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Syllabus: Winnicott

In this course we will examine Winnicott's contribution to current psychoanalytic theory and practice. In addition to reading selected papers of Winnicott's, we will read a sampling of writings by other writers who have explicitly addressed and/or expanded on Winnicott's ideas. In each class we will discuss clinical issues in the context of Winnicott's thinking; one class will be devoted to case presentations.

I will send you links to a digital copy of assigned papers and most of the recommended. I get you a digital copy of the Phillips biography unfortunately. I do strongly recommend that you purchase *Through Pediatrics to Psychoanalysis*, *The Maturation Processes and the Facilitating Environment*, *The Spontaneous Gesture*, *Playing and Reality* (all by Winnicott) and *The Basic Fault* (Balint). These are core books in any psychoanalytic library.

I follow the syllabus fairly closely, but we may move a bit more slowly or quickly depending on class interest. In addition to assigned readings, I've included recommended papers for each week. *This division is open to revision as we go along.*

PLEASE READ THE 2 SHORT ARTICLES ASSIGNED FOR WEEK 1 BEFORE WE MEET.

WINNICOTT HIMSELF AND EARLY FORMULATIONS

WEEK 1

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*. NY: Basic Books.
 1941 The observation of infants in a set situation (pp.52-69)

Scarfone, D. (2016). Reading Winnicott Slowly ... Winnicott, Language and the Science of Psychoanalysis. *Brit. J. Psychother.*, 32(3):340-346.

Recommended:

Through Pediatrics: Introduction (Kahn--pp.xi-xxxviii)

Phillips, A. (1988) *Winnicott*. Cambridge, MA.: Harvard Univ. Press. Introduction;
 Chapter 2 (pp.19-61)

WEEK 2

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*.
1956 Primary maternal preoccupation (pp.300-305)

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.
New York: IUP.

1960 The theory of the parent-infant relationship (pp.37-55)

1963 From dependence towards independence in the development of
the individual (pp.83-92)

Recommended

Winnicott, D.W. (1989) *Psychoanalytic Explorations*. Cambridge, MA: Harvard U. Press
1969 The mother-infant experience of mutuality (pp. 251-260)

Winnicott, D.W. *Through Pediatrics to Psychoanalysis*.
1945 Primitive emotional development (pp.145-156)

Learning Objectives

After participating in this class (weeks 1 & 2), students will be able to

1. Describe the political/theoretical situation in the British Psychoanalytical Society when Winnicott joined it
2. Describe Winnicott's overarching approach to therapeutic work
3. Describe the basics of his theory of the relationship between maternal care and healthy early development

WINNICOTT & KLEIN**WEEK 3**

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*.
1954-5 The depressive position in normal development (pp.262-277)

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.
1962 A personal view of the Kleinian contribution (pp.171-178)
1963 The development of the capacity for concern (pp. 73-82)

Recommended:

Klein, M (1975) A contribution to the psychogenesis of manic depressive states. In
Love, Guilt and Reparation. NY: Delta. (pp. 262-289)

Phillips, A. (1988) *Winnicott*. Chapter 3 (pp. 62-97)

Learning Objectives

After participating in this class, students will be able to describe the relationship between Klein's *depressive position* and Winnicott's *capacity for concern* as well as the way that this theoretical shift can alter one's therapeutic stance

VIEWS ON AGGRESSION

WEEK 4

Winnicott, D.W. (1989) *The Spontaneous Gesture*.

Letters to: Hanna Segal (pp. 25-27), Melanie Klein (pp. 33-37), Roger Money-Kyrle (pp. 38-43), Herbert Rosenfeld (pp. 43-46), Anna Freud & Klein (pp. 71-74), Joan Riviere (pp. 94-97)

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*.

1956 The antisocial tendency (pp.306-315)

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.

1958 Psycho-analysis and the sense of guilt (pp.15-28)

Recommended

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.

1963 Psychotherapy of character disorders (pp. 203-216)

Learning Objectives

After participating in this class, students will be able to describe the dynamics underlying "antisocial behavior" and its implications for therapeutic work

TRANSITIONAL PHENOMENA & PLAY

WEEK 5

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*.

1951 Transitional objects & transitional phenomena (pp.229-242)

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.

1958 The capacity to be alone (pp. 29-36)

Winnicott., D.W. (1971) *Playing and Reality*.

Playing: a theoretical statement (pp. 38-52)

Recommended:

Winnicott, D.W. (1989) *Psychoanalytic Explorations*.

1959 The fate of the transitional object (pp. 53-58)

Eigen, M. (1981) The area of faith in Winnicott, Lacan, and Bion. *IJPA*, 62: 413-433.

LATER CONTRIBUTIONS

WEEK 6

Winnicott, D.W. (1986) *Home is Where We Start From*. New York: Norton.
Living creatively (pp.39-54)

Ogden, T. (1994) The analytic third: Working with intersubjective clinical facts. *IJPA*; 75, 3-19.

Slochower, J. (2006) Chapter 3: Creating inner space: the psychoanalytic writer. In *Psychoanalytic Collisions*, Hillsdale, N.J. pp. 43-64.

Recommended

Winnicott., D.W. (1971) *Playing and Reality*. Creativity and its origins (pp. 65-85)

Pizer, S.A. (1992) The negotiation of paradox in the analytic process. *Psychoanalytic Dialogues*, 2: 215-240.

Learning Objectives (weeks 5 & 6)

After participating in this class, students will be able to

1. Describe Winnicott's concepts of transitional objects, play, and transitional space
2. Explain how these concepts have been applied in contemporary work on creativity as well as to therapeutic process

TECHNIQUE: TRANSFERENCE & COUNTERTRANSFERENCE

WEEK 7

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*.
1947 Hate in the countertransference (pp. 194-203)
1955 clinical varieties of transference (pp. 295-299)

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.
1960 Counter-transference (158-165)

Recommended

Carpy, D.V. (1989) Tolerating the countertransference; a mutative process. *Int. J. Psycho-anal.*, 70:287-294.

WEEK 8

LATER CONTRIBUTIONS

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.
1962 The aims of psycho-analytical treatment (166-170)

Bollas, C. (1987) *The Shadow of the Object*. NY: Columbia U. Press.
Expressive uses of the countertransference (pp. 200-236)

Recommended

Grand, S. (2000) *The Reproduction of Evil*. Hillsdale, N.J.: The Analytic Press.
Chapter 5: Malignancy and the bestiality of survival

Coen, S.J. (2003) The thrall of the negative and how to analyze it. *JAPA*, 5(12):465-489.

WEEK 9

Josephs, L. (1995) Countertransference as an expression of the analyst's narrative strategies. *Contemporary Psychoanalysis*, 3: 345-379.

Slochower, J. (2014) Chapter 4: Holding & ruthlessness & hate. In *Holding & Psychoanalysis*. Hillsdale, N.J. The Analytic Press.

Gabbard, G. O. (1991) Technical approaches to transference hate in the analysis of borderline patients. *IJPA*, 72: 625-637.

Recommended

Epstein, L. (1979) The therapeutic use of countertransference data with borderline patients. *Contemporary Psychoanalysis*. 15:248-275.

Slochower, J. (2014) Chapter 3: Holding and Self Involvement in *Holding & Psychoanalysis*. Hillsdale, N.J. The Analytic Press,.

Slochower, J. (1999) Interior experience in analytic process. *Psychoanalytic Dialogues*, 9:789-809.

Learning Objectives (weeks 7, 8 & 9)

After participating in these classes, students will be able to

1. Explain how Winnicott viewed transference and countertransference, particularly with regard to the role of hate in development and analysis
2. Describe how this work has been elaborated by contemporary writers across the theoretical spectrum
3. Describe and illustrate how Winnicott's view of hate in the transference and countertransference alters our understanding of clinical "technique"

TRUE & FALSE SELF; REGRESSION

WEEK 10

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.
1960 Ego distortions in terms of true and false self (pp.140-152)

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*.
1954 Metapsychological and clinical aspects of regression within the
Psychoanalytic set-up (pp.278-294)

Winnicott, D.W. (1965) *The Maturation Processes and the Facilitating Environment*.
1963 Dependence in infant-care, in child-care, and in the psycho-analytic setting
(pp.249-260)

Recommended

Bollas, C. (1987) *Forces of Destiny: Psychoanalysis and the Human Idiom*. London:
Free Association Books. A theory for the true self (pp. 7-22)

WEEK 11

Winnicott, D.W. (1989) *Psychoanalytic Explorations*.
1963 Fear of breakdown (pp. 87-95)
1968 Interpretation in psycho-analysis (pp. 207-212)

Balint, M. (1968) *The Basic Fault*. London: Tavistock. pp. 11-23; 127-132; 138-148.

Recommended:

Guntrip, H. (1975) My experience of analysis with Fairbairn and Winnicott. *IJPA*, 2: 447-469.

Winnicott, D.W. (1975) *Through Pediatrics to Psychoanalysis*. 1954 Withdrawal and
regression (pp.255-261)

Winnicott, D.W. (1989) *Psychoanalytic Explorations*
1964 The importance of the setting in meeting regression in psycho-analysis
(pp. 96-102)

LATER CONTRIBUTIONS

WEEK 12

Kahn, M.M.R. (1974) *The Privacy of the Self*. Madison, Ct. IUP.
Dread of surrender to resourceless dependence in the analytic situation (pp.
270-279)

Little, M. (1990) *Psychotic Anxieties and Containment*. Northvale, N.J. Jason Aronson
Chapter 5 (Psychotherapy with D.W., pp.41-71)

Bollas, C. (1987) *The Shadow of the Object*.
Ordinary regression to dependence. (pp. 256-274).

Recommended

Modell, A.H. (1976) The holding environment and the therapeutic action of psychoanalysis. *JAPA*. 24: 285-308.

Kahn, M.M.R (1960). Regression and integration in the analytic setting—a clinical essay on the transference and counter-transference aspects of these phenomena. *Int. J. Psycho-Anal.*, 41:130-146.

Learning Objectives

After participating in these classes (weeks 10, 11 & 12), students will be able to

1. Explain the concepts of true and false self; compare them to contemporary views of shifting self states
2. Describe and illustrate Winnicott's understanding of the clinical function of regression to dependence
3. Describe the relationship between Winnicott's view of regression and that of Bollas, Khan and Modell

WEEK 13

Slochower, J. (1996). Holding and the fate of the analyst's subjectivity. *Psychoanal. Dial.*, 6:323-353.

Slochower, J. (2013). Psychoanalytic mummies and psychoanalytic babies: a long view. *Contemporary Psychoanalysis*, 49:606-628.

Ghent, E. (1992) Paradox and process. *Psychoanalytic Dialogues*. 2: 135-159.

Recommended

Bromberg, P.M. (1991) On knowing one's patient inside out. *Psychoanalytic Dialogues*.1: 399-422.

Adler, G. (1989) Transitional phenomena, projective identification, and the essential ambiguity of the psychoanalytic situation. *Psychoanalytic Quarterly*. 58: 81-104.

WEEK 14

No reading: Case presentations

Learning Objectives (weeks 13 & 14)

After participating in these classes, students will be able to:

1. Explain how contemporary views of the analyst's subjectivity collide with the Winnicottian view of the analyst's holding function
2. Describe holding from a relational perspective and how the analyst's subjectivity can be addressed within it

THE USE OF AN OBJECT

WEEK 15

Winnicott., D.W. (1971) *Playing and Reality*.

The use of an object and relating through identifications (pp. 86-94)

Eigen, M. (2012) On Winnicott's clinical innovations in the analysis of adults. *Int. J. Psychoanal.*, 93: 1449-1459.

Slochower, J. (2011) Analytic idealizations and the disavowed: Winnicott, his patients, and us. *Psychoanal. Dial.* 21, 3-21.

Recommended:

Hopkins, L.B. (1998) D. W. Winnicott's analysis of Masud Khan. *Contemporary Psychoanalysis*, 34:5-47.

Godley, W. (2001) Saving Masud Khan. London Times.

Bromberg, P.M. Resistance, object-usage, and human relatedness. *Contemporary Psychoanalysis*, 31:173-191.

Learning Objectives

After participating in these classes, students will be able to:

Explain Winnicott's ideas about object relating and usage and its clinical implications; apply them to their own therapeutic work with patients.