Beginning with Freud, there has been a longstanding debate about the relative importance of insight and interpretation versus the analytic relationship with respect to the therapeutic action of psychoanalysis. In recent decades, this debate has become less binary and increasingly complex and nuanced. In this course, we will pay particular attention to the personal role of the analyst as a component of therapeutic action. We will consider how the analyst’s personal involvement influences technique and colors the ongoing interaction of the particular analytic dyad. Both classical and more contemporary perspectives will be reviewed.

We will begin with Guntrip’s (1975) description of his analyses with Fairbairn and Winnicott, noting the differences in technical style and forms of relating in the two analyses. Kite’s 2008 article concerning the impact of the analyst’s character on the analysis will serve as a companion paper. A suggested article by Gabbard and Westen (2003) reviews recent developments concerning change in analysis and describes three categories of interventions that facilitate change: those that foster insight, those that utilize mutative aspects of the treatment relationship and secondary strategies. Together, these three articles provide a loose framework for the course.

Next, we will read papers detailing the differing views of Fonagy and Blum about the place of reconstruction in analysis. Over the following weeks, we will consider various subjects including countertransference, enactments, intersubjectivity and disclosure. As we read differing views on these topics, we will try and conceptualize the impact of various technical choices and differing personal stances on the part of the analyst on the treatment process and change. Finally, we will consider the challenge of mourning and how our patients and we, as analysts, experience and work with this process that is so central to analytic change.

We plan to include case presentations to illustrate points from the readings and stimulate discussion of particular clinical dilemmas. We will devote the last half hour of each class to these presentations. The instructors will present material in the first two classes and ask participants to sign up for later classes. Our hope is that we can have open and thoughtful discussions about why we do what we do in analysis and what we are hoping to accomplish in our work.
1. September 19: The Person of the Analyst


Suggested:

2. September 26: The Place of Reconstruction


Suggested:


3. October 3: Countertransference


Suggested:

4. October 10: Pressures Towards Enactment


Suggested:

5. **October 17: Intersubjectivity**


Suggested:

6. **October 24: The Place of Disclosure**


Suggested:

7. **October 31: Something More Than Interpretation**


Suggested:

8. November 7: Mourning


Suggested: