



# Training Candidate Syllabus

2015 - 2016

## **The Ethical Society**

1906 S. Rittenhouse Square, Philadelphia, PA. 19103

### Meeting times:

Didactic Colloquia are Friday mornings from 9:00AM – 12 noon

Case Colloquia are Friday afternoons from 1:00PM – 5:00PM

The Philadelphia Jung Seminar meets Saturdays from 9:00AM – 12 noon & 1:00PM – 4:00PM

## **FALL SEMESTER**

### ***Didactic Colloquium: Dream Interpretation***

Friday mornings: September 11<sup>th</sup>, October 9<sup>th</sup> and November 6<sup>th</sup>

### **Simone Campbell-Scott, Jungian Analyst**

In this class we will read Jung on dreams at various stages of his writing, beginning with the very basic *Dream Analysis Seminar* (see bibliography). I would like you to read this before the first class in September. It is very readable. Please make notes about anything that interests or puzzles you and we will spend some class time on it.

Also for the September class, I would also like you to read the *Whitmont Perera* reference, which is a very basic approach to dreams. For the October class, please read the sections in Volume 4 and Volume 8.

Throughout the class it is important for you to have a collection of dreams from clients, friends, etc. which you are prepared to offer for the class and to work on interpreting. I will also provide examples. Together, we will work on developing the skills necessary for dream interpretation.

The following concepts will be stressed:

- Dream Ego
- The Other
- The Self
- Anima and Animas
- The Dream Setting

- Series of Dreams
- Complexes In Dreams
- The Power of The Image
- Symbols of Transformation
- The Telos In Dreams
- The Mother Complex, The Father Complex
- The Archetype As Inborn Potential For Experiencing

In summary the class will function as a workshop for the relevant theory of dream interpretation.

## **Bibliography**

- C.G. Jung, *Dream Analysis; Notes on Seminar given in 1928-1930*, Bolligen Series XCIX, 1984e in C. G. Jung, Volume 8: pp 281-301.
- C.G. Jung, Volume 4: pp 25-35: pp 48-74
- Perera and Whitmont, *A Portal to the Source*: pp 1-183
- 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.

## **Assignment**

There will be a paper on dream interpretation focusing on one analysand using at least three or four dreams. The details of the paper will be discussed in the first meeting.

## *Case Colloquium*

Friday afternoons: September 11<sup>th</sup>, October 9<sup>th</sup>, November 6<sup>th</sup>, December 11<sup>th</sup>

### **Robert Sheavly, Jungian Analyst**

The more comfortable we are with our own psychological landscape, the more prepared we are to “meet” our analysands in theirs. As followers of Jung, we would not be at this point in our own psychological journey if we were not vitally curious about and have already trod, significant swaths in our inner landscape. Never-the-less, the vista is broad and the horizon ever distant.

Therefor the goal for our case colloquia this semester will be to further deepen into our own *terra incognita* in a spirit of curiosity and courage in order to better work with our analysands: those like-intrepid souls whom we are privileged to accompany on the *Adventure Inward*. (cf Morton Kelsey).

In service to this goal, we will focus on two skill sets.

- We will endeavor to increase our understanding, **ability to assess** and most critically our comfort level with both our own and our analysands’ **character structure** and **personality traits**. Quoting Terence, our motto for this line in inquiry shall be, *Homo sum, humani nihil a me*

*alienum puto.* (I am human, and nothing of that which is human is alien to me.)

•By the very nature of our work, since we *will be* in the alchemical bath with our analysands, it is imperative (as much as is possible), to hold onto consciousness (stay afloat?) by **increasing awareness of our own countertransference**. Therefore we will keep a countertransference journal this semester. This journal will be the written product for the semester and will be explained further in our first session.

## Preparation

Please come to the first seminar prepared to discuss a case. Building on your work with Dr. Braun last year, prepare a less-than-10-minute summary of the case to include:

Referral source/initial impression  
Diagnostic issues  
Family history  
Course of therapy so far  
Transference and countertransference  
Archetypal issues or themes  
Initial Dream/Dreams (if any)

Refer to the syllabus from last academic year for clarification of these elements. Please include also:

(Under initial impressions) Your assessment of the analysand's strengths.

(Under Transference/Countertransference) What attracts you to this analysand? Why do you like this analysand?

(Under either diagnostic issues or archetypal issues), your assessment of the analysand's character traits.

How you focus on the case is up to you. Consider focusing on a challenge or difficulty you are experiencing, a challenging countertransference, or by writing a *verbatim*.

At least twice during the semester, I would ask you to include a *verbatim* in your case presentation. While they require work to write up, they are invaluable for learning and skill development. (Please double space and bring copies for your colleagues. Copies will be returned to you at the end of the discussion.)

## Bibliography

For first session, please read

–CW16, in Part III: Forward, ¶357–360 and ¶404–409 (the Mercurial Fountain).

–If curious, the Wikipedia entry on Terence (<https://en.wikipedia.org/wiki/Terence> or google the motto above.)

**During the semester**, please read/re-read or review:

–Margaret I. Little. *Psychotic Anxieties and Containment: A Personal Record of an Analysis With Winnicott*. This is out of print and consequently very expensive. However, it should be in your library. If you do not have a copy or cannot find one within your budget, please contact me.

–Nancy Mc Williams. *Psychoanalytic Diagnosis*.

–Nancy J. Dougherty and Jacqueline J. West. *The Matrix and Meaning of Character: An Archetypal and Developmental Approach*.

If you have any questions, especially for our first meeting, please do not hesitate to contact me. I am very much looking forward to our time together.

## FALL & SPRING SEMESTER

### *Didactic Colloquium*

### *Fairy Tales: Theory, Interpretation, and Clinical Relevance*

Friday mornings: December 11<sup>th</sup>, February 12<sup>th</sup>, March 11<sup>th</sup>

**Lisa Marchiano, Jungian Analyst**

This course will provide an overview of psychological approaches to fairy tales, and give participants ample opportunity to practice interpretation. After briefly examining theories about the origin of tales and their widespread cross-cultural occurrence, we will acquaint ourselves with current methodology for cataloguing fairy tale motifs. We will also spend time exploring uses of fairy tales in a clinical context, including brief case presentations. Finally, each candidate will write an in depth interpretation of a tale of his or her choosing.

#### **Assignment:**

Please read at least twenty fairy tales before our first meeting. I suggest getting into the habit of reading one tale per day. I have listed several volumes and websites below in which you can find fairy tale collections. These are merely suggestions. There are many, many others. Feel free to choose any that appeal to you. Please also select one tale that has energy for you that you would like to work on interpreting during our time together. You may want to consider choosing a tale that has some personal relevance for you, as well as one that is not overly long. In addition, please bring with you to our first meeting at least one symbol dictionary. *See bibliography.*

#### **Bibliography**

Fairy Tale Collections:

The Original Folk and Fairy Tales of the Brothers Grimm: The Complete First Edition. Princeton University Press, 2014

The Turnip Princess and Other Newly Discovered Fairy Tales  
Franz Xaver Von Schonwerth  
Penguin Classics, 2015

Italian Folktales  
Italo Calvino  
Houghton Mifflin Harcourt, 2013

Favorite Folktales From Around the World  
Jane Yolen  
Pantheon, 2014

African Folktales  
Roger Abrams  
Pantheon, 2011

Folktales from India  
A.K. Ramanujan  
Pantheon, 1994

## SPRING SEMESTER

### *Case Colloquium*

Friday afternoons: February 13<sup>th</sup>, March 13<sup>th</sup>, April 10<sup>th</sup>, May 8<sup>th</sup>

**Margaret Klenck, Jungian Analyst**

### **Instructions**

Below is a list of required elements when considering your case presentation

1. The presenting problem—why the person walked through your door—relevant things about the referral.
2. An initial dream - detailed description of the work and speculations about the first dream.
3. The first t/ct projections, or what seems to get constellated in the field from the start—progress
4. The historic story—as it emerged—what gets said and what gets held back. The reductive story and how it came in.

5. Images from the particular suffering—not only “ the marriage is breaking up” or “the depression is overwhelming”, but also how the analysand speaks of it, what are the metaphors embedded in this person’s self understanding.
6. The complexes—when the ego complex is supplanted by other complexes, what are they and when do they get activated.
7. The amplificatory stories—what are the archetypal patterns underlying the personal story.
8. The key movements of psyche: places of stuckness and moments of breakthrough. Put another way, the alchemical processes and how they flowed, and what got created.
9. Various interpretative hunches that the analyst either shared (and the consequences of that) or just held as inner guiding ideas about the patient.
10. How it ended: what new images were in place for the person, what healed, what didn’t. What projections in the transference field remained, which ones were “recollected?”
11. Supporting quotes from others—Jung, von Franz, Hillman etc. as a reference to our elders, our theory, our lineage. Articulation from a theoretical view of what is happening in the treatment is important.
12. If exemplary of a particular point, some (non-identifying) process notes.

## **Assignment and Reading**

TBA

# **Didactic Colloquium** *Mythology and The Feminine:* *The Use of Mythology in Analytical Practice*

Friday mornings: April 8<sup>th</sup>, May 13<sup>th</sup>

**Fanny Brewster, Jungian Analyst**

*So it is with the individual images (in a myth): they need a context, and the context is not only a myth but an individual anamnesis.*

—C.G. Jung, CW, v. 9, Part 1

“The Psychological Aspects of the Kore”

This course will deepen our understanding of Mythology within both historical and contemporary depth psychological practice. In Jungian Psychology we are concerned not only with the myth for the collective at large, but also how a particular mythology suits the individual with whom we are engaging in the analysis.

A case study will be presented investigating patient personal mythology, dreams and analysis within an individuation process. The collective influence is considered as a factor in how one is able to work

through individual psychological pain, while seeking a relationship with others in the society at large.

It is anticipated that we will be able to “dream the myth onwards” in our discovery of the importance of what Mythology holds for us in contemporary life. How do we get meaning and knowledge of functionality of Mythology that is relevant to us today?

### **Essential Reading**

Jung, C.G. (1968). *The archetypes and the collective unconscious (The collected works of C.G. Jung, Vol. 9, Parts IV, VI)*. Princeton, NJ: Princeton University Press.

Perera, S.B. (1981). *Descent to the goddess: A way of initiation for women*. Toronto: Inner City Books.

Qualls-Corbett. (2002). *Awakening woman: Dreams and Individuation*. Toronto: Inner City Books.

### **Recommended Reading**

Harding, E. (1935). *Woman's mysteries*. New York: Longmans, Green and Co..

Larrington, C. (1992). *The feminist companion to mythology*. London: Harper Collins Publishers.

Wehr, D. (1987). *Jung and feminism: Liberating archetypes*. Boston: Beacon Press Books.

### **Assignment**

View the film *A Dangerous Method*, write a five-page paper expressing your opinion of The Feminine as shown in the female characters. Note how this film (Images/narrative) compare with your readings from the course, your own ideas regarding women in film (contemporary psychological presentations), and the modern mythology(gies) which appears to dominate the film.