Contemporary Psychoanalytic Theory: Winnicott (83905)
Spring 2017 Wednesdays, 9:30 – 11:20, Room 8/132, NAC
Professor Steve Tuber, email: steve.tuber@gmail.com, Phone: 650-5672

Course Description:
I think that a respectful way to approach Winnicott's work is to think dynamically, in the literal sense of the word. That is, to see his ideas as a presentation of paradoxes, never fully resolvable by words alone, yet capable of stirring us to find greater and deeper meanings to even the simplest of gestures and symbols. I'd like us, therefore, to approach this course with paradox and dilemma solving/making as the frame of reference. I'd like us also to use this course simultaneously as didactic seminar/clinical child practicum, using both his work and our own to supplement our review of his theoretical contributions. We'll begin the course with a review of several of his most central theoretical paradoxes, go on to review some of his special terminology and then read some of his major technique papers. After the first class or two, we will always be reading cases from his Therapeutic Consultations in Child Psychiatry and attempting to blend theory and treatment as best as we can.

Objectives and Goals
The objectives and goals of the course are: (1) to become competent in understanding the bulk of Winnicott’s theories on child development, especially his notions regarding the importance of the mother-child dyad, the implications of his concepts regarding transitional phenomena and the roles authenticity/aggression play in healthy and pathological development (2) to become equally competent in linking this theoretical knowledge to clinical work with children and their parents.

Grading
There will be two writing assignments for the course. I want you to take a 3-5 page transcript of a child or adolescent case of yours. I then will ask you to write a 3 to 5 page exercise on how Winnicott would describe the nature and quality of the interaction. This exercise is worth 40% of your grade. Your last assignment will be to analyze a transcript of another psychotherapy session I will provide from a Winnicottian perspective, both as it pertains to his manner of doing treatment and how you would assess what this girl struggles with from his theoretical perspective. This exercise is also worth 40% of your grade. The remaining 20% is based on class participation. Participation is evaluated on quality (not quantity) of contribution to the class discourse. This does not mean talking a lot; quality of participation includes facilitation of group discussion, questioning, and integrating others’ ideas and comments.

Grading will reflect the following scale:

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<tr>
<th>Outstanding work</th>
<th>Quality work</th>
<th>Competent work</th>
<th>Not yet competent work</th>
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<tbody>
<tr>
<td>A+</td>
<td>A, A-</td>
<td>B+, B, B-</td>
<td>C - F</td>
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Attendance:
Please note that participation is assessed separately from attendance. Participation refers to active involvement in classroom discussions. In addition, attendance in class is
required. Because this course meets once weekly for 2 hours, missing one class is the equivalent of missing a full week of course work. Attending all classes is essential for being successful in this course, and therefore absences will not be excused for just any illness or scheduling conflict – there needs to a major crisis for an absence to be excusable. Discuss with me any anticipated events or religious holidays that conflict with the course schedule, and alternative arrangements must be worked out in advance. Please note that more than two unexcused absences will be grounds for a failing grade.

**Plagiarism and Cheating:**
Plagiarism is the use or presentation of ideas, words, or work that is not one’s own and that is not common knowledge, without granting credit to the originator. Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties from a failing grade in the assignment or course to dismissal from the college. All students are required to read the Program Handbook on avoiding plagiarism.

Cheating includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one’s examination (except when expressly permitted by the instructor, depending on the nature of the examination) or knowingly providing such assistance to aid other students.

**Students with Disabilities:**
CUNY seeks to provide reasonable accommodations for all qualified persons with disabilities. The University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to register with Student Support Services (SSS) as early as possible and to provide faculty members with the formal communication from SSS for suitable accommodations. All accommodations must be approved through SSS.

**Week One**
**Paradigm**
What mothers do naturally cannot be taught - a model for the skill of a psychoanalyst.

**Readings**
- *Primitive Emotional Development*
- *Primary Maternal Preoccupation*
- *The Theory of the Parent-Infant Relationship*
- Reading Winnicott (Ogden)
- *Psychoanalytic Quarterly, LXX, 2001*

**Week Two**
Something essential about a person is bound up with bodily aliveness and

**Communicating and not communicating leading to a study of certain**
is ultimately unknowable - yet therapy is primarily an interpretive practice.

**Week Three**
Precocious compliance = psychic death and False Self, yet child's utter dependence as infant promotes compliance.

Reparation in respect of mother's organized defence against depression
Ego distortion in terms of True and False Self

**Week Four**
Infant as isolate who needs mother to protect the privacy of their isolation-isolated but not insulated as goal.

The capacity to be alone.
The mirror-role of mother....
The use of an object....

**Week Five**
An object only becomes real by being hated the world feels substantial if one's attempts at destruction are unsuccessful.

The use of an object....

**Week Six**
Trauma is formative of a gap beyond our grasp, but what fills this gap and illness is all that inhibits spontaneity-pathology originates from breaks in continuity yet continuity must be destroyed to create a Self.

Birth memories, birth trauma and anxiety
Introduction to clinical consultations
CASE OF BOB

**Week seven**
Some essential terms:
Playing
Holding
Using
ruth and ruthlessness

CASE OF HESTA

**Week eight**
DWW’s greatest contributions

Transitional Objects & Transitional Phenomena
The Location of Cultural Experience

**Week nine**
Anti-social children and aggression

The anti-social tendency
Aggression in relation to emotional development
The Deprived Child and how he can be compensated
Psychoanalysis and the sense of guilt
CASE OF ADA

**Week Ten**
History taking and diagnosis

CASE OF ROBERT

**Weeks Eleven- fifteen**

CASE OF PETER

**Technique**

Treatment as provision of a holding Environment

**The aims of psychoanalytic treatment**
Advising Parents.

**Environment**

Significant moments in treatment are when a child surprises himself - a release from compliance

Hate in the countertransference.

Countertransference.

Mutuality of treatment relationship a sign of health in the mind is the ability of one individual to enter imaginatively and accurately into the thoughts and feelings and hopes and fears of another person; also to allow the other person to do the same to us...when we are faced with a man, woman or child in our speciality, we are reduced to two human beings of equal status.

Beginning with the sixth week of class, we will be dividing the class into part theory/article discussion and part review of a consultation by Winnicott from his Therapeutic Consultations. I do not want this course to be solely a theory course, nor solely a practicum course, but to be, in the Winnicottian sense, some of both, some of neither and something we don't understand all of!

All of the readings will be handed out at the beginning of the semester and taken from the following works of Winnicott (with the exception of the papers by Ogden & Anderson):


In addition, my book, *Attachment, Play & Authenticity: A Winnicott Primer* (Jason Aronson, 2008) as a requirement for the course. Each of the book’s chapters is meant to be read to coincide with the week’s readings from Winnicott’s own work. Thus Chapter 1 of my book corresponds with Week 1 of the readings etc., throughout the semester.