

1. Record Nr.	UNINA9910255151503321
Autore	Britzman Deborah P
Titolo	Melanie Klein : Early Analysis, Play, and the Question of Freedom // by Deborah P. Britzman
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	9783319260853 3319260855
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (113 p.)
Collana	SpringerBriefs on Key Thinkers in Education, , 2211-9388
Disciplina	618.928917
Soggetti	Educational psychology School psychology Early childhood education Learning, Psychology of Educational Psychology School Psychology Early Childhood Education Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Contents; 1 Preludes; Abstract; 1.1 Disquieting Imagination; 1.2 The Rough Drafts of Tiny Humanity; 1.3 Objects Are Closer Than They Appear; 1.4 Dilemmas of Introductions; 2 Affecting Psychoanalysis; Abstract; 2.1 Preconditions as Another Term for Origins; 2.2 An Education in Psychoanalysis; 2.3 Entrances and Exits; 2.4 Education as We Do Not Know It; 2.5 Prolepsis: 1927 Symposium on Child Analysis and the Fallout of Education; 3 The Early Education of Psychoanalysis; Abstract; 3.1 Attractions in the Making; 3.2 The Work of Libido; 3.3 Transference 3.4 Little Hans: The First Case of Child Analysis3.5 Klein's ``Development of a Child, Part One"; 4 Away from Education: Step-by-Step; Abstract; 4.1 A Change of Heart; 4.2 ``The Child's Resistance to Enlightenment": Part Two; 4.3 Libido Goes to School; 4.4 What Is the Teacher To Do?; 4.5 ``Just Like Dreams"; 5 The Psychoanalytic

Situation: Early Analysis and Its Theory of Play Technique; Abstract; 5.1 "Forgets All Dreams": The Early Clinic of Klein's Berlin Practice; 5.2 Anxiety as Deep-Seated; 5.3 "I Don't Mind": From Monotonous Games to Worries of Being Watched 5.4 "There's Something About Life I Don't like": Erna's Depression and the Mother's Body 5.5 A World of Small Toys and Gigantic Feelings; 6 "Everything Good and Bad": Developing Depressive Position and Imagination; Abstract; 6.1 From Weaning and Loss to Symbolization of Mind; 6.2 Little "Dick"; 6.3 "Most of All, I'd Like to Put Mama in the Corner": Opera Boy; 6.4 Psychotic States, Internal Persecutors, and the Depressive Position; 6.5 The Dispersal of Love and the Designated Mourner; 7 "Six Degrees of Separation": The Freud-Klein Controversies 1941--1945; Abstract 7.1 Education and Infancy 7.2 Psychoanalytic Diaspora; 7.3 A Family Affair; 7.4 Drives Versus Object Relations; 7.5 Compromises; 8 "If I Were You": A Phantasy in Two Parts; Abstract; 8.1 Splitting of the Object and the Ego; 8.2 Boundless Transference; 8.3 Projective Identifications and the Changes of Identity; 8.4 "To Bite the Hand that Feeds One": Emotional Attitudes and the Urge for Reparation; 8.5 "The Pain of Integration"; 9 Narratives of the Psychoanalytic Situation: On the Friendship of Mrs. K. and Richard; Abstract; 9.1 "Go Right to the Depths" 9.2 "Do You Really Know What I Think? How Can You Really Know?": Twenty-Fourth Session, Saturday 9.3 "Do Psycho-Analysts Go to Church?": Fifty-Second Session, Sunday; 9.4 "Must We Say Goodbye?": The Sadness of Parting; 9.5 A Fortuitous Meeting: Richard's Recollections of the Analysis; References; Works by Melanie Klein; Other Works; Sources of Interest; Internet Resources; General References

Sommario/riassunto

This volume introduces the psychoanalyst Melanie Klein to the general field of education and traces her theories of mental life as an emotional situation, through to problems of self/other relations in our own time. The case is made for Klein's relevance and the difficulties her theories pose to the activities of learning and pedagogical relation. Klein's vocabulary—the paranoid/schizoid and depressive positions, phantasy, object relations, projective identification, anxiety, envy, and the urge for reparation and gratitude—are discussed in terms of their evolution and the designs of her main questions, all stemming from the problem of inhibition. Her contribution to an understanding of symbolization and the shift from concrete thinking to greater freedom of mind is analyzed. The essay develops the following questions: why is learning an emotional situation? How did Klein's life and larger history influence her views? What are her central theories of mental life? Why did Klein focus on anxiety and phantasies as making up the life of the mind? What is object relations theory? And, what does Klein's model of the self proffer to contemporary education in schools and in universities?