

TRANSITIONAL OBJECTS
AND POTENTIAL SPACES

LITERARY USES OF
D. W. WINNICOTT



EDITED BY PETER L. RUDNYTSKY

Transitional Objects And Potential Spaces

Peter L. Rudnytsky



Transitional Objects And Potential Spaces:

Transitional Objects and Potential Spaces Peter L. Rudnytsky, 1993 D W Winnicott is increasingly recognized as one of the most important psychoanalysts since Freud but the relevance of his Independent version of object relations theory to psychoanalytic literary criticism has not been sufficiently appreciated As Peter L Rudnytsky notes There must be ten literary critics conversant with Lacan s écrits for every one who has read Winnicott s Playing and Reality Transitional Objects and Potential Spaces begins to redress this imbalance The title and subtitle of this collection highlight three of Winnicott s key concepts transitional objects potential space and the use of an object Because Winnicott is unique in respecting the integrity of art as an autonomous human activity while continuing to insist on its infantile origins he may be said to offer the first adequate psychoanalytic account of aesthetics This volume is organized into three sections The Analytic Frame Literary Objects and Cultural Fields Beginning with Winnicott s The Location of Cultural Experience it features essays by a distinguished group of contributors including Marion Milner and two current leading members of the British Psycho Analytical Society Christopher Bollas and Patrick J Casement as well as such eminent critics as Richard Poirier Murray M Schwartz Ellen Handler Spitz and Madelon Sprengnether Transitional Objects and Potential Spaces makes a timely and persuasive case for the power of Winnicott s ideas In defining for the first time an independent tradition of psychoanalytic criticism it will reorient future work in literary and cultural studies

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Between Reality and Fantasy Simon A. Grolnick, Leonard Barkin, Werner Muensterberger, 1978 The first thorough compilation and creative collation of papers on transitional objects written since D W Winnicott s original work

A Pedagogy of Becoming Jon Mills, 2002 This book advocates a return to the spirit of the Greek notion of paideia emphasizing a pedagogy of becoming The authors offer a holistic approach to education that aspires toward the inclusion promotion and nurturance of virtue and valuation Topics range from the purely conceptual to applied methodology Several key issues and contemporary trends in education are addressed philosophically including the values of wisdom morality compassion empathy interdependence authenticity and self understanding

Gendering Place and Affect Alex Simpson, Ruth Simpson, Darren T. Baker, 2024-07-30 Drawing on affect theory and the key themes of attachment disruption and belonging this book examines the ways in which our placed surroundings whether urban design border management or organisations shape and form experiences of gender Bringing together key debates across the fields of sociology geography and organisation studies the book sets out new theoretical ground to examine and consolidate shared experiences of what it means to be in or out of place Contributors explore how our gendered selves encounter place and critically examine the way in which experiences of gender shape meanings and attachments as well as how place produces gendered modes of identity inclusion and belonging Emphasizing the intertwined dynamics of affect and being affected the book examines the gendering of place and the placing of gender

Constructing Mathematical Knowledge Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume *Mathematics Education and Philosophy An International Perspective* are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education

The empathise of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the rile of the computer in light of these theories *Bulletin of the Menninger Clinic* Menninger Clinic,1984 **Jean Baudrillard: pt. 7. Fiction and art (continued)** Mike Gane,2000 *Psychoanalysis and History* ,2005 **Mosaic** ,1992 *Theorizing Rituals: Issues, topics, approaches, concepts* Joannes Augustinus Maria Snoek,2006 Volume one of Theorizing Rituals assembles 34 leading scholars from various countries and disciplines working within this field The authors review main methodological and meta theoretical problems part I followed by some of the classical issues part II Further chapters discuss main approaches to theorizing rituals part III and explore some key analytical concepts for theorizing rituals part IV The volume is provided with extensive indices **International Journal of Psychoanalytic Psychotherapy** Robert J. Langs,1982-09 **Tactics and Techniques in Psychoanalytic Therapy** Peter L. Giovacchini,1990 **For the Learning of Mathematics** ,1996 **Moral Spectatorship** Lisa Cartwright,2008-03-18 Lisa Cartwright contributes to feminist film theory by developing a new psychoanalytic theory of spectatorship and human subjectivity *CR. The Centennial Review* ,1999 **Sartre and Psychoanalysis** Betty Cannon,1991 Betty Cannon is the first to explore the implications of Sartrean philosophy for the Freudian psychoanalytic tradition Drawing upon Sartre s work as well as her own experiences as a practicing therapist she shows that Sartre was a fellow traveler who appreciated Freud s psychoanalytic achievements but rebelled against the determinism of his metatheory The mind Sartre argued cannot be reduced to a collection of drives and structures nor is it enslaved to its past as Freud s work suggested Sartre advocated an existentialist psychoanalysis based on human freedom and the self s ability to reshape its own meaning and value Through the Sartrean approach Cannon offers a resolution to the crisis in psychoanalytic metatheory created by the current emphasis on relational needs By comparing Sartre with Freud and influential post Freudians like Melanie Klein Otto Kernber Margaret Mahler D W Winnicott Heinz Kohut Harry Stack Sullivan and Jacques Lacan she demonstrates why the Sartrean model transcends the limitations of traditional Freudian metatheory In the process she adds a new dimension to our understanding of Sartre and his place in twentieth century philosophy *Traditional Literatures of the American Indian* Karl Kroeber,1997 In American Indian societies storytelling and speech making are invested with special significance crafted to reveal central psychological and social values tensions and ambi gunities As Karl Kroeber notes It is our scholarship not Indian storytelling that is primitive undeveloped This book is an essential introduction to the study and appreciation of American Indian oral literatures The essays by leading scholars illuminate the subtle artistry of form and content that gives spoken stories and myths an enduring vitality in native communities yet often makes them perplexing to outsiders The presentation and analysis of complete oral texts often without translations enable the reader to grasp the meaning purpose and structure of the tales and to become familiar with the techniques scholars use to translate and interpret them This expanded edition of the widely

praised collection contains a recent analysis of the Wintu myth of female sexuality a revised introduction by Karl Kroeber a contribution by Dell Hymes a new translation by Dennis Tedlock and a new annotated bibliography **Acta philologica**,2007

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