

Philadelphia Association of Jungian Analysts
C. G Jung Institute of Philadelphia
Training Schedule for Candidates
2014-2015

All sessions of the Philadelphia Jung Seminar are held in the Ethical Society, 1906 S. Rittenhouse Square, Philadelphia, PA. The day and time for each session are: Didactic Colloquium, Friday, 9AM – 12N; Case Colloquium, Friday 1PM – 5PM; Seminar Saturday, 9AM – 12N and 1PM – 4PM.

FALL SEMESTER

Friday September 12 and October 10th 2014

*Didactic Course: **Core Concepts in Jungian Psychology***

Analyst Instructor: **Cynthia Candelaria**

Course description: We will meet to discuss the core concepts in Jungian psychology. We will work together to identify the core concepts and both amplify and ground our understanding through reading, discussion and writing.

Readings: The reading materials suggested are meant to be resources for your growing receptive understanding and tools to help you build your expressive understanding of Jungian concepts.

Hopke, Robert H. (1999). *A Guided Tour of the Collected Works of C.G. Jung*. Boston: Shambala.

Sharp, Daryl. (1991). *C.G. Jung Lexicon: A Primer of Terms and Concepts*. Toronto: Inner City Books.

Samuels, Andrew, et al. (1997). *A Critical Dictionary of Jungian Analysis*. New York: Routledge.

Stein, Murray. (1998). *Jung's Map of the Soul*. Chicago: Open Court Publishing Co.

Stewart, Deborah. (2013). *A Candidate's Companion....On the Road to the Propaedeuticum*. Deborah Stewart has graciously made this publication available at no charge to all Jungian Candidates who request it. Can be obtained by contacting Deborah Stewart @ dbrstewart@gmail.com

Assignment: For the first meeting on September 12th will each of you please identify five concepts from Jungian psychology that you would like to have your colleagues address and examine further with you.

Case Colloquia : Meeting Friday's from 1:00-5:00pm

September 10th, October 10, November 7, December 12th

Analyst Instructor: **Janis Maxwell**

Janis will call or email you to inform you of her format and any further information needed to prepare for this colloquia.

Friday November 7th and December 12th

Didactic: Instructor **Robert Sheavly**

Tangled in "Nots:" The Ego Complex and Alterity in Dreams

The capacity of the complex to bind libido is a knotty one, which tangles us in knots which are "not-y," not because they are especially naughty (although from the perspective of the ego, often appear to be) but because they are merely knotty and difficult to un-not on one's own. The perspective of the dream ego frequently highlights a complex while the alterity of the dream often highlights the disowned and dis-identified "non-me." Yet growth often lies precisely in consciously encountering this "not-me." A knotty situation indeed!

This seminar will use Disney's "Tangled" to illustrate typical complexes as well as the capacity for the complex to hinder connecting more fully to our true self. Dreams will be analyzed to identify the ego complex, the presence of other complexes as well as how the alterity of the dream contains images of the "non-me" which needs to be engaged using active imagination in service to individuation. The basics of complex theory will be reviewed. A Self exercise will demonstrate the use of the kinesthetic element (feeling tone) present in the complex to begin un-tangling the isomorphic structure of the complex. Participants will write a short reflection paper between the first and second sessions of the seminar.

Please bring a few of your own dreams in which the dream ego experienced a strong emotion in the dream and a dream where you would like to better understand if a complex is present in the dream.

Preparation

Please read or review, *A Review of the Complex Theory*, CW8 ¶194 - 216, if you are not already familiar with this passage.

Tangled up in Blue: A Reappraisal of Complex Theory, by Betsy Cohen pp 417 - 425 in *Facing Multiplicity: Psyche, Nature, Culture*. Proceedings of the XVIIIth Congress of the IAAP, edited by Pramila Bennet. (Email me if you have difficulty

obtaining this reading.) Please bring both texts with you to the seminar. I look forward to our time together.

WINTER & SPRING 2015

Winter- Spring Didactic Schedule:

February 13 and March 13

Instructor: **Harry Fogarty**

C.G. Jung: *Psychology and Religion: West and East* (CW 11)

Harry W. Fogarty, M.Div, Ph.D.

While the overt focus of the February and March Didactic meetings will be Jung's writings on religion, the intentional focus is on the "religious function of the psyche" and the manifestations of this within clinical process. We shall read mainly from Jung.

Part I (February):

CW11

- Psychology and Religion (The Terry Lectures)
- Transformation Symbolism in the Mass
- Answer to Job

CW9.1

- Concerning Rebirth

Part II (March)

CW 11

- Psychological Commentary on "The Tibetan Book of the Great Liberation" and "The Tibetan book of the Dead"
- Yoga and the West
- The Psychology of Eastern Meditation
- Forward to the "I Ching"

CW 13

- Commentary on "The Secret of the Golden Flower"

Supplemental Bibliography:

Bishop, P., *Jung's Answer to Job: A commentary*

Drob, S., *Kabbalistic Visions: C.G. Jung and Jewish Mystical Tradition*

Drob, S., *Reading the Red Book: An interpretive Guide to C.G. Jung's Liber Novus*

Lammers, Ann D and Cunningham, Adrian, eds., *The Jung-White Letters*

Ryce-Menuhin, J., *Jung and the Monotheisms: Judaism, Christianity, and Islam*

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Comment:

Murray Stein, "Spiritual and Religious Aspects of Modern Analysis" in Joseph Cambray and Linda Carter, *Analytical Psychology - Contemporary Perspectives in Jungian Analysis*

Stein, M., *Jung's Map of the Soul*

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Comment:

Stein, M. *Jung's Treatment of Christianity: The Psychology of a Religious Tradition*

Didactic : Friday 9:00am- 12:00am

April 10th and May 8th

Course: ***Erich Neumann: A Review of his theories and Concepts***

Analyst Instructor: Ronnie Landau

The brilliant Jungian analyst and philosopher Dr. Erich Neumann has often times been forgotten in our contemporary psychoanalytic community for his significant and creative contributions to the field of Depth Psychology. In this course we will review Neumann's theory on the development of consciousness, both matriarchal and patriarchal, along with his concept of *unitary reality*. We will explore his theory of the stages of the development of the feminine and finally his theory of the *child*. When applicable we will contrast and compare Jung and Neumann's ideas on the unconscious, unitary reality and participation mystique.

Paper: Please write a 3-5 page paper demonstrating your understanding one of Neumann's concepts in relationship to clinical material from one of your patient cases to be submitted in May, our final meeting. Eg: (unitary reality, matriarchal consciousness, centroverson, ego-self axis)

Readings: required

Neumann, Erich. *The Origins and History of Consciousness*,
Translated by R. F. C. Hull. New York (Bollingen Series XL11) and London,
1954.(P/B 1970)
Foreward, Introduction, and Part 1
Part 2 only A. The Original Unity.

Erich, Neumann. *The Child* (let me know if you have difficulty getting the book)

Optional:

Neumann, Erich. *The Great Mother an Analysis of the Archetype*.
Princeton University Press, 1991.

Part 1 pages 3 -64.
pages 89-120.

The Great Round pages 211-240.

Case Colloquia: Meeting Friday's 1:00-5:00pm

February 13, March 13, April 10th, May 8th

Analyst Instructor: **Sarah Braun**

We are fortunate to have the opportunity to hold with each other the meaningful work we are discovering to do, each in our individual, particular ways. Most importantly, I hope that we foster in this case seminar an attitude of curiosity, compassion and honesty that allows all of us to learn and grow, and to serve better the people who come to us in search of wholeness.

I anticipate that each participant of this seminar will present ongoing clinical work with the same person each of the four times we meet, so that we have an opportunity to develop a sense of continuity, understanding also that this may not always be possible.

At our first meeting together, please be prepared to give the initial presentation of a case, including as much of you can of the material described in the accompanying outline.

In subsequent meetings, bring in process notes that recount as closely as you can significant passages in one or more sessions, which we can look over in

detail together. These notes would include what you recall of the verbal exchanges, as well as affective shifts, synchronistic events, dreams (of the client, the therapist or both), frame issues, ethical challenges, etc..

If you bring in dreams, please make copies for all the seminar members. In order to honor confidentiality, the copies will be returned to the presenter at the end of the meeting.

By the last meeting of the semester, please prepare and give to me a written case, which I will review and respond to with feedback.
(see instructions below)

Selecting a case

Choose a case that you find challenging—where you're confused, stuck, finding significant transference/countertransference energy

Referral source/initial impression

How did you get the referral (colleague, supervisor, current or former client)? How does the source affect you?

What was your instinctual sense of the person when you first met?

Give a physical description.

Diagnostic issues

What presenting problem did the person bring?

What was your preliminary diagnosis? Frame this in Jungian and non-Jungian terms. On what did you base the diagnosis?

Has the diagnosis changed over the course of your work together?

Family history

Relationship to significant others: mother, father, siblings, spouse/partner, children, etc.

Ethnic/religious/cultural background

Any identified traumas or developmental difficulties—body and psyche

Course of therapy so far

What issues have surfaced? How is the working relationship? What sort of resistances have you encountered? Where is the therapy at right now?

Transference and countertransference

What do you know/sense about what the client thinks/feels/fantasizes about you? How do you know this (by direct verbal statements, derivatives from the client's associations, etc.)? What do you think, feel and fantasize about the client?

Archetypal issues

Have you discerned a teleological direction from the unconscious?

Describe the client's most active archetypal energies (e.g. shadow, contrasexual archetypes, heroic identification, etc.)

What have you discovered about the relationship for this client between the ego and the archetypes, and the ego's relationship to the unconscious?

Are there any archetypal motifs, images, affects that have emerged in dreams

and/or everyday life of the analysand, and/or in the therapeutic field?
For this person, how do the personal and archetypal levels relate to each other?
Dreams Initial dream: Is it related to your initial diagnostic assessment?
Pick one or two dreams that contain major themes of the therapy.
Pick a dream that you find difficult to understand. Consider both subjective and objective levels of the dream.