. because there is insufficient evidence regarding efficacy and little public domain support for psychosocial interventions other than cognitive behavioral therapy. She showed data regarding the concomitant lack of interest in research on the part of analytic clinicians.

Her data and comments set the stage for an important discussion of the disengagement of the analytic community from analytic research.

Sherwood Waldron presented on the topic of process research. Unlike RCTs that investigate effectiveness of interventions on a large scale, process research focuses on the interactions between two people in order to identify essential dimensions of mind and possible mechanisms of change. Insofar as process research is based on video- and audiotaped transcripts of treatment sessions, the method provides an educational tool as well as a research tool.

Waldron's comments set the stage for an important discussion of the need for education about analytic research in candidate training and in the larger analytic and health care communities.



Harriet Wolfe



Barbara Milrod

Bob Galatzer-Levy spoke about conceptual research. He defined research broadly as any activity that is directed toward developing knowledge and uses a methodology that is spelled out and can be critiqued. He argued for the value of a research agenda that includes research on psychoanalytic theory, child development, application of analytic thinking to community needs and social policy, and the use of psychoanalysis in the humanities and social sciences. He too urged the group to recognize the crisis APsaA and the profession of psychoanalysis face because of relative inattention to analytic research. He referenced past attempts to find political solutions to professional problems, including APsaA's support for research, and implored the group to contribute to a rational, thoughtful approach to an enduring research program within APsaA.

In highlighting APsaA's inconsistent attention to research and the fact it has been tied to inspiring individuals rather than a shared sense of mission within the membership, he set the stage for an important consideration of the tension between organizational and scientific aims and the challenge inherent in bridging the gap between them.

There were strong differences of opinion among attendees regarding what would be most important for APsaA to support: large randomized controlled studies; small pilot projects (including those of early career researchers who can use their data to develop their research interests further); outcome/process/conceptual research; and psychoanalytic or psychodynamic therapy research. The possibility of defining a common project, perhaps in the form of supporting one large study, was discussed but a pluralist approach seemed most persuasive.

FUND FOR SCIENTIFIC RESEARCH

There was complete agreement that the first step APsaA needs to take is to reactivate the Fund for Psychoanalytic Research. This agreement reflected a theme regarding the importance of fundraising and potential methods of achieving it.

Charles Fisher, the new chair of the Fund for Psychoanalytic Research, made clear his intent to restart the Fund as soon as possible.

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Harriet Wolfe, M.D., is president-elect of APsaA.

Welcome to the 2016 National Meeting in New York

January 12–17

Christine C. Kieffer



Christine C. Kieffer

In just a few weeks, we will be getting together once again—under the Waldorf clock—to meet friends, share ideas and learn new things at the American Psychoanalytic Association 2016 National Meeting in New York. I have highlighted below some of the exciting events we have planned for January.

PLENARIES AND PRESIDENTIAL SYMPOSIUM

First, we will have two imaginative and creative plenaries given by two of our foremost colleagues: Donald Moss will be giving a plenary, with the mysterious and compelling title, “The Insane Look of the Bewildered Half-Broken Animal.” Dorothy Holmes will be offering a visionary plenary titled, “Come Hither American Psychoanalysis: Our Complex Multi-cultural America Needs What We Have to Offer.” In addition, our president, Mark Smaller, will address us in his Presidential Symposium: “If Not Now, When?: Speaking Out about Racism While Changing the Course of Psychoanalytic History.” These are just a few of the many outstanding events to anticipate.

PANELS

No January meeting would be complete without our fine array of large panels that will feature some of the most thought-provoking psychoanalysts in the country, and perhaps the world.

Christine C. Kieffer, Ph.D., ABPP, is chair of the Program Committee.

Panel I, “It’s About Time: Temporality in Analysis,” with Haydée Faimberg, Warren Poland, Donnel Stern and Irene Cairo will be held on Friday.

Panel II, on Saturday morning, will focus on “The Analyst as a Person: A Different Approach to the Ethics of the Impossible Profession,” with Jane Kite, Susan Kattlove, Humphrey Morris and Mitchell Wilson.

Panel III will offer an intriguing inquiry into American psychoanalysis: “Don’t Fence Me In: What’s American about American Psychoanalysis?” with Glen Gabbard, Shelly Orgel, Donald Moss and Bonnie Litowitz.

Panel IV will examine the clinical dynamics of working with patients who are physically ill: “The Patients’ Illness: How they Affect the Analyst and the Analytic Work,” with Judy Kantrowitz, Phillip Herschenfeld, Peggy Warren, Caryle Perlman and Theodore Jacobs.

And, of course, there will be another stimulating **Panel on Child and Adolescent Analysis**, “The Effects of Separation and Divorce: Reflections from Child and Adult Analysis,” featuring Linda Gunsberg, Anthony Bram, Robert Straus, Larry Sarezky and Claudia Lament.

UNIVERSITY FORUM, MEET-THE-AUTHOR, ETHICS COLLOQUIUM

Another program not to be missed is the University Forum, where two highly renowned authors Zadie Smith and Chris Abani, will examine “The Unseen and the Unheard in Fiction and Memoir.” Stanley Coen will chair and Alice Jones will provide commentary in this thought-provoking program. I urge you to also make time for the Meet-the-Author program in which Lawrence Brown and Theodore Jacobs will discuss their new books in a program moderated by Henry Friedman.



This year, we are particularly fortunate to have a special symposium that will feature the work of the psychoanalyst and author, Danielle Knafo. I will moderate this program that will explore aspects of an emerging socio-cultural phenomenon, “Guys and Dolls: Relational Life in the Technological Era.” And, in response to the need for additional ethics credits, we have put together an ethics colloquium titled, “Rotten Apples and Ambivalence: Sexual Boundary Violations as a Problem of the Group,” where Muriel Dimen will present a paper, followed by commentary by Glen Gabbard, Avgi Saketopoulou, Charles Levin and me. The structure of this program will allow for plenty of time for audience discussion with the presenters so we may process these provocative ideas together.

CLINICAL WORKSHOPS AND SYMPOSIA

One of the most popular components of our program has been the Two-Day Clinical Workshop, and I am proud to announce, in response to popular demand, there will be two new workshops offered by Joseph Lichtenberg with Frank Lachman as discussant, and one by Donald Moss with Irma Brenman-Pick as discussant. In addition, there will be two compelling symposia. The first, on “Unconscious Death Anxiety,” will feature Norman Straker, William Breitbart and Sheldon Solomon, and the second, on “Sexual Trafficking,” with Ruth Fischer, Vivian Blotnick Pender, and Assistant United States Attorney Karine Moreno-Taxman.

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Progressive Step Forward

Continued from page 5

Title IV of the Higher Education Act mandates professional organizations that accredit must be separate and independent (CFR Section 602.12(a)(3)) from a trade association. It reads:

"The structure of modern professional organizations must be one that satisfies the 'separate and independent' requirement for accreditation outlined in federal legislation."

"Separate and independent" means:

- I. "The members of the agency's decision-making body—who decide the accreditation or preaccreditation status of institutions or programs, establish the agency's accreditation policies, or both—are not elected or selected by the board or chief executive officer of any related, associated, or affiliated trade association or membership organization;


2. At least one member of the agency's decision-making body is a representative of the public, and at least one-seventh of that body consists of representatives of the public;
3. The agency has established and implemented guidelines for each member of the decision-making body to avoid conflicts of interest;
4. The agency's dues are paid separately from any dues paid to any related, associated, or affiliated trade association or membership organization;
5. The agency develops and determines its own budget, with no review by or consultation with any other entity or organization."

SUMMARY

This critical information, often drowned out by the noise of organization politics, is essential to our future. The set of six proposals presented by the Executive Committee

are consistent with these principles, reflecting thoughtful cooperation between the officers of the organization and the leadership of the Board on Professional Standards. It promotes the separation of approving/accrediting functions from the membership organization and recognizes the externalization of certification. It directs the Executive Council to review its functioning using a consultant with expertise in non-profit boards of professional organizations.

A LAST WORD

We are on a constructive path that involves the whole organization, striving for a bright future for our beloved profession. The undergirding of this path is the six-point Executive Committee proposal. It is easy to regress or stay stuck in protracted organizational enactment. But if you want to ensure change by working together on this new path, we urge you to vote NO on the bylaw proposal. 

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Our Ruined Choirs

Phoebe A. Cirio

"Bare ruined choirs, where late the sweet birds sang," this line from Shakespeare's Sonnet 73 captures the zeitgeist of anxiety that suffuses much of psychoanalysis at this point early in the 21st century. The "bare ruined choirs" of our present time refers, of course, to the paucity of analytic patients, particularly the ideal analyzable neurotic. It also refers to the difficulty in finding candidates for training, so institute faculties have someone to teach. "Where late the sweet birds sang," speaks of nostalgia for a lost golden time in psychoanalysis when psychoanalysts had full practices, waiting lists even, and comfortable incomes. Also implied, but not spoken aloud, is that a return to the pinnacle of mental health practice is what we deserve; and our excellence and exceptional clinical capability is being devalued, and we are eager, perhaps desperate, to restore ourselves to our rightful place. The conclusion many of us draw is that psychoanalysis as a science, a field of practice, and a profession is in danger and we are suffering a crisis.

WELTSCHMERZ

Because of this zeitgeist of frustration and longing, our professional association, APsA, has been riven with conflict, which has fostered its own atmosphere of crisis. I think we are suffering from *Weltschmerz*, which means "world pain" in German. It is the sadness in our hearts for the world we can never have.

Kate Schechter, in her excellent book, *Illusions of a Future: Psychoanalysis and the Biopolitics of Desire*, offers

some analysis for this current condition I am calling our *Weltschmerz*. Using ethnographic methodology, she describes the profession of psychoanalysis as ensnared in the current neoliberal climate of evidence-based medicine, in which the ethos of the audit defines the value of any practice, and all practice can be reduced to a cost-benefit analysis. She says in her introduction: "Evidence-based medicine (EBM), embraced by the insurance and pharmaceutical industries and by health economists and policy makers alike, stands in sharp contrast to psychoanalysis in matters of ontology, authority, and value." She goes on to argue that we have unwittingly responded to this pressure by constructing a parallel, fetishistic claustrum wherein we fight about the "real relationship."

She argues there has been a modification in our psychoanalytic technique from the original model of interpretation of transference and retrieval of memory to neutralize transference, to a newer definition of technique where the measure of the psychoanalyst is in her ability to form a relationship with a patient, and "to experience, process, and contain affective intensity in that relationship." But Schechter's point is the containment of affect is too weak an edifice for our profession. So we falter under the pressure.



Phoebe A. Cirio

She finds evidence for the collapse of the edifice in our disputes with one another about whether something is or is not psychoanalytic. By concerning ourselves with whether the clinical actions of others fit our standards of psychoanalysis, we governmentalize our profession and occupy ourselves with measurements, all to achieve control of others, and of ourselves. The conflict about clinical technique imbues the conflicts that are internal to APsA.

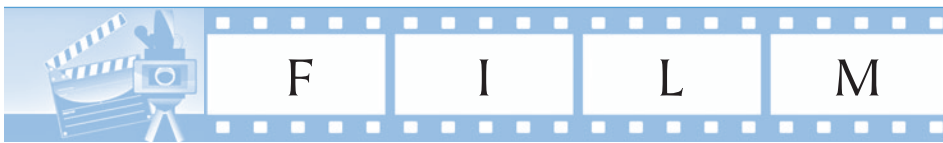
SHIFTING TECTONICS

In this brief column I can do little more than sketch the shifting tectonics within our organization. But I have a couple of points I would like to make about the current times. One of the points Schechter is making, by situating us within a larger biomedical environment, is that we in psychoanalysis are being shaped by forces external to ourselves. The prevailing neoliberal ethos, where everything can be measured and monetized, and the essential value of any activity can be reduced to, and determined by, a cost-benefit analysis, is pervasive, as is the over-valuation of reason. Data triumphs in this scenario.

The second point is about psychoanalytic education. I think those of us who enter into psychoanalytic training at this time are doing so because we reject neoliberal values. We study psychoanalysis because we are interested in the complexity of the mind and human interaction, and do not want to simplify and reduce human activity, and certainly not clinical activity, to measurable units subject to reimbursement. But it is awfully hard to fight this current. Candidates enter into psychoanalytic training because they believe it is something of genuine value, which will enhance their clinical skills. Because of this commitment on the part of candidates, it is crucial that our organization ensure excellence in our clinical and theoretical education—however that can be achieved.

APsA

Phoebe A. Cirio, M.S.W., LCSW, is president of the Candidates' Council.



The Double Life of Veronique

Bonnie Kaufman

Bruce H. Sklarew, Column Editor



Let me begin with Krzysztof Kieslowski's own words:

I don't film metaphors...For me, a bottle of milk is simply a bottle of milk; when it spills, it means milk's been spilt. Nothing more. It doesn't mean that the world's fallen apart, or that the milk symbolizes a mother's milk, which her child couldn't drink because the mother died early, for example. A bottle of spilt milk is simply a bottle of spilt milk. And that's cinema. Unfortunately, it doesn't mean anything else...No, I don't film metaphors.

Bonnie S. Kaufman, M.D., *associate clinical professor of psychiatry, Columbia University, and faculty, Columbia University Center for Psychoanalytic Training and Research, has written and lectured extensively on psychoanalysis and film.*

Bruce H. Sklarew, M.D., *an associate editor and co-founder of the award-winning Projections: The Journal for Movies and Mind, organizes the film programs at meetings of the American Psychoanalytic Association and has co-edited two books on psychoanalysis and film.*

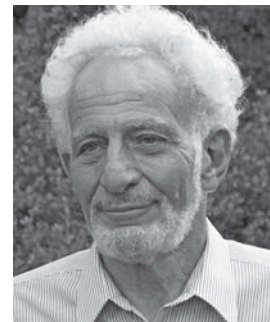
People only read them as metaphors, which is very good. That's what I want. I always want to stir people to something. It doesn't matter whether I manage to pull people into the story or inspire them to analyze it. What is important is that I force them into something or move them in some way.

While Kieslowski may not be totally honest here about the role the filmmaker plays, he is nonetheless getting at an important point: Meaning is not inherent in the image itself, but is created in the process of decoding and contextualization of the image performed by the spectator (and, despite Kieslowski's disclaimer, with considerable guidance from the artist). It is certainly clear from the second part of the quotation that this filmmaker presses his audience to take a very active role in the viewing process. In order for this to happen, the film must both pull us in and inspire us to analyze—a simultaneous process of experiencing and observing.

CONTENT AND PROCESS

The Double Life of Veronique is a film whose structure resists attempts at easy resolution of its many contradictions. Even more than in Kieslowski's trilogy, *Trois Couleurs*, a first

viewing yields more confusion than clarification. But this is a situation every analyst is familiar with; it is the nature of our craft that we are required to tolerate ambiguity



Bruce H. Sklarew

and anxiety, and to decide when it is appropriate to be active and when to sit back and wait. What I will do is describe some of my experiences with, and observations about, *Veronique* and offer an approach to the film that may provide a point of departure for further thought.

I have come to feel it is most fruitful for me to approach a film through the examination of the formal aspects of the filmcraft in an effort to understand what it communicates and how it is done. This means looking not only at the narrative but also at the particulars of the medium, the narrational strategies beyond the verbal text. By strategies, I mean, for example, the sequences of images, the sound track, the camera shots and techniques, lighting, *mise en scene* and editing. I have also found, as is often the case in clinical work, these extra-narrative phenomena are often most clearly visible on the film's margins. (The most meaningful exchange in a given psychoanalytic session may happen as the patient is walking out the door; in a film, a shot before the narrative begins might be extremely important).

In *Double Life*, I am struck immediately by the arresting quality of the film's earliest moments. Before the film credits, before the title, we see two little girls, one in Poland on Christmas Eve; the other, in early spring, in France, and we are told the year is 1968. Veronika (as we later learn she is called) lies on her back, looking up at the stars; Veronique is intently examining the underside of one of the early leaves of spring. The dead of winter; the return of life in spring. The macrocosm of the stars, the microcosm of a first leaf. Veronika is filmed at an angle such that she first appears upside down on the screen;

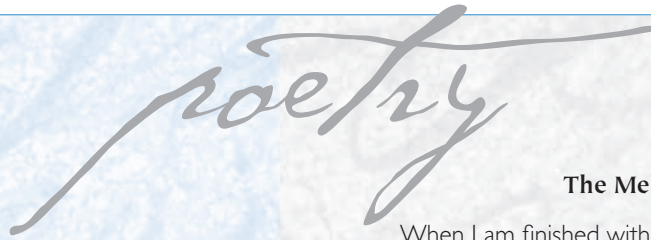
Continued on page 24

From the Unconscious

Sheri A. Butler

This poem touches on the immense holding capacity the analyst can form within, over the course of an analysis, for a patient they have come to know. The holding capacity changes with time and with the intimacy of the work, and is a place of refuge for a patient who may be in a great deal of pain. It's a part of the empathic, analytic stance that sets our work apart from the ever increasing myriad of behavioral therapies and is often a large part of why patients will stay for analytic work, when no other treatment can reach deeply enough.

Sheri A. Butler, M.D., is an adult training and consulting analyst and a child consulting analyst in the child division at the Seattle Psychoanalytic Society and Institute. A published poet and member of TAP's editorial board, she welcomes readers' comments, suggestions, and poetry submissions at annseattle1@gmail.com.



The Melting Threat

When I am finished with everything, she told me,
I won't have anything else to do.
Nothing else on my mind,
So you cannot ask me,
What's on my mind.

Startled, I wondered aloud,
Would her knotted worries all be unraveled?
Every thought breathed in,
Every memory spoken out?

Very precisely,
She iced.
So you cannot wait for me
To sharpen myself on you,
Or think you know what I might have poked you with.

I asked then, there will be no unspoken longing?
No fragment of a dream forgotten?
No mystery that I don't know
And you don't either?
Do you really plan to end this way
On my couch?

Yes, she thought she might just do that.
It might be a restful way to go.
Just withhold her last thought,
Wait one last moment for me to blink
And then drift off.

Her eyes would close,
Her breathing slow and stop,
As I helplessly looked on.
And while I waited to see if there was more
She would silently slip away.

With an inward smile I barely saw
She said wouldn't I have a difficult time then,
At the end of the hour?
When I shifted around and said my usual,
Wouldn't I have a hard time then,
Clearing her away?

With her outward tear
That I couldn't miss,
I said we would both
Hold her within,
As things are, not as things were.
We would both
Never need to clear her away.

—Sheri A. Butler

A Call to Action

Continued from page 6

It has been dormant for over a year. He described his plan to establish a multiple portal structure for the Fund. This approach will invite proposals for outcome, process and conceptual research projects. (For this purpose “conceptual research” designates all research that does not specifically investigate process and/or outcome.) Projects of similar nature will be compared with each other in a review process conducted by research experts in that area who are experienced in scientific review.

APsaA currently budgets a relatively small amount of money for research. It is certainly not enough to support large-scale studies. Regardless of the specific research direction chosen, substantial outside funding will be needed.

Two actions will greatly increase the likelihood of improved funding:

1. The demonstration of a commitment to research on the part of APsaA members. If a high percentage of members donate to research, even if the dollar amounts are low, potential donors can feel confident that the experts (analysts themselves) think research is important.
2. The mounting of a vigorous development campaign to seek outside funds for research.

ORGANIZATIONAL AND SCIENTIFIC AIMS

There are several important tensions between organizational aims and scientific aims that require continued discussion.

The researchers present disagreed about the relative value of investigating psychodynamic psychotherapy (PDP) process and outcome as opposed to psychoanalytic process and outcome. Those in favor of focusing on psychoanalysis proper argued research on psychoanalysis is limited and it is an appropriate focus for a specifically psychoanalytic organization. Others felt PDP is sufficiently similar to psychoanalysis that advances in knowledge about it are likely to benefit psychoanalysis proper.



Photo: Jacques Gourguechon

From left to right:
Robert Galatzer-Levy, Sherwood Waldron, Harriet Wolfe, Andrew Gerber and Charles Fisher.

Those in favor of increased attention to PDP research were alert to the societal impact of the scientific results obtained. They emphasized that APsaA needs to join the public discussion of the Institute of Medicine (IOM) report released in July 2015, titled “Psychosocial Interventions for Mental and Substance Use Disorders: A Framework for Establishing Evidence-Based Standards.”

The report emphasizes the need to support research that strengthens the evidence base for the efficacy of psychosocial interventions in mental health and substance abuse treatment and to define the key elements that account for an intervention’s effect. The clinical guidelines and outcome measures that result from further IOM discussions will inform approaches to reimbursement and to application of the Affordable Care Act. In connection with these public policy directions, it is important to study ways of making analytic approaches to patient care broadly accessible.

Finally, without continued support for PDP research, the chances of PDP being funded by insurance companies and acknowledged as vital by health care planners will diminish and perhaps disappear.

How can APsaA make research an ongoing, vital aspect of its mission? Past support has been intermittent and often tied to passionate, effective individuals. When their participation is lost, interest in research wanes again. While it is difficult to imagine psychoanalysts would not support advances in knowledge made through use of careful methodologies, it appears many analysts are actually ambivalent about research.

I want to suggest we need to pay careful attention to both scientific aims and organizational aims as we go forward and be mindful of their interaction. Scientific aims are necessarily free of bias regarding research results if true advances in knowledge are to be obtained. Some analysts may be ambivalent about analytic research because it could demonstrate the elements they believe to be most important are not. There may indeed be other elements that are responsible for outcome. And outcome can be discovered to be poor as well as good.

Advances in science require funded research. This may be where things start to get murky. How can our members be expected to give annually to research if they feel ambivalent about it or have no idea what sort of research is being done and why? How can outside donors be recruited to augment our budget for research if we ourselves demonstrate a lukewarm attitude to research?

IMPLEMENTING AN EFFECTIVE RESEARCH PROGRAM

I believe there are a few organizational interventions that can substantially move things along. First the Science Department needs some administrative help in order to keep the APsaA membership informed about current projects and research results; to provide information about grants and projects to the Committee on Public Information so the public is informed of research results and priorities; to create materials and organize appointments for fundraising; to maintain communications within the broad research

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Three Awards to Daniel S. Schechter for Research

*Daniel S. Schechter, APsaA member,
was awarded three paper prizes this summer.*

He received the Hayman Prize for best published work on traumatized children or adults by the International Psychoanalytical Association (IPA) and the Norbert and Charlotte Rieger Psychodynamic Psychotherapy Award from the American Academy of Child and Adolescent Psychiatry (AACAP) for his paper "On Traumatically Skewed Intersubjectivity." This paper in press in *Psychoanalytic Inquiry*, considers how the impact of interpersonal violence experienced by parents during their childhood, resurfaces and shapes the infant's development of intersubjectivity.



Daniel S. Schechter

Schechter was also given his fourth Significant Contribution to Psychoanalytic Research Award, at the IPA Congress in Boston for his study "Distorted and Negative Attributions towards Child, Self and Primary Attachment Figure among Posttraumatically Stressed Mothers: What Changes with Clinician Assisted Videofeedback Exposure Sessions (CAVES)." He presented this paper at the meeting with Mark Solms as chair and discussant.

This paper reports a significant change in traumatized mothers' mental representations of their toddlers during the course of a brief psychoanalytically-informed psychotherapeutic intervention involving videofeedback with support and modeling of maternal mentalization particularly after exposing mothers to video excerpts of interactions that these mothers might otherwise avoid.

*Schechter is on the faculty of the Columbia University Center for
Psychoanalytic Training and Research and senior lecturer in psychiatry
at the University of Geneva Faculty of Medicine in Switzerland
where he currently resides.*

community, including IPA colleagues, that may promote research collaborations; to help APsaA's director of public affairs with social media and press contacts regarding research; and to assist the chair and members of the Fund for Psychoanalytic Research in accomplishing their work. In addition to its other functions, this type of administrative support would help educate APsaA members about the exciting and even discouraging aspects of their research colleagues' search for knowledge.

A more fundamental approach to educating analysts about the value of research would be to develop required research curricula for analytic training utilizing approaches that are designed to grab the interest of clinicians and demonstrate the relevance of research to analytic practice. These would be approaches to

analytic practice and thinking based on evidence, not on authority or historical wisdom. For some this would mean a shift in paradigm.

As a professional membership organization, APsaA has not been able to welcome analytic researchers who are not clinicians as full members. Analytic researchers have participated in allied organizations, such as the Psychodynamic Psychoanalytic Research Society (PPRS), that offer diverse communities of experts but sit outside of APsaA and maintain a distance between APsaA and the knowledge it could better support and use. I suggest that APsaA's Board of Directors consider proposing a new membership category called research scientist in order to include non-clinical analytic researchers with demonstrated expertise and scholarship in

psychoanalytic/psychodynamic research as full members in APsaA.

APsaA's Science Department will be undergoing changes that will benefit the intellectual and practical lives of APsaA members and enhance the knowledge needed to serve patients optimally. We are recruiting a new head of the Science Department, as Andrew Gerber must focus on leading Austen Riggs. Stay tuned for updates on department leadership, scientists' advice on research priorities, the work of the Fund, and steps toward significant fundraising for research. I look forward to the promotion of deeper psychoanalytic knowledge and better psychoanalytic treatment through our Association's support of research. I hope all members will contribute, according to their abilities, to the Fund.

APsaA

Video Outreach Project

Continued from page 1

PIONEERING NEW VIDEO CONTENT

As I was conceiving my videos, the Psychoanalytic Electronic Publishing (PEP) Web announced a round of grants for creation of psychoanalytic videos. I applied and received a generous grant in 2013, which went mostly towards equipment, such as lighting and cameras. My six-episode series, "Mind Your Mind," is being published on the PEP-WEB Internet platform, available without a subscription and text-transcribed. The latest episode, "Road Rage," is about defense mechanisms. (See the links below.) Please watch them, and share with anyone you can.

PEP-Web is working towards generating internally developed video content. I am excited to see what will come of this new direction. I will also be publishing links to all my videos through my Facebook page, Vinculo Productions. See the link below, and "like" the page to receive posts.

BECOMING FRIENDLY WITH YOUR UNCONSCIOUS

The direct purpose of my videos is twofold. First is to help the viewer become friendlier to having an unconscious. As I say in Episode 1 about the unconscious, "We've all got one. No need to be embarrassed about it." Second, I want to promote awareness of psychoanalysis. Psychoanalytic concepts are ingrained in our culture but are preconscious to most people. I believe it will be helpful to link these concepts back to psychoanalysis.

I knew nothing about making videos before 2013, so I have attended many classes, workshops and mentorships in cinematography, acting and editing. Likewise, I have trained in social media and video marketing, and am a member of the Task Force on Social Media of the International Psychoanalytical Association.

The style of my videos is inspired by popular "edutainment" videos on YouTube, including V-Sauce and Laci Green, as well as older works by Bill Nye. This style in its modern form involves fast scene changes, short total length, minimal opening credits and a personal, intimate emotional expression. The latter has been most challenging for me, since



I am aware that a public presence may have an effect on the transference of my analysts. (Leon Hoffman's paper on "Psychoanalysis in the Public Eye: Internal Resistances" is pertinent to this concern.)

I also use vignettes with volunteer actors to portray these concepts which otherwise might be dry descriptions. Although I have written scripts, my actors are very good at improvisation, which creates a fresh feel to the vignettes. My wife, Dawn, has helped in many ways, from creation to co-direction on sets; the videos have been a lot of fun for us.

POTENTIAL EDUCATIONAL VALUE

My hoped-for audience is broad and diverse. I would like these videos to be discovered by viewers searching for how the mind works, and how to deal with feelings. My long-term hope is that these, or future videos, will become popular with an Internet audience. Also, I believe concepts like transference and dynamic unconscious are fathomable to laypeople. In that way, they may be useful as starting points for discussion in classes from high school level up to beginning psychoanalytic candidates.

I am eager to hear anyone's experience and feedback if they use them for education. I have been overjoyed at the positive feedback I have received, partly because it is reassuring. My videos seem different from most psychoanalytic outreach efforts, and feel a little silly most of the time, but silliness and humor are part of our shared human experience. In fact, people need to know that

psychoanalysis, while dealing with the deepest human pain and tragedy, is also interested in a person's whole experience, including humor and joy.

In addition to the "Mind Your Mind" series in fulfillment of the PEP-Web grant, I am producing other videos, all with the same outreach mission. I recently viewed a pertinent movie with a group of children and videotaped a discussion group afterwards. This made for an entertaining video; a link is listed below. I am hopeful my continued publication of these videos will help set the pendulum swinging towards a cultural friendliness to psychoanalysis.

APSA

Search Pep-Web under Author:

Heath and Title:
"Mind Your Mind"

"Mind Your Mind,
Episode 3: Road Rage":
<http://goo.gl/AkIFsa>

Vinculo Productions

Facebook Page:

<https://www.facebook.com/vinculoproductions>

Inside Out

Movie Discussion video:

<https://www.youtube.com/watch?v=q88DOjxk1FI>

A Tangible APsaA Member Benefit to Save You Money

Brenda Bauer



Brenda Bauer

APsaA membership does indeed have its privileges. Many of us recognize some of the obvious benefits of membership, such as advanced notification of scientific meet-

ings and reduced registration fees, a valuable source of referrals, the gift to us that our listservs are, and involvement with other professional advocacy groups on social issues important to our field. Others treasure the opportunity to build professional and social relationships with members near and far through committee work and networking activities at meetings, and through the listservs.


However, many members either remain unaware of or overlook the great bounty available to us for the taking. Take, for example, our access to first-rate liability insurance. Underwritten by American Home and administered by Frenkel & Company, the program became available to psychiatrists in 1972 and has been available nationwide for psychologist and social worker members since 2014.

The policy offered by Frenkel & Company is issued on an "occurrence" policy coverage form. This is a superior form when compared to the more frequently offered "claims-made" coverage form. There are several important differences between occurrence form policies and claims-made policies. Occurrence form

policies afford coverage as long as the covered claim occurred during the policy period. Under a claims-made policy, coverage is only afforded if the covered claim was reported to the insurance company during the policy period. A claims-made policy, in many instances, requires the purchase of an extended reporting period endorsement or "tail coverage" as it is most commonly known. Tail coverage is not required with occurrence-based policies. Additionally, the liability limits for an occurrence policy essentially is reset each year. If, for example, you purchased an occurrence policy for 20 years, you could conceivably have 20 separate limits to respond to claims that get reported at any time regardless of when the policy ends. With a claims-made policy, you have only one policy period with one limit to respond upon reporting a claim.

Member enrollees have been pleasantly surprised by the level of coverage, such as the provision of defense costs outside the policy limit, the customer service experience with the convenience of getting a live person on the phone when you call, and the sheer affordability of the plan.

To get a sense of the savings one can expect, please see the by-discipline table below for a comparison of plans and approximate cost savings. (Please note: Liability insurance coverage and premium amount requirements vary by state).

For more information, including a free quote, please visit www.apsaainurance.com or call Claudia Chavez, account executive at Frenkel & Company, at 201-356-3403. 

Price comparisons are based on an occurrence-based policy with professional liability limits of \$1,000,000/\$3,000,000

Psychiatrist	American Home	Other*
New York	\$3,244	\$5,432
Massachusetts	\$4,118	\$5,550
Illinois	\$4,487	\$19,980
California	\$3,794	\$7,728
Pennsylvania (based on limits of \$500,000/\$1,500,000)	\$2,226	\$11,959

*Companies used are competitors for professional liability insurance of each designation listed.

Psychologist/Social Worker	American Home	Other*
New York	\$299	\$1,215
Massachusetts	\$311	\$989
Illinois	\$299	\$1,215
California	\$320	\$2,083
Pennsylvania	\$299	\$1,215

*Companies used are competitors for professional liability insurance of the designation listed.

Brenda Bauer, Psy.D., is a graduate psychoanalyst in full-time private practice in New York. She is director of the Social Issues Department, and on the Membership Committee.

American Psychoanalytic Foundation's Wide Ranging Activities

Linda R. Benson



Linda R. Benson

The American Psychoanalytic Foundation (APF) offered support to a gamut of activities in the fiscal year 2015 (the fiscal year APsaA recently ended):

providing an intimate concert for our members; funding initiatives exploring the trauma of human trafficking; and offering psychoanalytic insights to music educators on stage fright and other emotional issues in performance.

The piano at the Waldorf Astoria never sounded better as APF had a rare opportunity to sponsor an intimate solo piano performance by Louis Nagel last January especially for APsaA members attending the 2015 National Meeting.

An audience of APsaA attendees filled the Vanderbilt Room to capacity at the Waldorf in New York City for the hour-long concert, which took place on Saturday, January 17. Louis Nagel, a professor of piano and piano literature at the University of Michigan since 1969 and spouse of APsaA member Julie Jaffee Nagel, often fits in performances with concert orchestras throughout the U.S. along with his teaching duties, so it was an opportunity not to be missed when he offered to do a concert for the National Meeting, provided a time and location could be worked out. The Steinway Hall, Nagel's first choice for its quality pianos and wonderful acoustics,

Linda R. Benson lives in Ann Arbor, MI, where she writes features for The Ann Arbor Observer and teaches writing at Wayne State University.

was closed due to relocating, but the Vanderbilt Room at the Waldorf was available and the hotel agreed to tune the piano to Nagel's specifications.


Nagel presented a program of Beethoven that included "Rondo in C Major"; "Opus 126 Bagatelles"; and "Opus sonatas #1 and #2" (the "Moonlight"), chatting informally with the group between the musical selections. "They were an enthusiastic audience, informed and attentive," said Nagel. "Many seemed very surprised to have access to the music in this kind of casual setting, and they lingered afterwards to ask good questions."

The foundation took up serious issues during 2014 as well. The APsaA Committee on the Status of Women and Girls' proposal to provide education and outreach on the social issue of commercial sex trafficking of women and children in the U.S. received a grant from APF. The grant helped fund a four-hour multidisciplinary seminar at Weill Cornell Medical College on April 10 and was simultaneously broadcast as an online webinar. APsaA members Ruth Fischer and Vivian Pender organized the event and Mark Smaller, president of APsaA, opened the meeting. The presenters, including a victim, health care professionals and a prosecutor, as well as psychoanalysts, explored how the sex trade works in the U.S. and what psychoanalysts can bring to confront this disturbing form of domestic slavery through their unique understanding of trauma, exploitation and abuse.



Louis Nagel

Photo: Sandra Walker

Julie Jaffee Nagel received another 2014 foundation grant to participate as keynote speaker for the Music Teachers National Association's annual meeting. Her address, "Harnessing the Mind—Physical and Emotional Issues in Music Teaching," emphasized the whole person who comes to a music lesson. "I have been the only psychodynamic psychologist and now analyst involved in this organization, which has over 22,000 members," she said. "There have been some behaviorists involved before, but most of the concerns have been physical ones such as tendonitis and other complaints or injuries. But everyone is interested in stage fright." 

Undergraduate Psychoanalytic Studies at Hampshire College

Derek Pyle

On February 27, 2014, Division 39 president-elect Marilyn Charles spoke at Hampshire College, a small liberal arts college in Amherst, Massachusetts. The occasion was the formal launch of Hampshire's undergraduate psychoanalytic studies program.

There has been much conversation in recent years about the lack of access to psychoanalytic ideas among young people (i.e., early career professionals, graduate students and at the undergraduate level). In 2005 APsA launched an outreach task force, the 10,000 Minds Project, in the belief that the future of psychoanalytic thought depends on engaging undergraduate students in psychoanalytic ideas. Ten years later, Hampshire College emerged as an important psychoanalytic vista for interested undergraduates.

Although Hampshire officially launched its psychoanalytic studies program last year, Hampshire students have engaged with psychoanalytic theory for a number of years prior through classes as well as independent, faculty-sponsored study.

Many universities offer psychoanalytic theory in the humanities, through gender studies, literature and film theory courses, according to a 10,000 Minds Project study. At Hampshire, however, interest in psychoanalysis is not limited to humanities-based applications of psychoanalysis; students can study Freud, Lacan, Klein and Winnicott in clinical psychology and early childhood education courses.

Hampshire is also part of a local five-college consortium, comprising Hampshire, Mount Holyoke, Smith, UMass and Amherst, offering students additional access to psychoanalytic thought, most notably in courses taught by

Alicia Christoff and Gail Hornstein, who's best known to the psychoanalytic world for her brilliant biography of Frieda Fromm-Reichmann at the Chestnut Lodge.



Derek Pyle

EMPHASIS ON INDEPENDENT STUDY

The psychoanalytic studies program sits within Hampshire's unique pedagogic model, providing an academic environment that stands in contrast to that of more traditional schools.

Hampshire has no required general education classes and no formal majors. There are, however, a number of optional "concentrations" of study (a category that includes psychoanalytic studies). This allows students to develop their own interdisciplinary paths of study, with the support of faculty mentorship.

During their senior year, Hampshire students generally take only one class per semester, and spend the remainder of their time working on an individualized project, colloquially referred to as a "Div III." This project is akin to an extended senior honors thesis. Typical Division IIIs include students writing theses, but might also involve filming a movie, orchestrating a large-scale musical performance, or coding a new computer program.



Derek Pyle recently completed his undergraduate education at Hampshire College. He is the producer and director of *Waywords and Meansigns*, an international project setting James Joyce's *Finnegans Wake* to music unabridged. He lives in Boston.

Given the individualized nature of Hampshire education, it is impossible to say what the "average" student's course of study will look like within the psychoanalytic studies program.

OPENING DOORS WITH LACAN

Dorothy Cashore was one of Hampshire's motivated students, focusing her Division III writing on Lacanian conceptions of the symptom and the *sinthome*, and the implications of each for clinical psychoanalytic theory. I spoke with Dorothy in the spring of 2014 about her studies at Hampshire.

From an early age, Dorothy wanted to be a psychologist. She began her undergraduate studies at Hampshire by taking a typical psychology major course load, studying abnormal and experimental psychology. As Dorothy explained, "I found out I didn't actually love psychology. The way it was being taught, the way that research was being done... it turned out I loved something else, and I didn't really know what that was or what category it fell into, if any."

When Dorothy encountered the theories of Jacques Lacan in her second year at Hampshire, she was struck by Lacan's descriptions of the unconscious, as a way to explain the enigmas of human behavior: "There was no looking back for me after that... I skipped all the other psychoanalysts. I was just Lacan, Lacan 24/7 for the next few years."

She was particularly struck by a course taught by Annie Rogers called Meeting Lacan. Utilizing Hampshire's campus farm as a part of the course curriculum, students in Meeting Lacan sit outside at the barn in silence, multiple times a week during the wee hours of morning, to watch over pregnant sheep. "Lamb watch" has a practical function, should the sheep begin labor and need human support, but the larger purpose is to disrupt the student's ordinary routine, as a way of evoking enigmatic experiences that may give way to new ways of thinking and dreaming.

Dorothy's experiences on lamb watch were quite powerful, bringing her face-to-face with unconscious material. She recounts "emailing Annie [at 4 a.m.] and getting excited because I thought maybe I had found a signifier in my dream."

Continued on page 18

Psychoanalytic Studies

Continued from page 17

After graduating from Hampshire, Dorothy was accepted into Duquesne's clinical psychology doctoral program, with full funding from the school, where she has begun to study the larger world of psychology. Recalling her single-minded focus on Lacan at Hampshire, she says, "One view of it is at the expense of 'practicality,' [but] magically, having pursued only exactly what I loved... it ended up opening exactly the doors I needed open."

GENDER STUDIES AND PSYCHOANALYSIS

I spoke with another recent graduate of Hampshire's program, Milo Muise, in the spring of 2014. Milo also began at Hampshire with a general interest in psychology, first encountering psychodynamic theory in a course taught by Peter Gilford, *What is Psychotherapy?* While "pretty consistently attracted to psychoanalysis, and pretty hesitant about the other options [in psychology]," Milo remained skeptical about the patriarchal baggage of Freud and psychoanalysis.

Milo started exploring sexual orientation in early adolescence. In college, Milo began understanding how queer identity was not just a matter of sexual orientation but one of gender as well. While surrounded by supportive peers in Hampshire's large queer community, Milo started identifying as transgender (transmasculine) and using the preferred pronouns of "they/them," denoting that their experience of embodiment simply does not fit into the gender binary typically proscribed by contemporary society.

It is not surprising Milo has struggled at times to integrate queer perspective with classical psychoanalytic thinking. As Milo remarks, "What does a trans-Oedipus look like... or even a queer one?"

Yet Milo also says, "I come across so much psychoanalysis in queer theory." Clearly this intersection is exciting for Milo, who lights up with excitement when talking about a course at Amherst College taught by Alicia Christoff on post-Freudian psychoanalysis, where Milo first encountered a number of psychoanalytic applications of queer theory.

Milo also took a class at Smith College called *Unruly Bodies*, taught by Professor Anna Ward. Through Elizabeth Wilson's writing, in this course Milo learned about Ferenczi's conception of the "biological unconscious." Milo explains this as "the idea that the matter and the substance of the body can under certain traumatic instances [including hysteria] begin to think, begin to have urges and wants and desires in the way the unconscious mind would."

For someone who knows intimately about the complex relationship between biological bodies, and one's personal sense of embodiment and identity, it is no wonder Milo is fascinated by the implications of Ferenczi's theory.

Milo's Division III consisted of a series of prose poems about a young person whose body is infested with termites, and also an essay about the politics of embodiment. The merits of Milo's poetic ability are impressive; during Milo's senior year, they were one of five contestants selected to compete in the national Glascock Poetry Competition. A prestigious intercollegiate event hosted at Mount Holyoke College, the 2014 competition was judged by Charles Simic, Mark Doty and Lyrae Van Clief-Stefanon. Milo took second place.

LEARNING MAJOR THEORIES

Unlike students who encounter psychoanalysis for the first time through the Hampshire's courses, I transferred to the school from another university for the specific purpose of studying psychoanalytic theory. I briefly outline my studies here as an example of the potential psychoanalytic breadth available to motivated students at Hampshire.

During my first semester at Hampshire, I undertook an independent study with Professor Lourdes Mattei, reading and writing about Freud's original theories of narcissism, and the later conceptualizations of Heinz Kohut and Otto Kernberg.

In my second semester, I continued working with Mattei in another independent study focused on psychoanalytic conceptions of love. In addition to reading Michael Balint and again Kernberg, I learned about the post-Oedipal theories of Jody Messler Davies as


well as Andrea Celenza and Glen Gabbard's work related to sexual boundary violations. During this same semester, I took a class co-taught by Annie Rogers and Brown Kennedy, where we alternated each week between reading the works of Jacques Lacan and James Joyce.

During my second and final year, while working on my Div III, I took *Literature and Psychoanalysis* taught by Mary Russo, and a class on Lacan, taught by Annie Rogers. Russo, who has since retired from teaching, encouraged reading lots and lots of Freud alongside a number of great literary texts.

My Division III work spanned some 230 pages in two parts. One half was a series of essays, many exploring Wilfred Bion's *Learning from Experience*. To understand how Bion's conceptions of dreaming and not being able to dream deviated from classical psychoanalytic theory, I revisited Freud in depth. I became interested in psychosis, and the question of whether there is a "psychotic part" of a person that exists in all healthy people. I studied the work of Melanie Klein and Thomas Ogden, as well as Michael Robbins. I also read some Hans Loewald, and lots of James Joyce. The other half of my Division III was a semi-autobiographical prose-poetry hybrid, inspired by my own experiences in psychoanalytic psychotherapy.

HOPES FOR REPLICATION

It is unlikely other schools will easily replicate Hampshire's psychoanalytic studies, because the program is embedded within the school's unique pedagogical model of faculty mentored, student-led independent study. Yet while Hampshire continues to engage students with psychoanalysis, hopefully American psychoanalysts will take notice, and more dialogue as well as collaboration can emerge between the two groups.

For more information about Hampshire's program visit <https://www.hampshire.edu/areas-of-study/psychoanalytic-studies> or contact Annie Rogers agrSS@hampshire.edu. 



C O P E

Study Group on Supervision

Barbara Stimmel

It has been two years since we have written in these pages. In that time, we have continued the work we began several years ago, most prominently our reading list accompanied by critical evaluations by members of our committee. The reading list is on the APsA webpage and we have received both enthusiastic comments as well as recommended papers. Our list has been, at times, the source of other groups' educational endeavors and we are continuing to expand its contents.

when senior analysts seek supervision, cross-cultural teaching and learning, supervisor/supervisee dyad sharing uncomfortable moments in their work and their impact on the supervisee's work with the patient, regional differences in teaching and learning, conversations regarding telephonic and televised supervision, the impact of peer pressure on one's work as a supervisor, intersection of money and education, inescapable transference-countertransference enactments, and more.

The workshops groups always stimulate active and animated participation in the context of respectful listening.

Our ongoing and well-attended, supervisory workshops, open to all registrants of the scientific meetings, continue to confront the myriad challenges in the hard work of supervision. They always begin with a presentation by one of our colleagues: TAs, non-TAs, candidates and guests from outside the Association and/or outside the United States. We hear rich clinical material, particular problems, collaborative efforts, essentially all sorts of subjects appear in the room.

For example, we have had live supervision sessions between a supervisor/supervisee couple, candidates candidly describing their experiences as supervisees—what has worked and what has not, just as senior analysts describe their own experiences when teaching—particularly what they have learned. The diverse topics of our sessions have included the specific issues involved

In other words, we are open to discussing all the ups and the downs, ins and outs of supervision.

The workshops groups always stimulate active and animated participation in the context of respectful listening. They also enjoy a repeated roster of colleagues, nonetheless we are always open and eager to include new participant members. Our group has yet to create ongoing seminars for APsA members wishing to advance to supervising analyst, although it is definitely on our to-do list. Our hope is that through consultation, study and collaboration, we can create meetings/seminars that will provide a venue for an exchange of ideas, questions and perspectives about supervision. These learning groups also will be formed to help us think through this most important educational endeavor: the development, enhancement and sharing in the skills and challenges of conducting supervision. (Evaluation will *not* be part of this process.)

Perhaps the most important aspect of our mandate has been to determine the skill set for supervisors as well as teaching models to help our colleagues actualize them. This ongoing effort is implicit in our reading list, described above. In this time, the Committee on Institutes has thought to pursue the evaluation of supervision education programs among the institutes. Thus it has made good and economical sense for us to combine forces. We plan to do the intersecting work of developing an understanding of what attributes comprise the capacity to conduct good, even excellent, supervision; how to teach it; and then how to evaluate its presence in curricula and institute learning.

Eitingon model or not, the mutual education between supervisors and their student colleagues helps form the backbone of our profession—its strength, success, survival. We welcome the questions, suggestions and participation of our colleagues in all aspects of the Study Group on Supervision. Please feel free to contact me at barbara.stimmel@mssm.edu so we can see how you can become involved.



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Dean K. Stein	x30
Debbie Steinke Wardell	x26
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Barbara Stimmel, Ph.D., is chair of the Study Group on Supervision.

Possibilities for Our Future

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We helped organize and presented our first webinar on human trafficking that was literally beamed throughout the world and heard and responded to by an international audience. We can now create new webinars to educate and keep psychoanalytic ideas fully accessible on the Internet. Our scientific meetings, in Chicago, New York and this past June in San Francisco, continuing the new June meeting format, have been of the highest quality. The response by members and those attendees outside APsA has been very positive. Clinical workshops, plenaries, discussion groups, and presentations applying psychoanalytic ideas to social issues, business, music, literature and the arts continue to draw many to our meetings. As reported in my last column [See *“Two Moments Worth Remembering,” TAP 49/3, page 3*], efforts at diversity must continue, nationally and locally. The presentation of “Black Psychoanalysts Speak” during the June meeting was well received by a packed ballroom at the Palace Hotel in San Francisco. My presidential symposia have all been committed to issues of diversity and race. We have kept this issue on the minds of our members and are working toward operationalizing that consciousness into action to attract more candidates, patients and faculty of color. A strategic plan, nationally and locally, regarding diversity will be presented in the next few months.

Through the efforts of former president Prudy Gourguechon, we have reconnected with the American Psychiatric Association and through their Psychotherapy Caucus Harriet Wolfe and I were invited to put together a panel on dreams for the APA Annual Meeting in Toronto. One of the first responses from the audience following our panel presentation was that it was terrific to once again have a psychoanalytic presentation during the APA meetings.

We continue to build even stronger relationships with Division 39 of the American Psychological Association, the American Association for Psychoanalysis in Clinical Social Work (AAPCSW), the American Academy of Psychoanalysis and Dynamic Psychiatry

(AAPDP), and the Confederation of Independent Psychoanalytic Societies (CIPS). Our place on the Psychoanalytic Consortium facilitates these ties, as does participation of many APsA members presenting at respective conferences.

We continue to work closely with NAPsAC, and are in discussion about sharing joint scientific sessions in the future at our June meetings. These collaborative efforts strengthen psychoanalysis for all groups.


During the fall, I was able to spend time on Capitol Hill with our lobbyists Jim Pyles and Peggy Tighe, and Herb Gross, chair of our Committee on Government Relations and Insurance. As I wrote to members following that visit, we are a small organization but with big ambitions to maintain a voice in Washington regarding all issues pertaining to mental health, health care privacy, community violence, veterans and their families, and issues of practice in the context of health care reform.

CONCLUSION

As I have shared before, I have often been preoccupied with our internal challenges being productively addressed but not interfering with keeping our eyes and our efforts on issues of practice, education, research, and our effect on the world around us. In reflecting upon the past year, I believe we have been able to address internal issues and external demands. The hard work of members chairing and working on committees cannot be recognized and appreciated enough by the APsA leadership and the membership. APsA moves forward because of the voluntary energy and passion of those involved in our committees.

The hard work of the work groups to propose ways to implement the six recommendations and in a relatively short period of time should inspire all members. The efforts of the Work Groups have allowed the Executive Committee and me to keep our efforts focused on the whole organization and how it can and must be even more responsive to our members.

The next few months will demand even greater attention to real change, and the Executive Committee, the Executive Council, and the Board on Professional Standards will

need thoughtful input and support from the membership to make those changes happen. With that, we can arrive in Chicago in June 2016, with great possibilities for the future of APsA and psychoanalysis. 

2016 National Meeting


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WALLERSTEIN TRIBUTE

We will pay tribute to our late colleague, Robert Wallerstein. This memorial program will feature commentary by Stefano Bolognini, Amy Wallerstein Friedman, Otto Kernberg, Stephen Seligman, and Harriet Wolfe. At a separate session, a film by Shelley Nathans on Wallerstein's life will be shown in its entirety.

NEW DISCUSSION GROUPS

As usual, we will have a fine array of Discussion Groups, many of which have become hardy perennials, with participants coming back each year to deepen their understanding, and share their views of the topic. I would like to call attention to eight new discussion groups that will be making their debut at this meeting: “Embracing or Foreclosing Change,” with Peter Shabad and Elizabeth Corpt; “The Difficult to Reach Child: A Kleinian Perspective,” with Karen Proner; “Psychoanalysis and Psychoanalytic Psychotherapy—a Comparison,” with Fred Busch and Ralph Beaumont; “Psychoanalytic Psychotherapy for Older Adults,” with David Plotkin; “Hall of Mirrors: Impingement on the Analytic Container,” with Jessica Brown, Justine Kalas-Reeves, Michael Krass, Marie Murphy, Debra Neumann, and Janet Shaye; “Cultural Narratives in Psychoanalysis,” with M. Nasir Ilahi, Sandra Buechler, Alan Roland and Kaspars Tuters; “Applying Historical and Social Factors in Clinical Psychoanalysis,” with Dorothy Holmes, Donald Moss and Stephen Seligman; and “Working Clinically with the Erotic Transference and Countertransference,” with Barbara Marcus, Sarah Vaughan and Nancy Kulish. Be sure to come to one—or several—of these new programs.

In closing, I would like to congratulate my colleagues on the Program Committee for their creativity and dedication in organizing what will be a terrific meeting. 

APsaA's Excellent New Fellows for 2015-2016

The American Psychoanalytic Association Fellowship Program is designed to offer additional knowledge of psychoanalysis to outstanding early-career mental health professionals and academics, the future leaders and educators in their fields. The 15 individuals who are selected as fellows each year have their expenses paid to attend the national meetings of the American Psychoanalytic Association during the fellowship year and to participate in other educational activities. The biographies below introduce this year's excellent group of fellows. We enthusiastically welcome them to APsaA.

Asli Baykal, Ph.D., L.C.S.W., is a first-year clinical fellow at Cambridge Health Alliance, Program for Psychotherapy. Previously she was an assistant professor of anthropology



Asli Baykal

at the University of Richmond, where she taught classes on Muslim societies in the Middle East and Central Asia. She received a B.A. in international relations and an M.A. in gender studies from the Middle East Technical University in Ankara, Turkey, and she received a Ph.D. in cultural anthropology from Boston University. Baykal conducted postdoctoral work at Emory University. She did extensive ethnographic fieldwork in Samarkand, Uzbekistan, where she explored Uzbek society in the wake of the collapse of the U.S.S.R. Current interests include the role of culture in psychodynamic psychotherapy, particularly the alternative paths taken in the repression, expression and interpretation of emotion.

Carolyn Broudy, M.D., has a private practice in Northampton, MA, is an instructor at Smith College School of Social Work, and is the Baystate Medical Center consulting psychiatrist for the Massachusetts Child Psychiatry



Carolyn Broudy

Access Project for Moms, the first statewide program providing training and consultations for clinicians working with pregnant and postpartum women. She received her M.D. and an M.S. in immunology from NYU Medical School and completed her residency and a fellowship in women's mental health at Columbia University School of Medicine. She is currently writing about the transition to parenthood.

Katie Lewis, Ph.D., recently completed a clinical faculty fellowship at Albany Medical College and currently serves as a research affiliate at the Austen Riggs Center. She



Katie Lewis

received her doctorate in clinical psychology from Long Island University's Brooklyn Campus and completed her predoctoral internship at the Albany Psychology Internship Consortium. She maintains clinical interests in trauma and chronic character pathology, and she is involved in education and training on performance-based measures of personality functioning. Her research primarily centers on the role of personality organization in risk for suicidal behavior. As a graduate student, she served on multiple professional state and national committees, including a three-year term as the graduate student representative of the Ethics Committee of A.P.A.'s Division 39.

Lee Lovejoy, M.D., Ph.D., is a resident in the adult psychiatric program at Columbia University and also a Leon Levy Neuroscience Research Fellow. He received his bache-



Lee Lovejoy

lor's and master's degrees in biomedical engineering at Tulane University in New Orleans, where he developed computational methods for analyzing chaotic dynamics in dopaminergic neurons. He earned his M.D. and Ph.D. degrees at U.C. San Diego where he studied the subcortical control of visual processing and attention in awake behaving primates. At Columbia he developed an interest in the mechanisms by which neural circuitry associated with affective processing influences cognitive processing and selects which information is incorporated into decisions. Lovejoy hopes to use psychoanalytic insights to relate neural mechanisms by which affect regulates cognitive processing to the generation of conscious awareness.

Christine Maksimowicz, Ph.D., received her doctoral degree from the University of Massachusetts Amherst, where she studied English with a specialization in 20th and 21st century



Christine Maksimowicz

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2015–2016 Fellows

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North American literature. Her work is situated at the intersection of gender studies, trauma theory, psychoanalysis and the critical analysis of social class. Her research seeks to widen conceptions of what constitutes trauma, identifying embedded trauma within ordinary classed realities and relations. Maksimowicz is presently working on a manuscript entitled "Who Do You Think You Are?: Recovering the Self in the Working Class Escape Narrative," a project that examines how fiction reveals unrecognized dimensions of classed injury and explores how trauma shapes narrative construction. She is a past recipient of the Joseph L. Boscov Fellowship and was recently awarded the Julius Silberger Essay Prize.

Karen J. Mu, M.D., Ph.D.,

recently completed her child and adolescent psychiatry fellowship at U.C. San Francisco. She grew up in Japan, the U.S., Canada, Korea, Belgium and Cote d'Ivoire; this upbringing cultivated an early interest in culture and behavior, which set her on a roundabout path towards a career in psychiatry. Mu began playing piano at age three and continued her studies through graduate school. She completed her medical degree and Ph.D. in comparative pathology at U.C. Davis where she studied chloride channels in the inner ear. During her post-graduate training at U.C. San Francisco, she was the co-primary investigator on a study examining the relationship between psychiatric co-morbidities, shame and BMI in adolescents. Her current professional interests are in integrated care, parent and child therapy, and eating disorders.



Karen J. Mu

Petra Pilgrim, M.D.,

is a PGY-4 and chief resident in psychiatry at the Menninger Department of Psychiatry and Behavioral Sciences at Baylor College of Medicine. She was raised in Saudi Arabia which provides her an additional cultural perspective when practicing psychiatry. She is a first-year fellow in the psychodynamic psychotherapy training program at the Houston Center for Psychoanalytic Studies. Pilgrim graduated from Rice University with a double major in English and women's and gender studies and completed her medical education at Texas Tech University School of Medicine. Her interests include psychoanalysis, long-term process groups and women's mental health. Pilgrim was recently distinguished with a Training Residents in Psychiatry Scholarship Program (TRIPS) Award for her commitment to research.



Petra Pilgrim

Sana Sheikh, Ph.D.,

completed her doctoral studies at the University of Massachusetts Amherst in social psychology before taking an assistant professor of psychology position at the University of St. Andrews, Scotland. She left St. Andrews to pursue respecialization in clinical psychology at Suffolk University. She is currently a clinical fellow at the Bipolar Clinic and Research Program at Massachusetts General Hospital. Her research focus concerns the nature of emotions as they arise in social and cultural contexts, particularly self-conscious emotions such as shame and guilt. Her past research also includes issues around gendered morality, as well as identity formation and conflicts, among Muslim British and American youth.



Sana Sheikh

Sheikh was awarded Best Student Publication Award in 2010 by the Society for Personality and Social Psychology.

Nathaniel Sowa, M.D., Ph.D.,

is a PGY-4 resident in general adult psychiatry at U.N.C. Chapel Hill. After graduating summa cum laude in biology from Albion College, he spent a year at the National Cancer Institute in Bethesda, MD, completing a research fellowship. He then completed his M.D. and Ph.D. degrees at U.N.C. Chapel Hill, receiving his Ph.D. in neurobiology. His Ph.D. dissertation on the neurobiology of pain received the national ProQuest Distinguished Dissertation Award. As a resident at U.N.C. Chapel Hill, he has received the Outstanding Resident Award from the National Institute of Mental Health. He conducts research in delivery of mental health care to resource-poor populations, as well as integrated care approaches to the treatment of mental health in primary care settings.



Nathaniel Sowa

Amy Vyas, M.D.,

is a child and adolescent psychiatry fellow at the Menninger Department of Psychiatry and Behavioral Sciences at Baylor College of Medicine. She also attended the general psychiatry residency at Baylor, where she joined the clinician educator track and received the Stacia Micheletto Scholarship and the House Officer Teaching Excellence Award. She completed her M.D. at Tufts University School of Medicine. Prior to medical school she earned a B.A. in English at Duke University, where she focused on creative



Amy Vyas

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writing and literary theory. In addition to psychodynamic psychotherapy, her clinical and academic interests include humanism in medical education, somatoform disorders, supporting effective interdepartmental discourse in medicine, intergenerational effects of post-traumatic stress, and practical applications of fairy tales and literature in therapy.

Rachel Weitzenkorn, Ph.D., is a candidate in the women's, gender and sexuality studies department at Emory University. She is currently working on a dissertation titled "Looking



Rachel Weitzenkorn

at Infants: Expression and the Boundaries of Empirical Evidence." Her dissertation explores the ways researchers conceive of evidence in theories of psychological pathology through the case of infant research, combining her background in neuroscience and ongoing training in psychoanalytic theory and method. She is particularly interested in the history of psychoanalysis within American psychiatry. She hopes to one day complete analytic training. Her interests include the history of medicine, affect theory, object relations and child psychoanalysis.

Laura Werner Larsen, Ph.D., L.C.S.W., is a clinical fellow at the Program for Psychotherapy at Cambridge Health Alliance where she sees individual patients and partici-



Laura Werner Larsen

pates in research on the effectiveness of psychodynamic psychotherapy. Before becoming a clinician, she earned a master's in social sciences and a Ph.D. in social and moral philosophy from the University of Helsinki and also taught and did research on philosophy and

gender studies in Finland, Germany, Italy and the U.S. at the University of Chicago and Harvard University. Werner Larsen's academic interests concentrate on the politics of gender, love and desire. Her master's thesis for Smith College School for Social Work aimed to provide a radical rereading of psychoanalytic theory on transsexual identities. Her current interests include gender and sexual identity, transcultural experiences and anxiety disorders.

Rachel Winer, M.D., is a fourth year psychiatry resident at Stanford University. She graduated from Icahn School of Medicine at Mount Sinai with distinction after completing a year-long C.D.C. fellowship in epidemiology and public health. Prior to medical school, she graduated from Yale University with double majors in molecular biophysics and biochemistry and history of science and medicine. Working with a Native American population in Arizona sparked her interest in understanding how the mind affects health and well-being. She has since worked in New Zealand, rural India, Saint Vincent and the Grenadines, and a Burmese refugee camp in Thailand. She is drawn to the intimacy of psychotherapy and patients' narratives, and she is participating in the Palo Alto Psychoanalytic Psychotherapy Training Program Fellowship Year.



Rachel Winer

Yi Yang, Ph.D., is a postdoctoral fellow at Cambridge Health Alliance where she provides individual, couples and group psychotherapies. She studied psychology and law in China and received a master's in experimental



Yi Yang

psychology at Oxford, a Ph.D. in developmental psychology at Cornell and a post-doctoral respecialization in clinical psychology at the University of Massachusetts Amherst. During her internship at Massachusetts Mental Health Center, she was trained in D.B.T. for personality disorders and C.B.T. for psychosis in addition to psychodynamic psychotherapy. She also provides international community outreach and has been invited to speak about psychotherapy, mindfulness and original Buddhism. Yang has publications in psychology, literature and law. She received the A.P.A. Division 39 multicultural fellowship and the Government Award for Outstanding Students Abroad by the Ministry of Education of China.

David Yuppa, M.D., is an attending psychiatrist at Dana-Farber Cancer Institute (DFCI) and Brigham and Women's Hospital (BWH) and an instructor in psychiatry at Harvard Medical School. He serves as liaison to the Division of Adult Palliative Care at DFCI and associate of the Department of Medical Psychiatry at BWH. He completed an accelerated seven-year B.S./M.D. program, earning a B.S. in chemical biology from Stevens Institute of Technology, where he was valedictorian of the class of 2004. Yuppa's medical training and psychiatry residency were both completed through the University of Medicine and Dentistry of New Jersey Medical School with a fellowship in psycho-oncology and psychosomatic medicine at Memorial Sloan Kettering Cancer Center. His entire clinical practice comprises patients with advanced cancer. His interests include the application and practice of psychoanalytic psychotherapy in patients with life-limiting illness.



David Yuppa

The Double Life of Veronique

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Veronique is right-side up. A tension is established between these polarities and the fact that these little girls are identical.

In each vignette, there is a speaker who is never identified, never seen and is never heard from again. Yet we know, with a certainty only partially informed by logic and intellect, in each case the speaker is the baby's mother. Later in the film, we learn each mother died young and left a baby daughter to the father's care. These gentle early scenes, into which we have been so tenderly drawn, abruptly end, and we are thrust back out of the film to the observing position as the credits roll; we are returned to reality and reminded it's only a movie.

What do we make of a film that employs the devices here displayed: two brief scenes appearing, somewhat uncharacteristically, before the opening credits and film title, with characters who then disappear from the text? Such techniques are not all that unusual in contemporary, non-genre films, especially European ones, but they still produce a very striking effect and compel the viewer's attention. For me as a spectator, such moments convey a message from the filmmaker: Figure out what this sequence means to you. Make sense of it for yourself, and allow the film to unfold for you against the backdrop of your own fantasy.

Here is my fantasy, "Mother was only with me briefly in the opening moments of my life. Just as I was beginning to know her, to be able to hold her image in my mind, her voice in my heart, the pictures stopped, the music silenced. Something ended forever, and when, after a time, my life came back to me, I was forever changed." In this context, the double life is the story which begins with the line, "After my mother died, this was what happened to me."

DOUBLINGS AND REVERSALS

This was my fantasy, the scrim through which I experienced the film. What did happen to Veronique? Is she two people or two sides of one individual? (Or both?) The ambiguity is reinforced by the complexities of the film's

structure. Although we are apparently moored to real space and time by the specific dates and locations provided, this is clearly not an example of a classic Hollywood narrative film.



The uncanny experience of the coincidences of the two girls' lives moves the film (and the viewer) into a kind of parallel universe, where chronology gives way to a sense of timelessness and circularity. As spectators we become aware of a complex tangle of doublings and reversals. Veronique starts as a pianist but turns to voice when her hand is injured. She pursues a strenuous career despite signs of a heart problem and knowledge of a family history of sudden, early death. For the sake of her art, she rejects a man who seems to love her. Veronique, on the other hand, is a singer who, on intuition, quits her studies and becomes a music teacher, after which she learns of her heart problem. Her quest for fulfillment leads her to pursue love rather than career.

An interesting tension is created, and a very subtle one: The oppositions are not exact but approximate, while the supposed identities also demonstrate a twist that moves them beyond the simplistic and the obvious. And the iconography of the film consistently reiterates this tension. Each girl has a small rubber ball decorated with stars that she carries with her in her purse. We do not know where the ball comes from, but it seems the sort of item many people might have, not particularly personal. What is fascinating is the way the ball is used, as a lens. Veronika sees images upside down through hers as she looks out the train

window on her way to Krakow. Fabbri (who is involved with Veronique) similarly uses Veronique's ball as a lens as he explores her through the contents of her purse.

Fabbri and the Polish Veronika are both shown as curiously exploring in a somewhat solipsistic way. Antek, after pursuing Veronika to Krakow, tells her he is staying in room 287 at the Holiday Inn; Veronique is given room 287 by a hotel clerk when she pursues Fabbri to Paris. Again, this doubling has a rather impersonal quality; lots of hotels have rooms 287. But it establishes a relation between Antek and Veronique; both realize they are pursuing someone who does not really want them. One might wonder whether the suggestion is being made that Antek and Veronique would be the ideal couple, stretching across the two stories. But Kieslowski resists such simplistic happy endings.

Each of the Veronikas has an idiosyncratic habit of rubbing her eyelid with a ring. Here is a more personal object image, but it is not explored by the filmmaker, again leaving room for the spectator's fantasy (Mine is that, in each case, it is the mother's ring, and rubbing it against the eyelid functions to soothe anxiety, related to past memories of being held and touched by mother).

The list of images and coincidences concerning them is seemingly endless but known only to the spectator, not the characters. In this sense, we see a foreshadowing of the near encounters and near misses of *Red*, one of the films of Kieslowski's *Trois Couleurs* trilogy. In *Veronique*, when the music director tells Veronika she has won the competition, albeit not unanimously, he embraces her.

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Over his shoulder, she sees a woman glaring at her, presumably a judge or teacher whose protégé was not selected. Veronika is momentarily disconcerted by this hateful stare. The same woman briefly appears in the Gare St. Lazare as Veronique is on the verge of locating Fabbri, but she is never actually the object of Veronique's gaze.

Then there is the shoelace sent to Veronique by Fabbri, which is doubled by the string on Veronika's portfolio of music. Veronika, at her audition, winds the string tightly around her finger as she reaches for the top notes of the melody; when she suddenly releases it, it falls completely straight, a portent of her sudden cardiac arrest (a flatline cardiogram) when she arrives at a similar point in her solo at the concert. When Veronique retrieves the shoelace from the trash can and rinses it, she pulls it taut, and as she dries it with her hairdryer, the ends twist together, and she twirls it with her fingers over the rhythm strip of her electrocardiogram. Knowing of her arrhythmia, Veronique will not let the line go flat.

There is an analogy between the sheets of the musical score Veronika studies, which are knocked out of her arms by a man running through the square, and the sheet of paper that records Veronique's EKG rhythm strip. This image leads us, finally, to another element of the filmcraft, in which Kieslowski elaborates the mysterious connections between the two women—the film's musical score and the sound track. Kieslowski has commented on the importance of music in

all of his films; in *Double Life*, the score works in complex ways. The music consists of fragments of Veronika's concert piece, and its appearance serves different functions at different times. The theme at the beginning of her fatal performance is later repeated in the music classroom as Veronique's cello students labor over their instruments. These are diegetic elements; that is, they are not background music for the film but function as elements in the story, such as the sound we hear of the orchestra playing or the students rehearsing. But at several moments in the film, it is unclear whether or not the characters can hear the music we hear; and at other times, it seems the characters hear it, but there is no source for the music at that point in the narrative (extra-diegetic elements).

We find moments when Veronique appears to hear Veronika singing. At such moments, their chronic but vague sense of connection to something larger than themselves gives place to an intense and uncanny awareness of each other. This uncanny effect is sustained and intensified by the misidentified photograph and Veronika's sudden cardiac death. Veronika dies in performance at the moment Veronique is having an orgasm. Veronique is seized with a feeling of profound grief she cannot understand. Earlier, on a trip to Eastern Europe, Veronique had taken Veronika's picture without noticing the uncanny resemblance; interestingly, Veronika had noticed, an intriguing asymmetry never explained by the narrative. At this moment, Veronika has embarked on the course that

will eventually result in her death; we might wonder if the recognition of the double is what allows her to continue on this path, perhaps feeling a magical protection from the awareness of the other. When, later, Fabbri misidentifies the photograph, pronouncing it to be a beautiful image of Veronique, Veronique suddenly, intuitively, understands her earlier inexplicable experience of grief to be related to this strange



yet familiar image she has recorded but not seen. It is as though, belatedly, too late, Veronique has put down the camera and returned Veronika's gaze.

As Veronika is being buried, Kieslowski employs the device of shooting the scene from within the grave, from the dead Veronika's point of view. There were two earlier point of view shots that were also arresting (pun intended), both related to Veronika's cardiac illness and death. The first occurs when she is gasping on a bench in the park and the man in the trench coat exposes himself to her. The camera seems to "keel over," as though in a faint. The second is used as she is dying on the stage floor at the concert. At the moment of her death, there is a long high shot from the back of the concert hall which might be seen as the representation of an out of body experience, as some have described experiencing during cardiac arrest. In some sense, through these camera shots, we are asked to see her as living on; and indeed, in death she appears to inhabit the heart and mind of Veronique.

In this way the film takes us beyond the real, into a timeless space, a space suggestive of the eternal realm in which mother and child first experience the unfolding of their relationship. In some way, Veronika and Veronique have each become the image of the absent mother for the other. Is this enough to allow Veronika/Veronique to go on? In Kieslowski's words, "Veronique's constantly faced with the choice of whether or not to take the same road as the Polish Veronika; whether to give in to the artistic instinct and the tension intrinsic in art, or to give in to love and all that it involves."

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The Double Life of Veronique

Continued from page 25

In the case of Veronika, the choice of art is accompanied by denial of certain realities that ultimately do her great harm. Her denial seems to be related to a sense she is not alone, that she is in some way magically protected, a kind of thinking we often see in childhood about the magical protection of mother love. Veronika moves through her world like a child, and the special "other" out there ultimately is unable to protect her from herself. Veronique, on the other hand, experiences a profound sense of loss and grief at the moment of Veronika's death, and thereafter makes a number of attempts to confront reality and to connect with the world.

Although she has no clear idea why she must stop singing, she is convinced it is right for her. She seems, more than Veronika, to take responsibility for her life. It is as though she were to narrate her part of the story with an introductory line, "After my mother died, I searched the world to find her. But all I could find was the image which she had held in her gaze, my own face." Veronika denies the reality of her illness and pays with her life; the simplistic counterpoint would be that Veronique takes a different path and lives happily ever after. But Kieslowski is never simplistic, and Veronique avoids some pitfalls only to stumble into others. One of these is Fabbri, the puppeteer:

STEALING STORIES

In her romantic pursuit of Fabbri, Veronique goes to visit her friend and fellow teacher Catherine to find out whether Catherine remembers the puppeteer's name. Catherine realizes the story that was dramatized is familiar to her, and suddenly remembers it is from a children's book she reads to her daughter. She says, "He must have stolen it," goes to get the book, and returning to Veronique says, "He didn't steal it; he wrote it." Here, is represented the most important issue in the film. Which is it? Does Fabbri steal his stories or does he create them? When Veronique watches the puppeteer at work in his performance, he is telling

the story of her life, although she doesn't yet know it. The puppet dancer breaks her leg and is, after a period of suffering, transformed into a butterfly who can dance with her wings. But in her metamorphosis, we cannot tell whether we are seeing a chrysalis or a shroud, and we think immediately of Veronika. Are the wings those of a butterfly, or could they be those of an angel? The music, of course, is the music of Veronika's performance; the metamorphosis occurs at the same point in the musical score as Veronika's death. Whose life is this, anyway?

Following the trail of Fabbri's clues, Veronique abandons herself to the adventure and uncertainty of love, opening herself to another as Veronika was unable or unwilling to do with Antek. When she realizes Fabbri has been using her, Veronique is devastated. She is ultimately mollified when he sees what he has done and begs her forgiveness. In a sense, however, his contrition makes his behavior even more appalling to the spectator; for we realize Fabbri apparently had no idea his behavior amounted to an appropriation of someone else's life. When he finally understands, as Veronique does, about Veronika, he still cannot seem to help himself, and weaves the two women into a story he begins to experience as his own creation. His Veronika does not smash her hand in a car door, but burns it on a stove. His Veronique pulls away although she has no experience that there is something to fear, just as the

There is a final irony, which causes the film to double back upon itself. Fabbri, the fabricateur, the maker of the magic, says to the horrified Veronique that he will call his play *The Double Life of...* and shows her the two identical puppets he has created, mirror images of each other. Like a Mobius strip, *The Double Life* is now both inside and outside the narrative. In a sense, Fabbri has also undergone a metamorphosis, and the figure who emerges from his chrysalis is Kieslowski. This is an important postmodern theme in contemporary cinema, which sets it apart from the classic Hollywood genre approach. The story of the film is also the story of the filmmaker who appropriates stories from the world and transforms them into his cinematic art. Is he a creator of new worlds or a stealer of souls? And, as participants in the cinematic process, are we not, also, accessories to the crime?

Here is another quotation from Kieslowski, speaking of his pleasure in watching the work of Bruce Schwartz, the puppeteer who animated the marionettes in the film (and in the process articulating the fascination of his own work), "He animated those dolls and immediately within the space of a second, a whole new world appeared. Unlike most puppeteers, who usually hide their hands in gloves, he does the opposite, he shows you his hands. And, after a second or two, you forget those hands exist, because the doll lives its own life".

He shows you his hands, and you forget they are there. The two indispensable, interlocking parts of the artistic process: the spectator, experiencing and observing, inside and outside the film, and the artist as prestidigitator and puppeteer, alluring and luring, whose sleight of hand simultaneously delights and deceives.


APSA



film's Veronique pulls away from a vocal career before she learns of its potential danger to her health. So, does he steal it, or does he write it? Who and what is the artist?



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Special Section on War

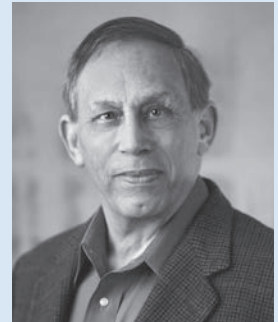
Introduction

Michael Slevin

In this issue, *TAP* publishes the last two articles of a series on psychoanalysis and war. Our responsibility for the men and women we, as citizens, send to war was the focus of the first articles. In an interview with *TAP*, Harold Kudler spoke of his work as chief consultant for mental health services at the Department of Veterans Affairs. Prudence Gourguechon wrote of our psychological investment in our warriors and our responsibilities to them on their return home.

Below, Neil Altman writes of his work and psychological experience in the battle to hold his professional organization—members and leaders of the American Psychological

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Michael Slevin

Association—responsible for their roles in the torture of our prisoners at Guantanamo Bay. With considerable insight and humanity he uses the work of Melanie Klein to understand his variable emotions and motivations, and those of his opponents, in fighting this ethics battle.

William Braun, also in this issue, discusses an amazing work of performance art he and colleague Tracy Morgan brought to fruition and acclaim at Judson Memorial Church in New York: A theatrical reading of what he writes is the “last word” on aggression, Freud’s *Civilization and Its Discontents*. Without the aggression of individuals, without group aggression, there would be no war. Unless we can understand this basic drive, we cannot understand the totality of our human nature or put reins on violence. Braun writes of bringing a Freud masterwork to a public space, engaging with a timely and timeless issue. **APSA**

The American Psychological Association and Torture

Neil Altman

In this article I will describe briefly how psychoanalytically informed thinking guided me through my struggle with the role of the American Psychological Association (APA) in interrogations at Guantanamo Bay and other detention centers.

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Shortly after the attacks on New York and Washington of September 11, 2001, the American Psychological Association convened a Task Force on Psychological Ethics and National Security (PENS) to consider the ethics of psychologist involvement in interrogation of detainees at Guantanamo Bay and other such centers.



Neil Altman

The PENS Task Force report, while disavowing any role for psychologists in torturing detainees during interrogations, supported a critical role for psychologists in carrying out interrogations in detention centers where human rights and international law were being violated. Concurrently, the APA’s Ethics Committee revised the organization’s Ethics Code in such a way as to allow for psychologists to act in accord with what is required by their organizational employers, even when such actions are in violation of the overall Ethics Code. Ethical principle 1.02 thus effectively disabled the

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entire Ethics Code in cases where it conflicted with employer directives. Crucially, among the employers concerned were the U.S. military and the Central Intelligence Agency (CIA).

COLLISION COURSE

U.S. psychology, especially clinical psychology, has a long history of collaboration with the military and the CIA. Clinical psychology, as documented by Frank Summers in 2008, originated in the U.S. military. The APA has consistently cultivated relationships with government at all levels in its efforts to promote the economic and political interests of psychologists. At the same time, the APA presented itself as a guardian of the public interest and a promoter of the highest standards of ethical behavior on the part of psychologists. Ethical principle 1.02 seemed to make it clear when ethics collided with economic and political self-interest, the latter would prevail.

The SERE program (Survival, Evasion, Resistance, Escape) was intended to train U.S. military personnel, if captured by enemy forces, to resist abusive interrogation techniques. This program included simulated torture to train soldiers to resist techniques, such as waterboarding, sleep deprivation, sensory deprivation and overload, intended to force them to reveal critical information. Some psychologists, building on their knowledge of these techniques of torture, trained interrogators in detention centers to apply them in their interrogations.

In the years following 9/11, the Bush administration justified the use of such techniques, referring to them as “enhanced” interrogation methods. Former attorney general, Alberto Gonzalez, stated international law and conventions that banned these techniques, such as the Geneva Conventions, were “antiquated.” The psychologists James Mitchell and Bruce Jensen of Mitchell Jensen and Associates, were employed by the U.S. government to consult on the use of enhanced methods of interrogation. A case in point was the role of psychologist John Leso, who planned and directed the interrogation of Mohammed Al-Qahtani at Guantanamo Bay.

Al-Qahtani was suspected of being the “twenty-second” plane hijacker on September 11, 2001, who was allegedly unable to take part in the attacks because he was denied entry to the U.S. He was later picked up in Afghanistan and sent to Guantanamo Bay. He was never tried for any crime because the military prosecutor assigned to the case said the evidence against him was invalid, having been obtained by interrogations involving torture planned and directed, as stated above, by John Leso, an APA member.

ELIMINATION OF PRINCIPLE 1.02

A complaint was filed against Leso years later with the Ethics Committee of APA. In 2014, the Ethics Committee declined to take any action against Leso, stating (evidently referring to ethical principle 1.02) Leso’s actions were not unethical at the time they were undertaken. The Ethics Committee later revised the Ethics Code and eliminated principle 1.02 after a referendum of the membership required the APA to oppose the presence of psychologists at detention centers such as Guantanamo Bay. Meanwhile, Al-Qahtani remains indefinitely at Guantanamo Bay, unable to be convicted or freed

support of my psychoanalyst colleagues on the council, and the lack of support among the great majority of other council members, including those who generally took positions in favor of human rights. In the end, some of my psychoanalytic colleagues who were not members of the council succeeded in obtaining a referendum of all APA members calling on the leadership of APA to impose the kind of moratorium I, and a few colleagues, had been trying unsuccessfully to get the council to approve.

GUIDED BY KLEIN

I was guided in my political efforts to a great extent by psychoanalytic principles, specifically the Kleinian notions of the paranoid-schizoid and depressive positions. The paranoid-schizoid position is a psychological state in which good and bad are sharply differentiated. The depressive position is one of ambiguity in which good and bad are intertwined. Guilt arises in the depressive position, as one recognizes and takes responsibility for the badness in oneself. Critically, these are not developmental stages; one is not more mature than the other. They are positions; one goes back and forth between them.

Clinical psychology, as documented by Frank Summers in 2008, originated in the U.S. military.

because he was tortured, while Leso goes unsanctioned because the torture he directed was not considered unethical at the time, though it would have been so considered in years prior to and following the immediate aftermath of 9/11.

Psychoanalytic psychologists were in the forefront of the movement to convince APA to take a position against psychologists working at detention centers in the years following 9/11. I served on the Council of Representatives, the governing body of APA during six of those years, during which I proposed a resolution calling for a moratorium on psychologist involvement at Guantanamo Bay. I was surprised both by the consistent

In my paranoid-schizoid moments, the APA was simply bad for its support of government-sponsored torture. In my depressive position moments, I could understand and identify with the self-interest that underlay the wish to cooperate with the “powers that be” in the government, as well as the fear and rage that led to the urge to retaliate and torture. I could identify with the impulse to torture, while not approving, indeed strongly disapproving. As a result I strove to take a strong position against psychologist participation at Guantanamo Bay, while remaining linked psychologically, and thus able to dialogue with, my colleagues who opposed my position.

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Psychoanalytic Intervention in the Public Sphere

William Braun

“The inclination to aggression constitutes the greatest impediment to civilization.”

—Sigmund Freud, 1929

In September 2014, I was contacted by the Atlantic Monthly. They were doing a piece on the 75th anniversary of the death of Freud. The Monthly wanted to know what the psychoanalytic community was doing to commemorate the occasion. To my chagrin, there had been nothing planned. We had missed an opportunity.

Then I thought, “Is this the only relevant story about Freud, the anniversary of his death?” It sounded like a variation of the oft-written article, “Is Psychoanalysis Dead?”

Disheartened, I called my friend and fellow psychoanalyst Tracy Morgan. Tracy and I had spent much of 2014 thinking about the relevance of psychoanalysis today. We were both overwhelmed by the endless string of human violence: the massacre in Santa Barbara, deaths in Ukraine, Iraq, Gaza, Afghanistan, the deaths of unarmed black men, reports of campus sexual assaults, beheadings. In addition to the violence we saw in the world around us, we were troubled by the amount of denial of U.S. aggression, both racial and military.

It seemed imperative we make a contribution from the perspective of psychoanalysis to the conversation about violence. We are clinicians who work with traumatized

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people of all races, some of whom have been harmed by violence and some of whom are violent themselves. Managing violent impulses is one of the most difficult challenges faced by all people.

We thought a possible psychoanalytic intervention would be to remind the public aggression is a universal problem, not just the problem of Islamic militants or a problem of mental illness in Santa Barbara. We, as individuals, but more importantly as a civilization, struggle with aggressive impulses everyday, and denying this fact only fans the flames of aggressive acts.

THE LAST WORD ON AGGRESSION

In order to accomplish this task, we decided to revisit Freud’s classic essay on the human propensity towards violence, *Civilization and Its Discontents*. For us, Freud remains the last word on aggression. Our idea began as a simple one: We would host a marathon reading. We chose Judson Memorial Church as our location because of Judson’s history with social justice and activism, and because Washington Square Park, the park on which Judson resides, was active almost daily with protests over the recent shooting of Michael Brown and chokehold death of Eric Garner.

Tracy and I sent emails to friends and colleagues who we thought might be interested in participating in such an event. In the end, we wrangled up a ragtag group of psychoanalysts, artists, clergy, actors and activists who convened once a week in the church basement to work on the event. We called ourselves *Freud OutLoud!* and were excited to bring Freud’s words to the public. We settled on the first Saturday after the new year to mount our event. We had three months to make this happen.

Off and running with our idea of a marathon reading (a lectern, multiple readers, and a reading of the text in its entirety), we soon concluded this was not an event that would garner attention. We wanted, as

psychoanalysts, to make a statement to the public—not just to read Freud. We were worried a marathon reading was too academic, too for-analysts-by-analysts. To engage the public, we needed an event.

We decided to enlist the help of graduate students in theater. We found the amazing Dennis Yueh-Yeh Li, an NYU performance studies student. Li was on fire about *Civilization and Its Discontents*. He thought the text spoke powerfully to the current social and political climate. He came into his first meeting with a beaten up, dogeared text with notes in the margins. Instead of a dry reading, he suggested a performance piece where chapters would be differently staged throughout the church hall and read simultaneously. Li experienced the text as fragmented and not following a linear argument. For this reason, he saw no need for the chapters to be read in order. So, he suggested presenting the entire work in a fragmented way.

CHAPTER AND VERSE

Each chapter was staged simply in a different section of the performance space. For instance, Chapter 1, “Religion” presented a person reading at a lectern under a stained glass window. Chapter 3, “Cleanliness and Order” presented two people reading, one in German, one in English, one standing still, one walking along a grid on the floor. Chapter 4, “Love and Necessity” was staged with two people at a long banquet table adorned with inaccessible chocolate cakes and goodies reading, one in English, one in German, reflecting that food is man’s most basic necessity. Chapter 6, “Love and Death” involved a single tape recorder, surrounded by mirrors, which played a reading of the chapter. Onlookers were invited to confront their mortality. Chapter 7, “Authority” presented a reader inside a giant birdcage facing a guard outside.

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William Braun

We had no idea what we had gotten ourselves into. What started out as a simple reading had turned into an enormous event with a production team, event coordinators, stage managers, lighting technicians, reader coordinators, marketing, outreach, press releases, food vendors, props coordinators, program designers, and a fundraising arm.

The event lasted six hours. *Civilization and Its Discontents* was read in its entirety, fragmented, twice. Over 600 people attended the event. Repeat: Over 600 people attended the event. We were completely amazed at the turnout. We received press coverage in the *New York Times*, *Daily News*, *New York Magazine* and *Time Out*. Our readers included Pulitzer Prize-winning novelist Michael Cunningham, philosopher and author Simon Critchley, professor and author Stanley Aronowitz, writer Nick Flynn, journalist Elizabeth Rubin, psychoanalysts, actors, academics, architects, clergy and war veterans.

The event was dizzying, moving and powerful, almost dreamlike: an experience to which one needed to take time to orient oneself, to take note of one's feelings and to interpret its effect. The event was challenging and required work from the audience. As chapters were read simultaneously, the audience members came in close, listened, then moved on, where and when they chose throughout the two-levels of the performance space. Some could not tolerate the frustration and left early. Others engaged with the event and felt richly rewarded. People read along with their own old, tattered copies from college. Others bought a copy of the text at the event. People stayed for hours.


There is something powerful in the spoken word. As psychoanalysts, speech is the material in which we work. To hear a text being read out loud is a different experience from reading it silently to oneself. I did not expect to be so surprised by the different voices, big and small, their varying inflections and emphases. It allowed me to hear Freud in a way I had never heard him before. Some readers were angry and dramatic, others were serious and contemplative. The cacophony created by all of the

voices—in English and German, male and female, angry and reverent—reverberated throughout the cavernous hall, creating a sense of unsettling incivility.

READERS' REFLECTIONS

The audience members were not the only people moved by the event. The readers also found the event to be powerful. We asked them to say a few words as to why they agreed to be part of such a reading. Michael Cunningham said, "Freud has been required reading for as long as I can remember. He matters to me as much as do writers like Tolstoy, Fitzgerald and Woolf." Dale Peck, novelist, critic, and columnist, said, "*Civilization and Its Discontents* reminds us it's sometimes necessary to step back and realize the problems we confront are symptoms of a tension that is as old as civilization itself, and unless we address the underlying condition, we will never cure the disease." "To read *Civilization and its Discontents* in 2015 is to bear witness to the deadly violence whose daily presence is all too familiar to us and imagine the conditions that might provide a loving counterweight to that violence," added Simon Critchley.

And finally, Micah Bucey, community minister of the arts at Judson Memorial Church, who was instrumental in helping us mount this event, said, "I spend a lot of time trying to convince myself and others of innate human goodness, but this is meaningless without acknowledging the destructive and violent impulses we all feel. *Civilization and Its Discontents* explores what it means to be human, warts and all. In our current crises of human destruction, we need honest exploration now more than ever."


As for *Freud OutLoud!*, Tracy and I have spoken about mounting other Freud readings. *The Future of an Illusion* keeps coming to mind, but we both agree the time of *Civilization and Its Discontents* is not over. It needs to be repeated and cannot be overemphasized. Our hope is other institutes, other cities, will produce similar events. In fact, we were very happy to hear the Freud Museum in London took our lead and staged a marathon reading of *Civilization and Its Discontents*. 

Torture

Continued from page 29

Working in this way from the inside of the APA system, I was unable to effect the kind of change my colleagues, working from outside the council, were able to accomplish. After leaving the council, I cast my lot with the paranoid-schizoid position and resigned from APA. I am indebted to an anonymous reviewer of this article for pointing out that in the depressive position, in which one experiences other people, as well as oneself, as containing both good and bad, one expects others to experience guilt for their own badness. This helped me to understand better why I often retreat from the more "hard line" positions of some of my colleagues about APA's involvement with torture. The rationalization by APA officials of APA's position seemed to deny guilt. Some of my colleagues seemed to me to be trying to force guilt onto these officials, which I thought only made APA take a more defensive position.

I find myself most in agreement with Slavoj Žižek who wrote in the "London Review of Books," in 2004, that he could resonate with the impulse to torture; the problem as he saw it was the effort to avoid the associated guilt. A one-dimensional paranoid-schizoid position gives rise to the idea that torture serves the forces of good against evil, thus giving no cause for guilt. Adding the depressive position to the mix, one notes as one engages with those thought to terrorize, one is drawn to terrorize.

For me, an essential psychoanalytic contribution is the insight that in efforts to solve a problem, one first becomes the problem, as it were. In psychoanalysis, the analyst must become the pathogenic object in order to lay that ghost to rest, according to Hans Loewald. In politics, as in psychoanalysis, it makes all the difference if one is able to observe and think about this process, ceaselessly striving to extricate oneself from entanglements that seem to replicate the problems one intends to remedy, ceaselessly and inadvertently entering into new ones. 



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