

Andrew B. Druck, Ph.D.  
545 West End Avenue/1A  
New York, New York 10024  
212-362-2067  
andrew.druck@nyu.edu  
Fall, 2019- Spring, 2020

Please note: This course is a year-long course. Candidates must take part 1 in order to register for part 2.

I revise this list frequently. This list is current as of August 2, 2019.

Overall course objectives: At the end of this thirty-week course, students will be able to describe the breadth of contemporary Freudian theory, particularly with reference to how different theoretical emphases within Freudian theory lead to different conceptions of an analyst's optimal stance; demonstrate how to analyze readings and put them into a theoretical context; and discuss and critique different aspects of a psychoanalytic process, from initial consultation to termination.

### Theory of Psychoanalytic Technique

#### Part 1:

##### I. Introduction:

Week 1: The relation between theory and technique 1:

1. Friedman, L. (1978). Treatment Puzzles and Training Paradigms. Cont. Psychoanal., 14: 456-467.
2. Wallerstein, R.S. (2002). The growth and transformation of American ego psychology. JAPA, 50, 135-169.
3. Friedman, L. (2011). Charles Brenner: A practitioner's theorist. JAPA, 59, 679-700.

Week 2: The relation between theory and technique 2:

1. LaFarge, L. (2014). How and why unconscious phantasy and transference are the defining features of psychoanalytic practice. Int. Jnl. Psychoanal., 95: 1265-1278.
2. Pine, F. (1988). The four psychologies of psychoanalysis and their place in clinical work. JAPA, 36, 571-596.
- 3 Pine, F. (2011). Beyond pluralism: Psychoanalysis and the workings of the mind. Psychoanal. Quarterly, 80, 823-856.

#### Recommended:

1. Stern, D.B. (2014). A response to LaFarge. Int. Jnl. Psychoanal., 95: 1283-1297.
2. Davies, J.M. (2018). The "Rituals" of the Relational Perspective: Theoretical Shifts and Clinical Implications. Psychoanal. Dialogues, 28: 651-669.

3. Green, A. (2005). A brief subjective history of psychoanalysis since the Second World War. In Green, A. (2005), Key Ideas for a Contemporary Psychoanalysis. Routledge: London and New York.

Week 3: The relation between theory and technique 3: The interplay of conflict and deficit 1:

1. Pine, F. (1974). Pathology of the separation-individuation process as manifested in later clinical work. Int. Jnl. Psychoanal., 60, 225-242. Also in Pine, F. (1985), Developmental Theory and Clinical Process, Hew Haven: Yale, Chapter 15.

2. Pine, F. (1994). Some impressions regarding conflict, defect, and deficit. Psychoanalytic Study of the Child, 49, 222-240.

3. Akhtar, S. (2000). From schisms through synthesis to informed oscillation: An attempt at integrating some diverse aspects of psychoanalytic technique. The Psychoanalytic Quarterly, LXIX, No. 2, 265-288.

Recommended:

1. Druck, A. (2011). Modern conflict theory: a critical review. In Druck, A.B., Ellman, C., Freedman, N., and Thaler, A. (ed.). A New Freudian Synthesis. London: Karnac, Chapter 1.

2. Druck, A.B. (2011). Modern structural theory. In Druck, A.B., Ellman, C., Freedman, N., and Thaler, A. (ed.). A New Freudian Synthesis. London: Karnac, Chapter 2.

3. Kernberg, O.F. (1976). Object Relations Theory and Clinical Psychoanalysis. N.Y.: Aronson, Chapters 1,2,5.

4. Strenger, C. (1989). The Classic and the Romantic Vision in Psychoanalysis. Int. Jnl. Psychoanal., 70, 593-610.

5. Strenger, C. (1997). Further remarks on the classic and the romantic visions in Psychoanalysis: Klein, Winnicott, and Ethics. Psychoanalysis and Contemporary Thought, 20 (2), 207-243.

Week 4: The relation between theory and technique 4: The interplay of conflict and deficit 2:

1. Buie, D.H., and Adler, G. (1982). Definitive treatment of the borderline personality. In Int. Jnl. of Psychoanalytic Psychotherapy, ed. By R. Langs, v. 9, N.Y., Aronson, 1982-1983, pp. 51-87.

2. Druck, A.B. (1998). Deficit and conflict: an attempt at integration. In Ellman, C.S., Grand, S., Silvan, M. and Ellman, S.J. (1998). The Modern Freudians. Northvale, N.J.: Aronson, Ch. 11.

3. Druck, A.B. (2018). The Ties That Bind. Psychoanal. Dialogues, 28:12-24, 2018.

Recommended:

1. Loewald, H. W. (1951). Ego and Reality. *Int. J. Psycho-Anal.*, 32:10-18. Also in (1980), *Papers on Psychoanalysis*. New Haven: Yale, chapter 1.
2. Loewald, H. W. (1978). Instinct theory, object relations, and psychic structure formation. *J. Amer. Psychoanal. Assn.*, 26:493-506. Also in (1980), *Papers on Psychoanalysis*. New Haven: Yale, chapter 13.
3. Buie, D. (2013). Core issues in the treatment of personality disordered patients. *JAPA*, 61, 11-23.

Week 5: The relation between theory and technique: Trauma and (Non) Representation:

1. Laub, D. and Auerhahn, N.C. (1993). Knowing and Not Knowing Massive Psychic Trauma: Forms of Traumatic Memory. *Int. J. Psycho-Anal.*, 74:287-302.
2. Amir, D. (2018). Awakening to and from the Traumatic Lacuna. *The Psychoanal. Quarterly*, 87, 303-321.
3. Levine, H.B. (2012). The colourless canvas: Representation, therapeutic action, and the creation of mind. *Int. J. Psychoanal.*, 93, 607-629.
4. Reed, G.S. (2009). An empty mirror: Reflections on nonrepresentation. *The Psychoanalytic Quarterly*, 78 (1), 1-26.

Recommended:

1. Levine, H.B. (1982). Toward a psychoanalytic understanding of children of survivors of the Holocaust. *The Psychoanal. Quarterly*, 51, 70-92.
2. Green, A. (1975). The analyst, symbolization, and absence in the analytic setting (on changes in analytic practice and analytic experience). In memory of D.W. Winnicott. *Int. J. Psycho-Anal.*, 56: 1-22.
3. Levine, H.R. (2009). Representations and Their Vicissitudes: The Legacy of Andre Green. *The Psychoanal. Quarterly*, 78 (1), 243-262.
4. Levine, H.B. (2014). Beyond Neurosis: Unrepresented States and the Construction of Mind. *Rivista Di Psicoanalisi*. 60 (2): 277-294.
5. Busch, F. N. (2017). A model for integrating actual neurotic or unrepresented states and symbolized aspects of intrapsychic conflict. *The Psychoanalytic Quarterly*, LXXXVI, 75-108.
6. Botella, C. (2014). On remembering: The notion of memory without recollection. *Int. J. Psychoanal.*, 95: 911-936.
7. Scarfone, D. (2014). The work of remembering and the revival of the psychoanalytic method. *Int. J. Psychoanal.*, 95: 965-972.

Specific learning objectives, classes 1-5: At the end of classes 1-5, students will be able to describe the breadth of contemporary Freudian theory through addressing three interconnected questions: what is wrong with a patient, what would be helpful and achievable goals for that patient, and, in the light of the first two questions, what is an optimal stance for the psychoanalyst. Students will be able to articulate a Freudian theory of how symptomatology is developed.

They will be able to discuss and critique the basics of modern conflict theory including concepts of drive derivative, dysphoric affect, defense, superego, compromise formation, and unconscious fantasy. They will be able to demonstrate how modern conflict theory prescribes a specific stance for the analyst with respect to variables such as analytic listening, abstinence, neutrality, and interpretation of transference. Students will then be able to describe (and compare with modern conflict theory) a different emphasis within contemporary Freudian psychoanalytic theory, based on a multiplicity of variables coming into play in the process of conflict and compromise and on the interplay of conflict and deficit (difficulties in structural development). They will demonstrate a clinical sense for differences between patients at different structural levels. Further, they will be able to describe a representational focus in contemporary psychoanalytic thinking. Finally, they will be able to explain how these emphases in Freudian theory lead to a broadened optimal role for the analyst, with special attention to the analyst as a facilitator of psychic development along with interpreter of intrapsychic conflict.

## II. Beginnings:

### Week 6: Consultation 1:

1. Levine, H.B. (2010). Creating analysts, creating analytic patients. *Int. Jnl. Psychoanal.*, 91: 1385-1404.
2. Schoen, S. (2015). Afraid to commit: proposing psychoanalysis and the paradox of the analyst's desire. *Cont. Psychoanal.*, 5, 649-679.
3. Ehrlich, L.T. (2004). The analyst's reluctance to begin a new analysis. *JAPA*, 52, 1075-1093.

Recommended: Morris, H. (2016). The analyst's offer. *JAPA*, 1173-1187.

### Week 7: Consultation 2:

1. Rothstein, A. (1995). Psychoanalytic technique and the creation of analysands: On beginning analysis with patients who are reluctant to pay the analyst's fee. *Psychoanalytic Quarterly*, LXIV, 2, 306-325.
2. Rothstein, A. (2002). Reflections on creative aspects of psychoanalytic diagnosing. *Psychoanal. Quarterly*, LXXI, 301-326.
3. Rothstein, A. (2010). Psychoanalytic technique and the creation of analytic patients- an addendum. *Psychoanal. Quarterly*, LXXIX, 785-794.
4. Ehrlich, L.T. (2013). Analysis begins in the analyst's mind: Conceptual and technical considerations on recommending analysis. *JAPA*, 61, 1077-1107.

NOTE: As you will see in these readings, Rothstein, like most contemporary analysts, is against using the old diagnostic ways of assessing analyzability. He believes, as do most contemporary analysts, that analyzability is a function of the particular analytic pair. However, I believe that most analysts of Rothstein's stature and generation, in all theoretical schools, were trained in these traditional tools of observation and assessment, and are aware of them, to some

extent, as they begin and continue to work with their patients, even if they do not explicitly think about them or rely on them. Current analytic candidates are not taught these ways of assessment and, in my opinion, lose by not learning them and then having them in the back of their mind as they work.

Accordingly, if the class participants are interested, we can read yet another paper this week: Greenspan, S.I. and Cullander, C.C.H. (1973). A Systematic Metapsychological Assessment of the Personality: Its Application to the Problem of Analyzability. *JAPA*, 21: 303-327. The paper is dated (and boring), but it is a good guide to what factors one might want to consider when assessing a patient. If we choose to discuss it, I suggest we do so with (at least) a few questions in mind:

- a. Does this paper help you in refining your thinking about a patient? Why and/or why not?
- b. What is not included in their assessment?
- c. What is included that you would now think of differently?
- d. What dynamic assumptions are made as the analyst thinks of these factors?. In other words, what assumptions do they make about why a factor is the way they see it?
- e. How do these factors reflect the changes in Freudian thinking over the past half century?
- f. What assumptions about the distinction between psychotherapy and psychoanalysis and about the optimal role of the therapist/analyst are made in the author's decision at the paper's end?

Also recommended: Ehrlich, L.T. (2016). Finding control cases and maintaining immersion: challenges and opportunities. *JAPA*, 64: 983-1012.

Specific learning objectives, classes 6, 7: At the end of class 7, students will be able to list and explain factors affecting their recommending psychoanalysis to patients in initial consultation sessions. These will include countertransference to recommending psychoanalysis as well as diagnostic considerations

Week 8: The Psychoanalytic Situation 1:

1. Freud, S. (1912). Recommendations to physicians practicing psychoanalysis. *Standard Edition*, V.12, 109-120.
2. Freud, S. (1913) On beginning the treatment (further recommendations on the technique of psychoanalysis). *Standard Edition*, V.12, 121-144.
3. Friedman, L. (1997). Ferrum, ignis, and medicina: Return to the crucible. *JAPA*, 45, 13-36 (this includes introduction by Smith).

Specific learning objectives, class 8: At the end of class 8, students will be able to discuss Freud's technique papers dealing primarily with establishing a psychoanalytic setting and a psychoanalytic process. They will be able to identify a psychoanalytic process. Students will be able to list elements of a psychoanalytic frame and demonstrate how these contribute to establishing and maintaining a psychoanalytic process both within a Freudian orientation and within any other theoretical orientation..

### Week 9: The Psychoanalytic Situation 2:

1. Friedman, L. (2005). Flirting with virtual reality. *The Psychoanalytic Quarterly*, LXXIV, 639-660.
2. Friedman, L. (1988). The clinical popularity of object relations concepts. *The Psychoanal. Quarterly*, 57: 667-691.
3. Renik, O. (1995). The ideal of the anonymous analyst and the problem of self-disclosure. *Psychoanal. Quarterly*, LXIV, 466-495.

#### Recommended:

1. Greenberg, J. (2002). Psychoanalytic goals, therapeutic action, and the analyst's tension. *The Psychoanalytic Quarterly*, LXXI, 651-678.
2. Lipton, S. (1977). The advantages of Freud's technique as shown in his analysis of the rat-man. *Int. Jnl. Psychoanal.*, 58:255-273.

Specific learning objectives, class 9: At the end of class 9, students will be able to describe concepts of analytic abstinence and neutrality as originally formulated within the "classical" psychoanalytic tradition and also as reference points, default positions, for the analyst, as the analyst tries to maintain an optimal "gap" that maintain a space within which a patient's inner life may unfold. Students will also be able to critique this position of relatively minimal self-disclosure.

### Week 10: The Psychoanalytic Situation 3:

1. Ogden, T.H. (1996). Reconsidering three aspects of psychoanalytic technique. *Int. Jnl. Psychoanal.*, 77, 883-899.
2. Ogden, T.H. (1992). Comments on transference and countertransference in the initial analytic meeting. *Psychoanalytic Inquiry*, 12, 225-247.
3. Busch, F. (1995). Beginning a psychoanalytic treatment: Establishing an analytic frame. *JAPA*, 43,) 449-468.
4. Greenberg, J.R. (1995). Psychoanalytic technique and the interactive matrix. *Psychoanaly. Quarterly*, 64, 1-22.

Specific learning objectives, class 10: At the end of class 10, students will be able to discuss and critique concepts of abstinence, neutrality, use of the couch, and free association from a clinical perspective. They will apply these concepts to analyzing issues that come up in establishing a psychoanalytic frame.

### Week 11: The listening process 1:

1. Busch, F. (2003). Telling Stories. *J. Amer. Psychoanal. Assn.*, 51(1):25-42

2. Busch, F. (2014). Creating a Psychoanalytic Mind. London: Routledge. Chapters 7, 8 (pp. 67-87).
3. Arlow, J. (1995). Stilted listening: Psychoanalysis as discourse. Psychoanal. Quarterly, LXVI, 567-595.
4. Schwaber, E. (1998). From whose point of view? The neglected question in psychoanalytic listening. Psychoanal. Quarterly, LXVII, 645-661.

Week 12: The listening process 2:

1. Jacobs, T.J. (1997). In search of the mind of the analyst: a progress report. JAPA, 45, 1035-1059.
2. Ogden, T.H. (2017). Dreaming and the analytic situation. The Psychoanalytic Quarterly, LXXXVI, 1-20.
3. Levine, H. (2015). The transformational vision of Antonino Ferro. Psychoanal. Inquiry, 35: 451-464.
4. Baranger, M, Baranger, W. and Mont, J. (1983). Process and non-process in analytic work. Int. Jnl. Psychoanal., 64, 1-15.

Recommended: Busch, F. (2019). The Analyst's Reveries. Routledge: London and N.Y.

Specific learning objectives, weeks 11, 12: At the end of classes 11 and 12, students will be able to list, critique, and use different ways of analytic listening. They will know what they are listening for and why they are listening for one thing in preference to another.

### III. The Patient and the Analyst:

Week 13: Transference 1:

1. Freud, S. (1912). The dynamics of transference. Standard Edition, V.12, 97-108.
2. Freud, S. (1914). Remembering, repeating, and working through (further recommendations on the technique of psychoanalysis II). Standard Edition, V.12, 145-156.
3. Freud, S. (1914). Observations on transference love (further recommendations on the technique of psychoanalysis III). Standard Edition, V.12, 157-171.
4. Friedman, L. (2014). The discrete and the continuous in Freud's "Remembering, repeating, and working through". JAPA, 62, 11-34.

## Recommended:

1. Friedman, L. (1991). A reading of Freud's papers on technique. *Psychoanal. Quarterly*, LX, 564-595.
2. Friedman, L. (2008). A Renaissance for Freud's "Papers on Technique". *The Psychoanalytic Quarterly*. LXXVII, 1031-1044.
3. Abend, S. (2009). Freud, transference, and therapeutic action. *Psychoanal. Quarterly*, LXXVIII, 871-892. (try to also read the commentaries pp. 893-939, especially the papers by Friedman (913-924) and by Greenberg (925-935)).
4. Smith, H. (2003). Analysis of transference: A North American perspective. *Int. J. Psychoanal.*, 84, 1017-1041.

Week 14: Transference (and countertransference) in the intersubjective field:  
Some important papers and issues:

1. Brenner, C. (1979). Working alliance, therapeutic alliance, and transference. *JAPA* (supplement), 27, 137-157.
2. Bird, B. (1972). Notes on transference: universal phenomenon and hardest part of analysis. *JAPA*, 20, 267-301.
3. Levine, H.B. (1994). The analyst's participation in the analytic process. *Int. J. Psychoanal.*, 75: 665-676.
4. Ogden, T. (1997). Reverie and metaphor: Some thoughts on how I work as a psychoanalyst. *Int. J. Psychoanal.*, 78, 719-732.

## Recommended:

1. Ogden, T.H. (1994). The analytic third: working with intersubjective clinical facts. *Int. J. Psychoanal.*, 75, 3-19.
2. Ogden, T.H. (2004). The analytic third: implications for psychoanalytic theory and technique. *The Psychoanal. Quarterly*, 73: 167-195.

Specific learning objectives, classes 13 and 14: At the end of classes 13 and 14, students will be able to analyze Freud's technique papers dealing with transference. They will be able to explain how Freud moved from transference as defense to transference as memory in action. They will be able to demonstrate how and why transference has never been clearly understood. They will be able to discuss how Freud's ideas about transference did not solely derive from his theory but represented his attempt to find an analytic stance that would facilitate transference and its analysis. Students will be able to explain and critique controversies around conceptions of the working alliance, of the transference neurosis and negative transference. They will also be able to explain how transference cannot be separated into "reality" and "fantasy" and how it has highly adaptive as well as distorting features, both of which may manifest themselves simultaneously. Finally, students will be able to discuss how transference and countertransference become part of an analytic "field", with its own informative and resistive features.

## Week 15: Countertransference in the intersubjective field:

1. Jacobs, T. (1999). Countertransference past and present: a review of the concept. *Int. Jnl. Psychoanal.*, 80, 575-594.
2. Searles, H.F. (1973). Psychoanalytic therapy with schizophrenic patients in a private-practice context. In Searles, H.F., Countertransference and Related Subjects. New York: Int. Univ. Press., Chapter 24 (582-602).
3. Tuch, R. (2015). The analyst's way of being: Recognizing separable subjectivities and the pendulum's swing. *The Psychoanal. Quarterly*, 84, 2, 363-388.
4. Levine, H.B. (1997). Difficulties in maintaining an analytic stance in the treatment of adults who were sexually abused as children. *Psychoanal. Inquiry*, 17 (3): 312-328.
5. Ehrlich, L.T. (2010). The analyst's ambivalence about continuing and deepening an analysis. *JAPA*, 58, 515-532.

Specific learning objectives, class 15: At the end of class 15, students will be able to discuss the broadened understanding and analytic use of countertransference, with special attention to how analytic countertransference may impede deepening of an analytic process. Students will also be able to demonstrate and discuss the analytic situation as a dynamic field.

Part 2 :

Week 16: Regression in the analytic environment 1:

1. Baranger, M. and Baranger, W. (2008). The analytic situation as a dynamic field. *Int. Jnl. Psychoanal.*, 89: 795-826.
2. Winnicott, D.W. (1954). Metapsychological and clinical aspects of regression within the psycho-analytical set-up. *Int. Jnl. Psychoanal.*, 36, pp. 278-294.
3. Little, M. (1985). Winnicott working in areas where psychotic anxieties predominate. *Free Associations*, pp. 9-42.

Recommended: Bach, S. (1985). Narcissistic States and the Therapeutic Process. N.Y.: Aronson. Chpt. 10 (219-236).

Week 17: Regression in the analytic environment 2:

1. Balint, M. (1968). The Basic Fault. New York: Brunner-Mazel. Chapters 3-5 (11-27), 14 (79-91), 16-18 (99-116), 20-22 (127-148), and 24-26 (159-188).

Specific learning objectives, classes 16, 17: At the end of classes 16 and 17, students will be able to discuss and critique the concept of psychoanalytic regression. They will be able to explain and evaluate approaches to regression that see it as creating a mutative environment in its own right. Students will be able to explain the conception of an optimal psychoanalytic stance within this theoretical framework and discuss how this enlarges its boundaries in ways that may be problematic for some.

Week 18: Violations of the Frame:

1. Gabbard, G.O. (2003). Miscarriages of psychoanalytic treatment with suicidal patients. *Int. Jnl. Psychoanal.*, 84, 249-261.
2. Godley, W. (2001) Saving Masud Khan. *London Review of Books*, 23, 4, 2/22/01, pp. 3-7.
3. Hopkins, L.B. (1998). D.W. Winnicott's analysis of Masud Khan: a preliminary study of failures of object usage. *Cont. Psychoanal*, 34, 5-47.
4. Goldman, D. (2009). The outrageous prince: Winnicott's uncure of Masud Khan. In Goldman, D. (2017), *A Beholder's Share*. Routledge: London and N.Y.
5. Gopnik, A. (1998). Man goes to see a doctor. *The New Yorker*, 8/24-31, 1998.

Recommended:

1. Saketopoulou, A. (2015). Assuming risk: on taking eros and sexuality in the consulting room seriously. In Levin, C., *Boundary trouble: relational perspectives on sexual intimacy in psychoanalysis*. New York: Routledge. (In Press).
2. Levy, S.T. and Inderbitzen, L.B. (1997). Safety, danger, and the analyst's authority. *JAPA*, 45 (2), 377-394.

Specific learning objectives, class 18: Students will apply what we have learnt to evaluating Winnicott's treatment of Masud Khan. They will be able to apply concepts of diagnosis and of therapeutic regression to analyze whether Masud Khan was diagnosed correctly by Winnicott as being appropriate for this form of psychoanalytic treatment. Students will also be able to list factors that influence an analyst's violation of the patient and discuss how the analytic situation, per se, may make violations more possible.

Week 19: Enactment:

1. Katz, G. (1998). Where the action is: the enacted dimension of analytic process. *JAPA*, 46:1129-1167.
2. Jacobs, T.J. (2001). On misreading and misleading patients: some reflections on communications, miscommunications and countertransference enactments. *Int. Jnl. Psychoanal.*, 82, 653-669.
3. Casement, P.J. (1982). Some pressures on the analyst for physical contact during the re-living of an early trauma. *Int. Rev. Psychoanal.*, 9:279-286.

Recommended:

1. Pine, F. (2007). When actions speak louder than words. In: *Language, Symbolization, and Psychosis: Essays in Honor of Jacqueline Amati-Mehler*. Eds. Ambrosio, G., Argentieri, S., and Canestri, J. London: Karnac, pp. 129-142.
2. Katz, G. (2013). *The play within the play: The enacted dimension of clinical process*. N.Y.: Routledge.

Specific learning objectives, class 19: At the end of class 19, students will analyze the analytic field and the analyst's optimal posture by discussing the

enacted dimension of psychoanalysis and non-verbal ways in which transference and countertransference are expressed. They will utilize this concept and the assigned readings to critique or reaffirm traditional conceptions of the analyst's role

Week 20: Disruption, impasse, the negative therapeutic reaction and the "creation" of an object: 1

1. Gabbard, G.O. (1991). Technical approaches to transference hate in the analysis of borderline patients. *Int. J. Psychoanal.*, 625-637.
2. Winnicott, D.W. (1969). The use of an object. *Int. J. Psychoanal.*, 50, 711-716.
3. Schwaber, E. (1995). A particular perspective on impasses in the classical situation: further reflections on psychoanalytic listening. *Int. J. Psychoanal.* 76, 711-722.
4. Asch, S.S. (1976). Varieties of negative therapeutic reaction and problems of technique. *JAPA*, 24:383-407.
5. Modell, A.H. (1965). On having the right to a life: an aspect of the superego's development. *Int. J. Psychoanal.*, 46: 323-331.

Recommended:

1. Elkins, J. (2017). Revisiting destruction in "The use of an object". *The*
- 2.. Winnicott, D.W. (1949). Hate in the counter-transference. *Int. J. Psychoanal.*, 30, 60-74.
3. Ogden. T.F. (2016). Destruction reconceived: On Winnicott's "The use of an object and relating through identifications". *Int. J. Psychoanal.*, 97: 1243-1262.
4. Fabozzi, P. (2016). The use of the analyst and the sense of being real: The clinical meaning of Winnicott's "The use of an object". *The Psychoanal. Quarterly*, LXXXV, 1-34.

Week 21: Disruption, impasse, the negative therapeutic reaction and the "creation" of an object: 2:

1. Green, A. (1980). The Dead Mother. In Green, A. (1986), *On Private Madness*. London: Hogarth Press., pp. 142-173.
2. Sopher, R. (2018). An allegiance to absence: fidelity to the internal void. *The Psychoanal. Quarterly*. 87, 4, 729-751.

Recommended:

- Green, A. (1999). The work of the negative and hallucinatory activity (Negative hallucination). In Green, A. (1999), *The Work of the Negative*, London: Free Association Books, Chaoter 7, pp. 161-214. (Also chapters 4 and 5).
2. Loewald, H. W. (1973). On Internalization. *Int. J. Psycho-Anal.*, 54:9-17. Also in (1980) *Papers on Psychoanalysis*. New Haven: Yale, chapter 6.

3. Loewald, H. W. (1979). The waning of the Oedipus complex. *J. Amer. Psychoanal. Assn.*, 27:751-775. Also in (1980), *Papers on Psychoanalysis*. New Haven: Yale, chapter 23.

Specific learning objectives, classes 20-21: At the end of classes 20-21, students will evaluate different ways of viewing the “negative therapeutic reaction” and its role in the path towards internalization.

Week 22: The psychoanalytic situation revisited:

1. Jacobs, T. (1999). On the question of self-disclosure by the analyst: Error or advance in technique? *Psychoanal. Quarterly*, LXVIII, 159-183.

2. Busch, F. (2001). Are we losing our mind? *JAPA*, 49, 739-779 (this includes commentaries by Jacobs, Aron, and Balsam, with a response from Busch. Make sure to at least read Aron’s response).

3. Greenberg, J. (2001). The analyst’s participation: A new look. *JAPA*, 359-426 (includes commentaries on the paper; the paper itself is pp. 359-381 and it is required; the commentaries are optional).

Recommended:

Renik, O. (1993). Analytic interaction: conceptualizing technique in light of the analyst’s irreducible subjectivity. *Psychoanal. Quarterly*, LXII, 553-571.

Specific learning objectives, class 22: At the end of class 22, students will have revisited conceptions of the analytic situation in light of what we have learned about transference-countertransference, the intersubjective field, regression, and enactment. Students will be able to explain and evaluate in greater detail issues involved in the analyst’s self-disclosure and in how the analyst participates in what some feel is the inevitable transference-countertransference intersubjective situation.

Week 23: Interpretation 1:

1. Friedman, L. (2002). What lies beyond interpretation, and is that the right question? *Psychoanalytic Psychology*, 19, 540-551.

2. Ogden, T. H. (2010). On three forms of thinking: magical thinking, dream thinking, and transformative thinking. *The Psychoanal. Quarterly*, LXXIX, 317-347.

3. Tuch, R.H. (2007). Thinking with, and about, patients too scared to think. Int. Jnl. Psychoanal., 88, 91-111.

4. Greenberg, J. (2018). Otherness and the analysis of action. The Psychoanal. Quarterly, 87, 2, 287-302.

#### Week 24: Interpretation 2:

1. Baranger, M. (1993). The mind of the analyst: from listening to interpretation. Int. Jnl. Psychoanal., 74: 15-24.

2. Jacobs, T.J. (1993). The inner experiences of the analyst: their contribution to the analytic process. Int. Jnl. Psychoanal., 74: 7-14.

3. Minerbo, M. (1993). Some comments on Baranger's paper using Jacobs's clinical example. Int. Jnl. Psychoanal., 74:1193-1198.

4. Ogden, T.H. (1991). Analyzing the matrix of transference. Int. Jnl. Psychoanal., 72, 593-605.

Specific learning objectives classes 23 and 24: At the end of classes 24 and 25, students will be able to describe in greater detail factors involved in interpreting within the intersubjective field, both with patients who are capable of symbolization and self- reflection and those who are not.

#### Week 25: What is mutative in psychoanalysis? 1:

1. Loewald, H. (1980). On the therapeutic action of psychoanalysis. In (1980), Papers on Psychoanalysis. New Haven: Yale, 1980, chapter 14.

#### Week 26: What is mutative in psychoanalysis? 2:

1. Friedman, L. (2008). Loewald. JAPA, 56, 1105-1115.

2. Katz, G. (2015). Repressed ghosts and dissociated vampires in the enacted dimension of psychoanalytic treatment. The Psychoanal. Quarterly, 84, 389-414.

Recommended: Fogel, G. I. (1996). A Classic Revisited: Loewald on the Therapeutic Action of Psychoanalysis. JAPA, 44, 863-899 (only remarks by Fogel, Tyson, and Greenberg).

Specific learning objectives, classes 25-26: At the end of classes 25 and 26, students will be able to explain and demonstrate how Loewald's conception of drive and optimal structural development leads to an enlarged and integrative view of the analyst's combined "real" and "transference" mutative impact on a patient.

#### Week 27: What is mutative in psychoanalysis? 3:

1. Levine, H.B. (2014). The puzzle of interminable treatments. Psychoanal. Inquiry, 34 (1), 4-19.
2. Gabbard, G.O. and Westen, D. (2003). Rethinking therapeutic action. Int. Jnl. Psychoanal., 84: 823-841.
3. Friedman, L. (2006). What is psychoanalysis? Psychoanal. Quarterly, LXXV, 685-713.
4. Ogden, T.H. (2004). This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries. Int. Jnl. Psychoanal., 85: 857-877.

Recommended:

1. Myerson, P.G. (1981). The nature of the transactions that enhance the progressive phases of a psychoanalysis. Int. Jnl. Psychoanal., 62, 91-103.
2. Myerson, P.G. (1981). The nature of the transactions that occur in other than classical analysis. Int. Rev. Psychoanal., 8, 173-189.
3. Myerson, P.G. (1979). Issue of technique where patients relate with difficulty. Int. Rev. Psychoanal., 6, 363-375.

Specific learning objectives, class 28: At the end of class 28, students will be able to compare and contrast different current views of what is mutative in psychoanalysis and how these views lead to different views of the optimal psychoanalytic stance.

IV. Endings:

Week 28: Termination 1:

1. Freud, S. (1937). Analysis terminable and interminable. S.E. 23, 216-253.
2. Freud, S. (1937). Constructions in analysis. S.E., V. 23, 255-269.
3. Loewald, H. (1988). Termination analyzable and unanalyzable. Psychoan. Stud. Child., 43: 155-166.

Recommended:

1. Arlow, J. (1991). A new look at Freud's "Analysis Terminable and Interminable". In Sandler, J. (ed.), On Freud's "Analysis Terminable and Interminable". New Haven: Yale University Press, pp. 43-55.
2. Cooper, A. M. (1991). On metapsychology and termination. In Sandler, J. (ed.), On Freud's "Analysis Terminable and Interminable". New Haven: Yale University Press, 106-123.
3. Salberg, J. (2010). How we end: Taking leave. In Salberg, J. (ed.) (2010), Good Enough Endings. New York; Routledge, Chpt. 7, 109-129.

Week 29: Termination 2:

1. Bergmann, M. (1988) On the Fate of the Intrapsychic Image of the Psychoanalyst after Termination of the Analysis. Psychoanal. Study Child, 43:137-153.

2. Bergmann, M.S. (1997). Termination: The Achilles heel of psychoanalytic technique. Psychoanal. Psychology, 14: 163-174.
3. Gabbard, G.O. (2009). What is a “good enough” termination? JAPA, 57, 575-594.
4. Levenson, E. A. (1976). The aesthetics of termination. Cont. Psychoanal., 12, 338-341.

Specific learning objectives, classes 28 and 29: At the end of classes 28 and 29, students will be able to list and evaluate criteria for termination, and they will be able to discuss whether there are certain kinds of issues that are ultimately “unanalyzable” either for a given patient or for a given analytic pair. They will be able to compare Freud’s paper on termination to those of Loewald, Bergmann, and Gabbard as a way of describing development of Freudian psychoanalytic theory.

Week 30: On becoming a psychoanalyst:

1. Gabbard, G.O. and Ogden, T.H. (2009). On becoming a psychoanalyst. Int. Jnl. Psychoanal., 90, 311-327.
2. Pine, F. (2006). If I knew then what I know now: Theme and variations. Psychoanal. Psychology, 23, 1-7.
3. Schafer, R. (1979). On becoming a psychoanalyst of one persuasion or another. Cont. Psychoanal., 15: 354-360. Also in The Analytic Attitude, (1983), N.Y., Basic Books, Chpt. 17.
4. Will, O.A. (1979). Comments on the professional life of the psychotherapist. Contemporary Psychoanal., 15: 560-576.
5. Bergmann, M. (2013). Credo. Psychoanal. Dialogues, 23: 261-268.

Specific learning objectives, week 30: At the end of class 30, students will be able to discuss and analyze their own experiences of becoming an analyst and of doing analysis.