**Memphis-Atlanta Jungian Seminar**

**2017-2018 Training Year**

**MAJS: 2017 – 2018 Training Schedule**

**Date Saturday Seminar Colloquia Sunday Seminar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aug 17-20, 2017**  *(begin Fri 5 pm - analysts arrive Aug 17th* | **Dream Retreat**  **Memphis-Atlanta Faculty**  **Location: Sewanee, Tennessee** |  | **Dream Retreat**  **Memphis-Atlanta Faculty** |
| **Sept 23-24, 2017**  **Memphis** | **Cultivating the Analytic Attitude: The Compass of Hermes**  **Mark Winborn** | ***Winborn*** | **Fundamentals and Technique in Analytic Therapy**  **Mark Winborn** |
| **Nov 4-5, 2017**  **Memphis** | **Individuation and Interdependency**  **Kathleen Wiley** | ***Wiley*** | **Individuation and Interdependency cont.**  **Kathleen Wiley** |
| **Dec 2-3, 2017**  **Memphis** | **Narcissism and Individuation**  **Sharon Martin** | ***Martin*** | **Jung & Religion II**  **Ben Toole** |
| **Jan 6-7, 2018**  **Atlanta** | **Archetype of the Father**  **Jutta Buchholtz** | ***von Buchholtz*** | **Archetype of the Father cont.**  **von Buchholtz** |
| **Feb 3-4, 2018**  **Atlanta** | **Working with Fairy Tales**  **Susan Olson** | ***Olson*** | **Understanding Jung’s Concept of the Instinctual in Psyche**  **Pete Williams** |
| **Mar 3-4, 2018**  **Atlanta** | **Dream Intensive**  **Wright, von Buchholtz,**  **Tyler, Wiley** |  | **Dream Intensive cont.** |
| **April 7-8 2018**  **Atlanta** | **The Shadow of Shame**  **Jacquie Wright** | ***Wright*** | **The Shadow of Shame cont.**  **Wright** |
| **May 18-20, 2018**  *(begins Fri. approx. 5pm – analysts arrive May 18th )* | **Archetypal Retreat – Fairy Tales**  **Memphis-Atlanta Faculty**  **Location: Water Valley, MS** |  | **Archetypal Retreat – Fairy Tales**  **Memphis-Atlanta Faculty** |

**Fall Dream Retreat: Memphis-Atlanta Jungian Seminar**

The majority of the dream retreat weekend will be in the format of group dream work with two groups of seminar participants and two faculty analysts present for each dream presentation.  Shortly before the retreat you will receive a schedule for weekend. Please check the schedule for dual relationships and notify the Training Coordinator if there are any issues that need to be addressed.

Seminar members should bring a typed out dream to the retreat with sufficient copies for the seminar participants and the two facilitating analysts.  You may include the context from your daily life and your personal associations to the dream but do not include archetypal or cultural amplifications.  *Please bring a dream that is relatively fresh and hasn't already been overly analyzed so that there is some aliveness and mystery around the dream.*

Remember, the retreat is not a time to show how much you know but rather a time to form connections with the other seminar members and discover something new about your own psyche.

**Cultivating the Analytic Attitude: The Compass of Hermes**

**Memphis-Atlanta Jungian Seminar - September 23, 2017**

**Mark Winborn, PhD, NCPsyA**

**Course Description**

Cultivating an analytic attitude is fundamental to becoming an analyst or depth therapist. Without the development of this foundation to our work, analytical psychology (or any form of psychoanalytic work) becomes just another psychotherapy. Most other psychotherapies can be practiced primarily via the application of theory and technique, without serious consideration of the therapist's “attitude.” Jung addresses the importance of the analytic attitude when he says, the analyst must "*believe implicitly in the significance and value of conscious realization, whereby hitherto unconscious parts of the personality are brought to light and subjected to conscious discrimination and criticism. It is a process that requires the patient to face his problems and that taxes his powers of conscious judgment and decision. It is nothing less than a direct challenge to his ethical sense, a call to arms that must be answered by the whole personality.*"

To explore the issue of “cultivating the analytic attitude” we will examine a number of fundamental questions, such as: what is analysis or analytic therapy, what is the goal or aim of analysis, and what is required of the analyst or depth therapist? We will also explore how related ideas, such as reverie, internal state of the therapist, imaginal process, psychic reality, and the symbolic attitude play into the overarching concept of the analytic attitude.

While there are many opinions about what constitutes an analytic attitude, one can ultimately only arrive at and cultivate one's own sense of the analytic attitude through a conscious process of engagement, reflection, and struggle with the issue. My hope is that this seminar will initiate, or further, that engagement.

**Course Objectives**

Participants will be able to:

* Participants will be able to distinguish between analysis, psychotherapy and counseling.
* Participants will be able to define what an analytic attitude consists of.
* Participants will be able to identify how the attitude of the therapist influences various aspects of the analytic process, such as the analytic frame, the notion of goals or aims, working within the transference/countertransference field, the use of interpretation, or the approach to unconscious material.
* Participants will examine how their personality shapes the analytic process.

**Required Readings**

Bright, George (1997). Synchronicity as a Basis of Analytic Attitude, *Journal of Analytical Psychology*, Vol. 42, No. 4, p. 613-635.

Gabbard, G. & Ogden, T. (2009). On Becoming a Psychoanalyst, *International Journal of Psychoanalysis*, Vol. 90, pp. 311-327.

Hartman, Gary (1980) Psychotherapy: An Attempt at Definition. *Spring.* pp. 90-100.

Ellen Siegelman (1990) *Metaphor and Meaning in Psychotherapy*, Chapter 1, New York: Guilford Press.

**Assignments**

Write a short summary (1/2 page) of a clinical vignette which you feel deals with some problem, difficulty, or issue around maintaining an analytic attitude (as you understand it) in a clinical setting, either in your own analysis/therapy or in a situation with one of your own patients.

**Biography**

Mark Winborn, PhD, NCPsyA is a Jungian Psychoanalyst and Clinical Psychologist. He received his BS in Psychology from Michigan State University in 1982, his MS and PhD in Clinical Psychology from the University of Memphis in 1987, and his certificate in Jungian Analysis from the Inter-Regional Society of Jungian Analysts in 1999. From 1988 – 1990 he was the staff psychologist at the United States Military Academy, West Point, New York. Dr. Winborn is a training/supervising analyst of the Inter-Regional Society of Jungian Analysts and the C.G. Jung Institute in Zurich, Switzerland. He currently serves on the American Board for Accreditation in Psychoanalysis and the Ethics Committee of the International Association for Analytical Psychology. Dr. Winborn is on the editorial boards of the Journal of Analytical Psychology and the Journal of Humanistic Psychology, as well as being a member of the National Association for the Advancement of Psychoanalysis.

His publications include *Deep Blues: Human Soundscapes for the Archetypal Journey* (2011) and *Shared Realities: Participation Mystique and Beyond* (2014), both with Fisher King Press, as well as journal articles, book reviews, and chapter contributions. Routledge Press has contracted to publish Dr. Winborn’s third book, *Interpretation in Jungian Analysis: Art and Technique* (forthcoming)*.* He has also presented papers at the past three Congresses of the International Association for Analytical Psychology (Montreal 2010, Copenhagen 2013, Kyoto 2016). Since 1990 he has maintained a private practice in Memphis, Tennessee, USA where he was the Training Coordinator for the Memphis-Atlanta Jungian Seminar from 2010 - 2016. In addition to his teaching activities in Memphis, he has been an invited presenter for Jungian societies, training seminars and institutes in: Atlanta, GA; Austin, TX; Charleston, SC; Chicago, IL; Columbus, OH; Santa Fe, NM; Philadelphia, PA; Pittsburgh, PA; Florida; Lafayette, LA; New Orleans, LA; Houston, TX; Minneapolis, MN; the Dominican Republic; Moscow, Russia; and the IRSJA candidate group.

**Fundamentals of Technique in Analytic Therapy**

**Memphis-Atlanta Jungian Seminar – September 24, 2017**

**Mark Winborn, PhD, NCPsyA**

**Course Description**

Fundamentals of Technique will cover the basic principles and techniques of analytic therapy that form the foundation of any analytic relationship. For those new to the field it will provide grounding in the basic techniques and attitude that are necessary for depth work. For those with more experience in the field, it is an opportunity to re-assess your current style of therapeutic practice. Topics covered will include the analytic frame, frequency of sessions, use of couch or chair, the analytic relationship, transference/ countertransference, resistance in therapy, interpretation, evidence of change, and analytic goals. We will contrast Jungian perspectives on analytic therapy with psychoanalytic perspectives.

**Course Objectives**

Participants will be able to:

* Develop an overview of the historical development of technique in psychoanalytic therapy and Analytical Psychology.
* Know the basic components that make up technique in analytic therapy.
* Be able to understand the essential relationship between theory and technique.
* Appropriately utilize technique to deepen analytic relationship and process.
* Understand the relationship between maintaining an analytic attitude and the utilization of technique.

**Required Readings**

Dieckmann, Hans (1991). *Methods in Analytical Psychology: An Introduction*, Wilmette, IL: Chiron.

*Choose one of the two following options:*

Auld, Frank and Hyman, Marvin (1991 or 2005*). Resolution of Inner Conflict: An Introduction to Psychoanalytic Therapy,* 1st or 2nd Ed, Washington, DC: American Psychological Association Press.

Lemma, Alessandra (2003 or 2015). *Introduction to the Practice of Psychoanalytic Psychotherapy,* 1st or 2nd Ed, New York & London: Wiley.

**Biography**

See previous course description.

**Individuation and Inter-Dependency**

**Memphis-Atlanta Jungian Seminar, November 4-5, 2017**

**Kathleen Wiley, MHDL**

**Course Description**

We are relational beings. We need human connection. Individuation requires leaving the collective in the sense of having a separate self. We then live in relationship to others from a place of autonomy—having a sense of our larger Self that informs our inner and outer actions with others. We will consider what this looks like in the most intimate of relationships—the mother-infant dyad and the married\* couple. We will consider how the couple’s relationship activates the unresolved early childhood traumas and becomes a laboratory for healing. We will explore the intertwining of inner and outer relationships—object relations and human relations.

\*I use the term married or couple as inclusive of all gender combinations.

**Course Objectives**

Participants will be able to:

* Articulate how the marital relationship intertwines with the resolution of early childhood trauma
* Identify how the marital/committed relationship is an integral part of the individuation process
* Assess couple’s relationships as a mirror of the inner workings of psyche
* Respond to analysands’ concerns about spouses/partners as information about inner characters and processes
* Consider the role of shame as the opposite of autonomy and how it impacts human connection
* Interpret how narcissism prevents relationship
* Respond to narcissistic presentations in a relational way

**Required Readings**

Wiley, K. (2003). *The Inter-Relationship of the Earthly Marriage to the Inner Spiritual Marriage.* Diploma Thesis. Excerpts will be emailed to you.

Coleman, W. (2014). The Intolerable Other. *Journal of Couple and Family Psychoanalysis* *4(1):* 22-41.

Sehgal, M. (2015). The Contribution of Creative Responses to the Experience of Shame in Couple Psychotherapy*. (Journal of) Couple and Family Psychoanalysis*, *5(1):* 41-56.

**Supplemental Readings**

Fox, H. (2015) Analysing the Dynamics in a Couple with Primitive Defenses. *Journal of* *Couple and Family Psychoanalysis 5(1)*: 6-24.

Humphries, J. (2015) Working with the Presence of Unconscious Couple Beliefs. *Journal of Couple and Family Psychoanalysis, 5(1):* 25-40.

References listed in the bibliography of K. Wiley’s thesis.

**Assignments**

Write a brief (3-5 page) paper reflecting on how a primary (past or current), committed couples’ relationship has intertwined with you individuation process. Consider the dynamics of the relationship (positive and negative, creative and destructive) as mirroring your inner process. Share your insights and points of consciousness about the value of the relationship in your individuation journey.

*Please send this by email to kathleenwileysingleton@gmail no later than 7 days prior to the seminar.*

**Biography**

Kathleen Wiley, MHDL, is a Licensed Professional Counselor, Licensed Marriage and Family Therapist, and diplomate Jungian Analyst in private practice in Davidson, North Carolina. She is a member of the NCSJA, the IRSJA, and the IAAP. She is a senior analyst and training analyst with the Memphis Jungian Seminar. She is a regular presenter at The Haden Institute.

Her work with analysands recognizes the importance of the present moment, the moment of meeting between analyst and analysand, as primary. She has a passion for applying archetypal understandings to the interpersonal relating. She is author of *New Life: Meditations on the Birth of the Divine Within* and *New Life: The Promise of Easter and Spring*.

**Narcissism and Individuation**

**Memphis-Atlanta Jungian Seminar, December 2, 2017**

**Sharon Martin**

**Course Description**

Ovid’s version of the myth of Narcissus and Echo has been a rich source for exploration of the human soul for over 2,000 years. Its relevance and mystery are central to the most basic question of identity and gaining insight and understanding of it is central to understanding ourselves and others.

Jung’s concept of the Self archetype brings a unique perspective to the narcissistic character. He wrote that the Self, the numinous archetype of wholeness, is the ordering principle of the psyche and wants to live its experiment in life. When this experiment is blocked, or when the relationship between the ego and the Self is disturbed, narcissistic disorder can be the result. Drawing on the work of Ovid, Schwartz-Salant, Jacoby, Kalsched, West, Dougherty and others, we will explore this relationship and its meaning for individuation.

**Course Objectives**

Participants will:

* Gain greater understanding of the narcissistic structure in the psyche
* Distinguish between collective psychotherapeutic and Jungian/psychoanalytic thought regarding narcissism
* Gain greater understanding of the relationship between trauma and narcissism
* Gain greater understanding of how to address and attend to one’s own narcissism
* Learn to work more effectively with analysands

**Required Readings**

Nathan Schwartz-Salant, Narcissism and Character Transformation

**Supplemental Readings**

Mario Jacoby, Individuation and Narcissism: the Psychology of the Self in Jung and Kohut

Neville Symington, Narcissism: A New Theory

Edward Edinger, Ego and Archetype

Dougherty and West, The Matrix and Meaning of Character

Quadrant, Focus on Narcissism, Quadrant, Vol 13, No. 2, Fall 1980, particularly “Narcissism and the Search for Interiority”, Donald Kalsched

**Assignments**

Take notes and record questions for discussion when reading Schwartz-Salant assignment.

**Biography**

Senior analyst, diploma CG Jung Institute Zurich 2005. Presently serving as secretary, IRSJA, faculty member MAJS and CG Jung Institute Zurich.

**Jung & Religion**

**Memphis-Atlanta Jungian Seminar ,December 3, 2017**

**Ben F. Toole**

**Course Description**

Welcome to the Jung & Religion seminar. The work of this seminar will be covered in two years—the first meeting was November of 2016 and the second will be December 2017.

This seminar is divided into three separate sections. Section one is devoted to the historical evolution of the Christian church over 2000 years. Section two will cover Jung’s struggle with his father’s belief-based Christianity. Section three concludes with one’s own struggle of the psychological/spiritual “Self” and various ideas about experiencing Self energy and staying connected to that “source energy.” This seminar primarily focuses on section three; however, there will be a recap of sections one and two.

You are asked to be prepared to describe each section using images from the reading, your own and your clients’ experiences, and using a fairy tale image and/or myth to express your thoughts. As always, I want us to make time for your personal connection to the material. I will have handouts available at the Sewanee retreat and at the December seminar.

**Course Objectives**

* Seminar participants will be expected to demonstrate knowledge of the historical evolution of the Christian church, its major changes, issues and struggles. Using this knowledge, you must demonstrate a grasp of these issues and be able to articulate that understanding related to therapeutic issues.
* Relating to Jung’s struggle with his father’s faith and the personal ramifications for their relationship, participants will be able to discuss the ramifications of that struggle and make application of the outcome of the tension. Additionally, participants are asked to pay particular attention to the list of paired words listed below and be prepared to discuss and demonstrate knowledge of how these words and Jung’s story are applicable personally and in therapy.
* Participants will be asked to describe a working knowledge of the psychological/spiritual component of personality that Jung described as “Self.” Additionally, participants are asked to describe personal and archetypal knowledge of this dimension of personality by whatever name one chooses to call it. I’m asking everyone to select a fairy tale, mythic or religious image to amplify their thoughts.

**Recommended Readings**

Books: **THE FUTURE OF FAITH**

Harvey Cox

**A STRATEGY FOR A LOSS OF FAITH**

John Dourley

**THE IRRELEVANCE AND RELEVANCE OF THE CHRISTIAN MESSAGE**

Paul Tillich

The following book is included as a wonderful example from American History of our topic but***is not required reading***.

**Roger Williams and The Creation of the American Soul**

**Church, State, and the Birth of Liberty**

John M. Barry

Papers: Parabola Vol. 41 No. 2 Summer 2016 p. 22-29 ***To Bring into Harmony the Tiger and the Lamb*** by Rachel Jamison Webster

**\*Carl Jung and Christian Spirituality** Edited by Robert Moore**,** Introduction, Robert Moore pp. VII-XII

**\*Jung’s Challenge to Contemporary Religion** Edited by Murray Stein and Robert Moore ***Ritual Process, Initiation, and Contemporary Religion*** 147-160 Robert Moore

**PSYCHOLOGICAL TYPES** **Vol. 6,** Carl Jung (Published 1921)

Section V. ***The Type Problem In Poetry* (**par. 275-460 p.166-272)

**PSYCHOLOGY AND RELIGION VOL. 11,**Carl Jung

Section I. ***The Autonomy of the Unconscious*** (Par. 1-168, pp. 5-105)

Section V. ***Psychotherapist or the Clergy*** (Par. 488-538, pp327-347)

\*If you have trouble finding these papers, please let me know and I will get you a copy.

**Biography**

Ben F. Toole, M.Ed., graduated from the University of Mississippi and Delta State

University. He did a CPE internship at the City of Memphis Hospital. He is a Licensed Professional Counselor and Diplomate Jungian Analyst in private practice in Water Valley, MS. He served on the Training Committee of the Inter-Regional Society of Jungian Analysts from 1995 - 2007, and as Director of Training from 2003 - 2007.

**The Father**

**Memphis-Atlanta Jungian Seminar, January 4 and 5, 2018**

**Jutta von Buchholtz, Ph.D.**

**Course Description**

While the mother-child relationship has been thoroughly explored in depth psychological literature, that between father-son and father-daughter is less well researched and poorly understood. This course attempts to remedy that situation somewhat. To that effect we will explore the role of father culturally, historically, and psychologically as it manifests archetypally “outside” in myths, literature and fairy tales and inner psychically as complex and as inner parental figure.

**Course Objectives**

Participants will be able to:

* Through reading and discussion, we hope to fill the gap of knowledge of the father’s critical role in the emotional life of the child.
* identify the son and daughter’s intense longing for attachment to the father in theory and clinical setting
* identify the impact of father, present or absent, on the emotional maturation of the son and daughter
* formulate a working definition of the father archetype
* explore the Oedipus complex in theory and practice
* explore the Electra complex in theory and practice
* have increased empathy with deep emotions related to father
* identify understanding of the need to create an inner sense of father

**Required Readings**

C. W. volume 4 Paragraphs 303 - 313

Paragraphs 340 - 354

Essay: “The Significance of the Father in the Destiny of the Individual”

C. W. 14/I Paragraphs 31; 41;55 (absentee father)

C.W. 16 Paragraph 378 (absentee father)

C.W. 18 Paragraphs 633 ff (fixation)

Primary source material:

Aischylos, The Libation Bearers (the second play of the three forming the Oresteia)

Sophocles, Oedipus Rex

Colm Toinbin, House of Names (a 2017 novel about the Oresteia)

Leon Tolstoy, The Death of Ivan Ilych.

Sylvia Plath, “Daddy” a poem

Allerleirauh, a Grimm fairy tale

Secondary source material:

Robert Bly, “The Hunger for the King in a Time with No Father” in Patricia Berry, ed. Fathers and Mothers. (The book is out of print and if you don’t already have it I’ll be happy to send you a copy of this article - but you will need to send me your mailing address)

Melanie Klein, “Some Reflections on the Oresteia” in Envy and Gratitude and Other Works 1946 - 1963 (This I will also be happy to send you a copy of if you’re not that enchanted with Melanie Klein and don’t want to spend the money)

Judith Trowell, “Setting the Scene” in Judith Trowell and Alicia Etchegoyen, edts for: The Importance of Fathers. A psychoanalytic Re-Evaluation.

William Willeford, “Mama’s Hung You in the Closet and I’m feelin’ so Sad” in C.G. Jung Society of Atlanta Quarterly News, Winter 2003.

Luigi Zoja, Chapter 20 “The Abdication: in flight toward the future” in: The Father. Historical, Psychological and Cultural Perspectives. (This you should buy)

This seems like a lot of readings but most of the assigned readings are short chapters or articles in other publications. The two classic Greek plays are a must in every analyst’s library and head. The novel by Toinbin is wonderful reading over the summer.

**Supplemental Readings**

You may want to read further in Zoja’s book - it’s a very good Jungian take on the father.

Nancy Cater, Electra. A very good source book.

You may want to read the other two plays in the Oresteia as well as Oedipus on Kolonos.

Verena Kast, Father-Daughter, Mother-Son. Freeing ourselves from the complexes that bind us.

The New York Times Magazine, August 22, 2004, Section 6

Franz Kafka, The Judgement.

Eugene O’Neill, Mourning Becomes Electra.

Richard Strauss opera: Elektra

There are some very good movies:

Electra with Irene Papas (movie version of “The Libation Bearers”)

Sir Tyrone Guthrie’s production of Oedipus Rex (the actors are wearing masks as they did in ancient Greek productions)

Voyager, with Sam Shephard based on a novel by Swiss writer Max Frisch.

**Assignments**

I plan to send more “personalized” assignments as we get closer to the time of the seminar. But I suggest you start reading over the summer - and I hope you will enjoy this work as I have.

**Biography**

Jutta von Buchholtz is a Zürich trained Diplomate Jungian analyst and Licensed Professional Counselor in private practice in Birmingham, Alabama. She is a senior analyst and training analyst. She gives lectures and workshops in the US and abroad.

She received a certificate from the Institute of Transpersonal Psychology in Menlo Park, CA and a Ph.D. in Medieval Literature from Vanderbilt University. She serves as faculty for the Memphis-Atlanta and New Orleans IRSJA seminars.

**Working with Fairy Tales**

**Memphis-Atlanta Jungian Seminar, February 3. 2018**

**Susan L. Olson, M.A., L.C.S.W.**

**Course Description**

Why do we study fairy tales? In her book Interpretation of Fairy Tales, Marie-Louise von Franz defines the fairy tale as “the purest and simplest expression of collective unconscious psychic processes.” Myths include “an overlay of cultural material,” but fairy tales “mirror the basic patterns of the psyche more clearly.” In this seminar we will examine the relevance of fairy tales to Analytical Psychology. We will work in depth with the fairy tale “Snow White,” with attention to its archetypal dimension and its relevance to Jungian concepts such as persona, shadow, anima, animus, complex, and transcendent function. We will also explore the appearance of fairy tale images and motifs in dreams and in clinical practice.

**Course Objectives**

Participants will be able to:

* Describe the relevance of fairy tales to Analytical Psychology.
* Identify the archetypal structure of the fairy tale “Snow White.”
* Define the Jungian concepts of persona, shadow, anima, animus, complex, and transcendent function as they appear in the tale.
* Observe fairy tale images and motifs that appear in dreams and clinical practice.

**Required Readings**

1. Zipes, Jack (1987). The Complete Fairy Tales of the Brothers Grimm, Tale #53, “Snow White.” (Toronto: Bantam Books). If you do not have this edition, any edition of the Grimms’ fairy tales will do.

2. Von Franz, Marie-Louise (1982). An Introduction to the Interpretation of Fairy Tales, Chapters 1-3. (Dallas: Spring Publications). A revised edition published by Shambhala (1996) is available on Amazon for under $15.

3. Jung, C.G. (1948). “The Phenomenology of the Spirit in Fairy Tales” in CW9i, The Archetypes and the Collective Unconscious (London, Routledge and Kegan Paul). Again, any edition of the CW will do. It is not necessary to read every word of this long essay, but look over it and pay special attention to Part III (Paragraphs 400-418.

4. McCurdy, Joel Cappiello (1991). “The Structural and Archetypal Analysis of Fairy Tales,” in Psyche’s Stories, Vol. 1, Murray Stein and Lionel Corbett, eds. (Chicago: Chiron Publications). I will distribute copies of this article to you at the Dream Retreat in Sewanee in August.

**Supplemental Readings**

If the spirit moves you, read the rest of Jung’s essay on “The Phenomenology of the Spirit in Fairy Tales.” The same goes for von Franz’s book or any of her other books on fairy tales (The Feminine in Fairy Tales, Shadow and Evil in Fairy Tales, etc.) If there is a book or article on fairy tales that is especially meaningful to you, please bring it to the seminar to share and discuss. If you want to watch the Disney film “Snow White and the Seven Dwarfs” and/or the more recent film “Snow White and the Huntsman,” please do so -- but again, this is not required.

**Assignments**

Write one paragraph (no more!) on a favorite fairy tale, perhaps one that you liked in childhood (or one that scared you). Don’t get theoretical about it or try to analyze it. Just explain why you liked it (or not), which images impressed you, which character or characters you liked or disliked. Please e-mail your paragraph to me and the other seminar members by January 28, 2018, to give us time to read it before we meet.

**Biography**

Susan L. Olson is a graduate of Smith College (B.A.,1964), the University of Wisconsin (M.A., 1965) the University of Georgia (M.S.W.,1975), and the C.G. Jung Institute-Zurich (Diploma,1992). She practices Jungian analysis in Atlanta and is a training analyst with the Memphis-Atlanta Seminar of the Inter-Regional Society of Jungian Analysts. She has lectured and presented workshops on a variety of subjects related to Analytical Psychology and is the author of By Grief Transformed: Dreams and the Mourning Process (Spring Journal Books, 2010), plus several articles and book reviews.

**Understanding Jung’s Concept of the Instinctual and**

**It’s Role in the Nature and Dynamics of the Psyche**

**Memphis-Atlanta Jungian Seminar, February 4, 2018**

**Pete Williams, Ph.D.**

**Course Description**

*We find in the unconscious qualities that are not individually acquired but are inherited, e.g., instincts as impulses to carry out actions from necessity, without conscious motivation. In this “deeper” stratum we also find the “a priori,” inborn forms of “intuition,” namely the archetypes of perception and apprehension, which are the necessary a priori determinants of all psychic processes. Just as the instincts compel the individual to a specifically human mode of existence, so the archetypes force the ways of perception and apprehension into specifically human patterns. The instincts and the archetypes together form the “collective unconscious.”* (Vol. 8, para. 270)

Jung says that, “In my view the question of instinct cannot be dealt with psychologically without considering the archetypes, because at bottom they determine one another.” And so, it’s logical to assume that the corollary to this is that to understand the archetypes and their dynamic nature, one must also have a psychological understanding and appreciation for the instinctual. We will consider the various roles that the instinctual plays in our psychic lives and also its manifestation in the analytic setting, particularly as they present in dream images.

**Course Objectives**

Participants will be able to:

* Understand Jung’s concept of the relationship between archetype and instinct
* Recognize the relationship of the instinctual to the spiritual
* Recognize and work with the instinctual as it presents clinically in the analytic setting

**Required Readings**

Jung, C. G., (1969). *CW* 8. The structure and dynamics of the psyche. Paragraphs 263 – 442.

**Assignment**

Select a concept from the readings that is of particular interest to you and be prepared to present the concept and host a 10 – 15 minute discussion regarding its significance to you and to your understanding of its importance to analytical psychology.

**Biography**

Pete Williams is a Jungian Psychoanalyst in private practice in Atlanta, Georgia. He obtained his PhD in Depth Psychology from Pacifica Graduate Institute in 2004. He is a member of the Inter-Regional Society of Jungian Analysts (IRSJA) where he did his analytic training. He has served on the IRSJA Admissions Committee and is currently a member of the IRSJA Training Committee. He is also current president of the Georgia Association of Jungian Analysts and serves on the teaching faculty at the Inter-Regional Memphis-Atlanta training seminar. He left the world of business in 1999 following a 25- year career as an executive in the food manufacturing industry.

**Dream Intensive Seminar**

**Memphis-Atlanta Jungian Seminar, March 3-4, 2018**

**Susan Olson, M.A., L.C.S.W., Doug Tyler, Ph.D.; Jutta von Buchholtz, Ph.D.; Kathleen Wiley, M.H.D.L.; and Jacqueline Wright, Ed.D.**

**Course Description**

This seminar will extend our work begun during last year’s dream seminar. Our intent and focus is to help you develop your style in working with dreams, a fundamental element of Jungian analysis. The dream is merely itself, a constant psychic expression in analysis, and the analyst is an independent variable. Thus, it is critical that we all develop a deepening consciousness about our use of dreams (and, by extension, other portals to unconscious contents) as part of our evolving analytic attitudes.

Four MAJS analysts will offer a variety of didactic and experiential approaches to study and practice with dreams and dream work. Our intent is to broaden and deepen your conception of dreams and your applied use with dreams within the scope of an analytical practice.

**Course Objectives**

Participants will be able to:

* Understand and apply the structure and stages of a dream as Jung delineated;
* Apply associations and amplifications to dreams;
* Differentiate when interpretation is the correct course of action with a patient/client;
* Apply an understanding of how typology affects the content of dreams and their interpretation;
* Recognize psychic structures posited in Analytical Psychology, (e.g., dream ego, persona, shadow, anima/animus);
* View the dream through the following lens: content/structure, associations and amplifications, object relations, internal object relations, transference and countertransference, mythic and archetypal, wish component, and reentry
* Track the libido as it flows through the dream

**Required Readings**

**(includes several sources we read last year)**

C.G. Jung, CW 16, ¶ 294-352 (1931, The Practical Use of Dream-Analysis)

C.G. Jung, CW 8, ¶ 530-569 (1945, On The Nature of Dreams)

C.G. Jung, CW 18, ¶ 495-520 (1961, The Problem of Types In Dream Interpretation)

Mary Ann Matoon, *Understanding Dreams* (1998)

Edward C. Whitmont and Sylvia Brinton Perera, *Dreams. A Portal To The Source*

S. Freud, *The Interpretation of Dreams* (1900)

**Supplemental Readings**

Hillman, J. (1979). *The Dream and the Underworld.* New York: Harper and Row, Inc**.**

Jung, C. G. (1989). Symbols and the Interpretation of Dreams. *The Symbolic Life (Vol. 18 of CW 185-266)*. Princeton: Princeton University Press.

Jung, C. G. (1977). The Archetypes of the collective Unconscious. *Two Essays on Analytical Psychology (Vol. 7 of CW, 90-112).* Princeton, Princeton University Press.

Jung, C. G. (1981). General Aspects of Dream Psychology. *The Structure and Dynamics of the Psyche* (Vol. 8 of CW, 237-279). Princeton: Princeton University Press.

**Assignment**

Bring one dream from your clients/patients along with their associations and your archetypal associations and amplifications, if any.

**Biographies**

**Jutta von Buchholtz** is a Zürich trained Diplomate Jungian analyst and Licensed Professional Counselor in private practice in Birmingham, Alabama. She received a certificate from the Institute of Transpersonal Psychology in Menlo Park, Ca and a Ph.D. in Medieval Literature from Vanderbilt University. She serves as faculty for the Memphis-Atlanta and New Orleans IRSJA seminars.

**Susan L. Olson** is a graduate of Smith College (B.A.,1964), the University of Wisconsin (M.A., 1965) the University of Georgia (M.S.W.,1975), and the C.G. Jung Institute-Zurich (Diploma,1992). She practices Jungian analysis in Atlanta and is a training analyst with the Memphis-Atlanta Seminar of the Inter-Regional Society of Jungian Analysts. She has lectured and presented workshops on a variety of subjects related to Analytical Psychology and is the author of By Grief Transformed: Dreams and the Mourning Process (Spring Journal Books, 2010), plus several articles and book reviews.

**Doug Tyler** received a doctorate in Counseling Psychology from the University of Tennessee and a diploma in Analytical Psychology from the Inter-Regional Society of Jungian Analysts (IRSJA). He is a member of both the IRSJA and the Georgia Association of Jungian Analysts. Additionally, he is a member of the training faculty of the Memphis-Atlanta Jung Seminar, an affiliate of the IRSJA. He practices as an analyst in private practice in Knoxville, TN.

**Kathleen Wiley,** MHDL, is a Licensed Professional Counselor, Licensed Marriage and Family Therapist, and diplomate Jungian Analyst in private practice in Davidson, North Carolina. She is a member of the NCSJA, the IRSJA, and the IAAP. She is a senior analyst and training analyst with the Memphis Jungian Seminar. She is a regular presenter at The Haden Institute.

**Jacqueline C. Wright**, Ed.D. is a graduate of the C.G. Jung Institute – Zurich. She is a member and senior training analyst in the Inter-Regional Society of Jungian Analysts and on the faculty of the Memphis and New Orleans training seminars. She has a private practice in Atlanta, GA and lectures and conducts workshops on topics related to Analytical psychology.

**The Shadow of Shame**

**Memphis-Atlanta Jungian Seminar, April 7-8, 2018**

**Jacqueline Wright**

**Course Description**

The shadow of shame hovers over every analytic hour, rarely noted or named, often becoming the elephant in the room that may be felt by both analysand and analyst. Yet shame is a fundamental human affect that occupies a central place in our emotional experience and a significant role in everyone’s life. But it naturally evokes dread and self-consciousness and makes us want to conceal and hide, which may explain to some degree why it has received a lack of attention in our psychological literature and in our consulting rooms. We are even ashamed of being ashamed.

In this seminar we will examine the role that shame plays in psychological development and look particularly to its connection with the shadow, which, according to Jung, holds those undeveloped aspects of the personality that can exert power over the personality, blocking consciousness and individual development. We will be looking at the topic of shame from several perspectives, from a mythological context to explore its archetypal roots, a developmental perspective to examine its origins, an object relations perspective to understand its relationship to self and others. A major focus of the seminar will be on the clinical manifestations of shame, how it shows up in the interactional patterns in the transference/countertransference field and how the realization and resolution of shame may be facilitated in analysis.

**Course Objectives**

Participants will be able to:

* Understand the relationship between shame and shadow.
* Recognize and identify signs of shame in the consulting room and in the transference/countertransference interactions.
* Understand the role that shame plays in psychological development.
* Articulate the difference between shame and guilt and how they interact.
* Apply the insights gained to help themselves and their analysands recognize and work with their sense of shame.

**Required Readings**

Jacoby, Mario. (2017) *Shame and the Origins of Self-Esteem.* Routledge, NY.

Edelman, Sandra. (1998) *Turning the Gorgon: A Meditation on Shame.* Spring Publications, CT.

Jung, C.G. (1951) *‘The Shadow’* in Aion. CW 9.

**The Following Articles will be mailed to you:**

Sidoli, M. (1988). *Shame and the Shadow*. J. Anal. Psychol., 33(2):127-142.

Wharton, B. (1990). *The Hidden Face of Shame: The Shadow, Shame and Separation*. J. Anal. Psychol., 35(3):279-299.

Hultberg, P. (1988). *Shame—a Hidden Emotion.* J. Anal. Psychol., 33(2):109-126.

Shultz, James. (2013) *Shame.*

**Assignments**

Assignments will be sent at a later date.

**Biography**

Jacqueline C. Wright, Ed.D. is a graduate of the C.G. Jung Institute – Zurich. She is a member and senior training analyst in the Inter-Regional Society of Jungian Analysts and on the faculty of the Memphis and New Orleans training seminars. She has a private practice in Atlanta, GA and lectures and conducts workshops on topics related to Analytical psychology.

**Guidelines for End of the Year Archetypal Retreat Paper**

**Memphis-Atlanta Jungian Seminar, Water Valley, MS**

**May 18-20, 2017**

The end of the year retreat is conducted in the same manner as the opening retreat. We will meet in small group process with two analysts present. Each participant will prepare a paper to present at the retreat, this year on a Fairy Tale of your choice – or perhaps more accurately – a Fairy Tale that chooses you. Please distribute your paper via post or email two weeks prior to the retreat to give everyone a chance to digest it without time pressure, and please include a copy of the Fairy Tale. The paper should be a minimum of ten pages in length, double spaced, and no more than fifteen pages (this does not include the Fairy Tale itself, which is to be included).

You are likely familiar with sources for Fairy Tales, such as the one most of us know best, The Brothers Grimm. Other resources include Hans Christian Anderson, and a new compilation of 19th c. French Fairy Tales entitled *Fairy Tales For The Disillusioned* (ed. Gretchen Schultz and Lewis Seifert). If you have any questions about your Fairy Tale choice, please contact Doug Tyler.

We are looking for your personal self-expression to inform your scholarly writing versus the scholarly being presented from an objective point of view.

* Interpretations should include your understanding of the Fairy Tale through the theories of Analytical Psychology (or other theories of depth psychology).
* An interpretation is not a retelling of the Fairy Tale using different words.
* Interpretation is not a recitation of what someone else has said about the Fairy Tale or its motif, so please do not quote extensive passages from Jungian authors in place of your own interpretations.
* Please do not quote what various symbol dictionaries might say about various elements associated with your Fairy Tale.
* You may use some references from Jungian or other psychoanalytic writers to support your theories (e.g., von Franz). However, our recommendation is to develop and record your own thoughts before doing any research on the subject so that you can be clear which ideas emerge from your own reflections.
* Remember to amplify (broaden the perspective) the Fairy Tale with parallel stories from other myths, fairy tales, religious motifs, or alchemical themes.
* Full references to any sources used should be provided as endnotes (APA format preferred).

**Required Reading:**

Jung, C.G. (1959). The Spirit In Fairy Tales. *The Archetypes and the Collective Unconscious (Vol. 9i of CW, ¶ 400-455).*Princeton: Princeton University Press.

Jung, C. G. (1989). Symbols and the Interpretation of Dreams. *The Symbolic Life (Vol. 18 of CW 185-266)*. Princeton: Princeton University Press.

Von Franz, M.L. (1996). *The Interpretation of Fairy Tales* (Revised Edition). Boston: Shambala Press.

**Recommended Reading:**

Bettelheim, B. (1989). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage Books.

Birkhauser-Oeri, S. (1988). *The Mother: Archetypal Image in Fairy Tales.* Toronto: Inner City Books.