Course Description and Goals: This course is designed as a participatory seminar in which students will explore contemporary psychoanalytic theory through a careful study and reenactment of published case presentations and discussions. Each class will be designed as a round table discussion with students performing the roles of presenters and panelists. The teachers will act as moderators of the discussion.

The goals for each student are:

- To become familiar with the major concepts in contemporary psychoanalytic theory
- To recognize the ideas, controversies and innovations that comprise the contemporary psychoanalytic discourse
- To critically examine contemporary psychoanalytic ideas and their application to clinical practice

Required Text:


Course Plan and Assignments:

Grading Criteria: The grade for this class will be based on your assigned role in each week’s colloquium. Each student will have the chance to represent one of the major presenters and this will be 60% of your grade. The remaining 40% of your grade will be based on the questions that you submit in your role as panelist.

Attendance and Late Policy: Prompt and regular attendance is expected.
January 28 - Ornstein Case: Theoretical Introduction

*Psychoanalytic Inquiry*, 18, pp. 21-30. PEP

*Psychoanalytic Inquiry*, 18, pp. 31-44. PEP

*Psychoanalytic Inquiry*, 18, pp. 45-54. PEP

*Psychoanalytic Inquiry*, 18, pp. 55-70. PEP

February 11 – Ornstein Case: Clinical Discussion

*Psychoanalytic Inquiry*, 18, pp. 55-70. PEP


February 25 - Davies Case: Theoretical Introduction


March 11 Davies Case: Clinical Discussion


**March 25 - When histories collide in the therapeutic dyad**


**April 8- When the present is very present: working under duress**


**April 29  Levenkron Case: Theoretical Background**


Slavin, Malcolm O. and Daniel Kriegman (1998). Why the analyst needs to change: Toward a theory of conflict, negotiation and mutual influence in the


**May 13 Levenkron Case: Clinical Discussion**


