Fall, 2021

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 Maturational 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**


1941 The observation of infants in a set situation (pp.52-69)


**Recommended:**

*Through Pediatrics*: Introduction (Kahn--pp.xi-xxxxviii)

**WEEK 2**
1956 Primary maternal preoccupation (pp.300-305)

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**
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

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**WINNICOTT & KLEIN**

**WEEK 3**
1954-5 The depressive position in normal development (pp.262-277)

1962 A personal view of the Kleinian contribution (pp.171-178)
1963 The development of the capacity for concern (pp. 73-82)

**Recommended:**


**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

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)

1956 The antisocial tendency (pp.306-315)

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

#### Recommended

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

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

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

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

#### Recommended:

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

**LATER CONTRIBUTIONS**

**WEEK 6**
Living creatively (pp.39-54)


**Recommended**


**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**
1947 Hate in the countertransference (pp. 194-203)
1955 clinical varieties of transference (pp. 295-299)

1960 Counter-transference (158-165)

**Recommended**

**WEEK 8**
**LATER CONTRIBUTIONS**
1962 The aims of psycho-analytical treatment (166-170)
Expressive uses of the countertransference (pp. 200-236)

**Recommended**

Chapter 5: Malignancy and the bestiality of survival


**WEEK 9**


**Recommended**


**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**

1960 Ego distortions in terms of true and false self (pp.140-152)
1954 Metapsychological and clinical aspects of regression within the Psychoanalytic set-up (pp.278-294)

1963 Dependence in infant-care, in child-care, and in the psycho-analytic setting (pp.249-260)

Recommended

**WEEK 11**

1963 Fear of breakdown (pp. 87-95)
1968 Interpretation in psycho-analysis (pp. 207-212)


Recommended:


1964 The importance of the setting in meeting regression in psycho-analysis (pp. 96-102)

**LATER CONTRIBUTIONS**

**WEEK 12**

Dread of surrender to resourceless dependence in the analytic situation (pp. 270-279)

Chapter 5 (Psychotherapy with D.W., pp.41-71)

Ordinary regression to dependence. (pp. 256-274).

Recommended


**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**


**Recommended**


**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


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


Recommended:


**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 with patients.