DUQUESNE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Summer school, June 1 - 19, 2015

SPECIAL TOPICS: JUNGIAN PSYCHOLOGY

Course #: 673-01
Professor: Roger Brooke, Ph.D., ABPP
Times: Mondays to Thursdays 9.00 - 12.15
Venue: 301 Canevin Hall

The goal of the course is to explore some central themes in Jungian psychology, also known as analytical psychology. Prior familiarity with Jung’s psychology or with psychoanalysis would be an advantage but is not necessary. The two objectives are that you will have a basic understanding of Jungian theory and that you will have begun to integrate Jungian theory into your clinical work.

Because the course is short and intensive, I have cut down on the number of readings, and we shall focus on the extracts from Jung’s writings that have been edited by Anthony Storr (The essential Jung, Princeton University Press, 1983). The question is always how to read Jung—like Freud, there is not only one authorial position in his texts. Since I take seriously Jung’s claim to being a phenomenologist, and have developed this claim systematically, I shall ask you to read much of my book, Jung and phenomenology (Routledge, 2015) as well.

Students often feel intimidated by Jung, and insecure about making use of his ideas in their clinical work. We are therefore going to spend a lot of time on dreams, active imagination, and on clinical work. Therefore, I also want you to purchase and read Joseph Whitmont and Sylvia Perera’s book, Dreams, a portal to the source (Routledge 1989). Other readings may be made available from time to time.

I am including some additional readings as “recommended.” These are not required, but can be made available upon request. I expect that most of you will have areas of special interest, and these additional readings are for that purpose. I estimate that there should be approx. 3-4 hours of preparation for each morning’s seminar. I shall usually not lecture directly on the readings but in a way that introduces or complements them.

You will notice that the course includes a lot of discussion time as well as case consultations. This is to assist you in your integration of the material, and to give you the opportunity to
experience in some personal ways the world that analytical psychology opens. How personal you want to be in your exercises is up to you and the class, but I can say that working with Jungian material in a personal way is probably both unavoidable and crucial if you are to understand and appreciate what Jungians are talking about. You are required to keep a journal through the course, and we shall have some workshop experience. However, nobody will be required to disclose personal material, and any such material disclosed to me will be held in confidence.

We have only 12 seminars, each of which will be divided into three periods. There may be exceptions, but typically this will be the format:

a) 9.00-10.00: seminar
b) 10.15-11.15: case consultation
c) 11.20-12.15: dream workshop

COURSE STRUCTURE

WEEK ONE

1. Mon June 1

   **Introduction and overview of Jung’s psychology**


   Recommended

1b Case presentation (rb): The imaginal structure of psychological life

1c Dream workshop

2. Tues June 2

   **Dreams**

   Routledge.

3. Wed June 3

   **Word-associations and complexes**

   Storr: Part 1
   Brooke: ch 7, especially the pages on the complex

   Recommended
   Psychology*, 36, 4, 505-51.
4. Thur June 4
Archetypes
Storr: Part 3.
Brooke: ch 8: Archetypes.
Recommended

WEEK TWO

5. Mon June 8
Dreams (continued)

6. Tues June 9
Archetypes
Storr: Part 4: Archetypes: shadow, anima, animus, etc.

Recommended


6b & c Workshop on favorite childhood fairy story or ‘myth’.

7. Wed June 10
Psyche and world; psyche and place


Recommended
Brooke: ch 4 & 5

8. Thur June 11
Self and individuation
Brooke: ch 6: The self and individuation
Recommended

WEEK THREE

9. Mon June 15
   Early development and psychopathology

   Recommended

10. Tues June 16
    Spirituality in Jungian psychology
    Storr op. cit. Parts 8 and 9.

    Recommended

10 b&c. Spirituality exercise

11. Wed June 17
    Therapeutic process
    Brooke: ch. 9: A clinical study.

    Recommended

12. **Thur June 18**

**Thinking clinically: The case of Joan**


**Recommended**


12. c  **Lessons learned**

**EVALUATION AND GRADES**

Passing the course requires attendance at classes and adequate preparation so that you can contribute to discussions. I shall call on individuals to take the lead. If you cannot make a class you must let me know, if at all possible, prior to the class meeting.

You should all have an opportunity to present a case in class. Credit will be given for the clarity or your case presentation and your ability to start thinking about the case in Jungian and psychodynamic (broadly defined) terms. You should also all have an opportunity to present and discuss a dream, either of your own or the dream of a client.

Keep a journal of your readings and reflections. You should work to integrate the readings with your case material and your own development as a clinical psychologist. Your journal should assist you as you move towards your Comprehensive Examination’s Position Paper.

Each weekend, send me a short journal reflection on the previous week’s work. ±3 pages double space is fine. A week after the end of the class send me your forth and final journal reflection. 4-5 pages is fine. Please address the question: what might you take from this course forward with you as a clinical psychologist and/or psychotherapist? The question is to focus your attention through the course on your developing position paper.

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<th>Journal reflections: 50%</th>
<th>Class participation: 50%</th>
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<td><strong>Week 1:</strong> 10</td>
<td><strong>Week 2:</strong> 10</td>
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The longer paper will be shared with the class. Would you like the short papers to be shared or private?
SPECIAL NEEDS

If you have any disabilities please let me know so that I can make necessary accommodations for you. Please let me know if I can be of any assistance at all. I very much look forward to the course. Go well!

Roger Brooke, Ph.D., ABPP
Professor of Psychology