

Curriculum

Principles of the Psychoanalytic Curriculum

Comprehensive Psychoanalysis:

- A. The *Human Spirit* program will impart to the students a broad psychoanalytic education while maintaining a focus on psychoanalytic self psychology. The program is committed to in-depth familiarity with the finest psychoanalytic thinkers in the meta-theoretical domains, in the practice of the analytic presence and in the tangential interdisciplinary research of psychoanalysis with other intellectual disciplines. Thus, next to acquiring in-depth specialization in psychoanalytic self psychology, they will become 'citizens of the world' in psychoanalysis.
- B. The program will conduct the study of the different psychoanalytic schools in the sequential historic development of psychoanalytic thought.
- C. The study of each school will be based on the following three fundamental lines: meta-theory, development and psychopathology, the theory of the analytic presence.
- D. The learning itself will serve as a practice of the empathic stance vis-a-vis each school, thus being an in-depth learning of each theory from its own perspective.

Psychoanalytic Self Psychology:

- A. Half of the program's entire psychoanalytic curriculum will be devoted to the study of the school of self psychology.
- B. Three fundamental lines of the study of the school are: the meta-psychological theory of narcissism and the concept of the self; the development of the self and the becoming of selfhood; the theory of the psychoanalytic presence as a selfobject.
- C. The learning will revolve around the five pillars of the Kohutian corpus: *The Analysis of the Self*, *The Restoration of the Self*, *How Does Analysis Cure?*, *Self Psychology and the Humanities*, and *The Chicago Institute Lectures*. These works draw the developmental line of the theory between five stations: first station – the 'new narcissism'; second station – empathy; third station – the discovery of the selfobject; fourth station – a full conceptualization of the psychoanalytic therapeutic action; fifth station – self psychology and selfobject of culture.
- D. Human Spirit will be home for the cultivation and research of Dharma-based Selfobject Psychology

Principles of the Buddhist Curriculum

- A. The program will offer broad familiarity with the thought and the practice of Buddhism, with special focus on the Tibetan tradition according to the *Gelug* heritage. The learning will be accomplished through an integration of traditional teaching and contemporary interpretation.
- B. In scope, the study of Buddhism will match the study of psychoanalysis, and will provide an advanced understanding of Tibetan Buddhism along the following three lines: the philosophical thought; the psychological meta-theory; the theory of practicing the cultivation of the transformed mind.
- C. The program is accompanied by daily meditative practice, which will envelop the learning and the presence in the program.

Principles of the Humanities and Arts Curriculum

- A. The studies will enhance familiarity with select aspects in Western, as well as Eastern, thought in the domains of philosophy, science, poetry, literature, art and music. Broadening the intellectual horizons in these cultural channels will provide an additional mode of practicing in the process of mind transformation.
- B. The outline of the program will deploy two complementing courses of seminars in the fields of humanities and the arts. The two study courses will take place in parallel throughout the duration of the program.

The first course of study is structured in relation to the 'Four Great Genres' which derive from Aristotelian *Poetics* – the Tragedy, the Comedy, the Epic and the Lyric – that form a sort of four primordial elements of human expression. This course of study offers seminars that are organized as a sequence, with each seminar treating a different epoch, for the first two years. In the third year this sequence is replaced by two pairs of seminars that treat two themes that arise from this structure – Modernism and the concept of the Self, with each theme being divided into two sub-themes, each to be dealt with in a particular seminar.

The second course of study offers a multitude of different seminars, which cumulatively offer a broad picture. These seminars are not thematically interdependent in the same way, and thus there is no imperative to take them sequentially. This course of study is named 'Synapses – Transformations of Themes and Forms in Culture', referring to the way nerve cells transmit information within the body – a transmission that is a complex exchange between matter and energy.

Structure of the Program

The program spans 14 semesters and consists of:

14 semesterial theoretical seminars in comprehensive psychoanalysis

14 semesterial theoretical seminars in psychoanalytic self psychology

14 semesterial clinical seminars

28 seminars of the study of the Buddhist Dharma

28 semesterial units of meditative practice

14 semesterial units of the 'Meeting the Dharma' – Laboratory for the Constitution of Selfobject Psychology Dharma-based

28 semesterial seminars in the Humanities and the Arts

Retreats

- A. **Winter Retreat** – A three to five day seminar during the winter vacation between semesters, which will focus on investigating concepts in Buddhism, self psychology and comprehensive psychoanalysis. The retreat will take place in full meditation and will include a psychoanalytic-Buddhist 'Dharma class'.
- B. **Summer Retreat** – A five to twelve day seminar at the end of each academic year. The retreat will take place in full meditation into which clinical learning will be integrated with Dharma classes. The summer retreat is intended as a Sangha for the students and faculty of the program, for members of the *Israel Association for Self Psychology and the Study of Subjectivity* and for the wider professional community.
- C. **Pomaia Retreat** – During the years of study the students may choose to participate in one retreat at the *Lama Tzong Khapa Institute* for the Study and Practice of Buddhism in the Tibetan Tradition in Pomaia, Italy.

The cost of participation in the retreats will be shared by the participants.

Psychoanalysis Curriculum

Comprehensive Psychoanalysis Curriculum

	Sem.	Course title
First Year	A	Early Freud – The Beginning of Psychoanalysis: Fundamental Concepts (until 1914)
	B	Late Freud – The Years of the Consolidation of the Meta-Theory (until 1939)
Second	A	Jung – A First Conceptualization of the Metaphysical Aspect of the Self
	B	The Developmental Line in Psychoanalysis from Ferenczi to Balint to Kohut This course is dedicated to the memory of Yoram Hazan
Third	A	Klein – Concepts in Kleinian Theory and their Contemporary Developments
	B	Winnicott – The Study of Experience: A Turning Point in Psychoanalysis
Fourth	A	Winnicott – The Place Where We Live
	B	'Winnicott's Spirit' – His Contemporaries and Followers: Searles, Guntrip, Fairbairn, Khan, Milner, Modell, Bollas, Ghent, Ogden
Fifth	A	Fromm – On Love in Psychoanalysis
	B	Bion – Learning From Experience towards Transcendence
Sixth	A	Intersubjective and Relational Perspectives: Stolorow, Mitchell, Aron, Benjamin

Psychoanalytic Self Psychology Curriculum

	Sem.	Course title
First Year	A	The Historical and Philosophical Foundations of Self Psychology
	B	The Evolving of a Concept in Psychoanalysis: On Kohut's 'New Narcissism'
Second	A	The Concept of Empathy in Heinz Kohut's Teachings
	B	<i>The Analysis of the Self</i> (1971) – A First Systematic Statement
Third	A	Selfobject – The Discovery of a Transference
	B	<i>The Restoration of the Self</i> (1977) – A Complete Theoretical Paradigm
Fourth	A	Between Virtual Self and Cosmic Narcissism: Becoming a Selfhood and its Development
	B	Freud's Clinical Cases – Self Psychology's Perspective
Fifth	A	The Clinical Manifestations of a Disturbed Self
	B	The Interpretation of Dream and the Experience of the Dreamer
Sixth	A	<i>How Does Analysis Cure?</i> (1984) – A Systematic Presentation of a Theory of Treatment
	B	<i>Self Psychology and the Humanities</i> (1985) – Psychoanalytic Reflections on History, Culture and Future
Seventh	A	"There is a seed, there is blossoming, there is withering, there is death and then the next generation of roses takes its place": Freud, Kohut and the Contemporary Scene in Self Psychology
	B	Dharma-based Selfobject Psychology: Meta-Theory of Transformation

Note: The chapters of the book *The Chicago Institute Lectures* will be studied concurrently in combination with the general courses.

Weekly Clinical Seminar

The seminar will take place on Mondays

'The Becoming of the Analyst as a Selfobject' – During the first three semesters, until the beginning of supervised analyse the clinical seminar will be dedicated to practicing mind transformation. The students will be integrated in educational, medical and social settings which are not strictly therapeutic, such as kindergartens or day care centers for babies, early childhood classes in schools, treatment settings for the handicapped, community day care centers for the elderly, settings which work on empathic processes in the social and communal space. In the same vein the students will be integrated in support and emotional aid projects in times of crisis in Israel and abroad.

Beginning in the fourth semester, the clinical seminar will take place in the format of group supervision of psychoanalytic treatments.

Laboratory for the research of selfobject psychology

Dharma-based

The seminar will take place on the last Monday of each month

'Observing the Process of Transformation of the Treating Mind' – The seminar will take place monthly in a full forum of students and faculty in the setting of the program's clinical seminar.

Bi Weekly Faculty Seminar

The seminar will take place on Mondays

'Observing the Process of Becoming a Teaching Mind' – The seminar will take place Bi Weekly in a forum of the program's faculty.

Introductory Project

At the conclusion of the third semester, each student will submit a theoretical research project which deals with the experience of becoming a selfobject, integrating between the program's three fields of thought, and which is based upon the clinical intervention in the community.

Mid-Training Project

At the conclusion of the fourth year, each student will submit a theoretical research project which deals with the integration between the program's three fields of thought, and which is based upon clinical examples taken from the psychoanalytic treatments.

Final Project

The final project of the training will deal with the presentation and discussion of one analysis from within the overall analyses of each student, and will be submitted upon conclusion of the seventh year to the program's Teaching Committee, after fulfilling all the student's training requirements.

Buddhism Curriculum

	Semester A	Semester B
First Year	<p>Introduction to Buddhism</p> <ul style="list-style-type: none"> · History of Buddhism · The Essence of Buddhism: Infinite Altruism and Interdependence as a Worldview · Comprehensive Review of Buddhist Psychology <p>Introduction to Meditation (Part A)</p> <ul style="list-style-type: none"> · About Meditation · Training the Mind in Meditation 	<p>The Mind (Part A)</p> <ul style="list-style-type: none"> · The Human Potential · The Conventional Nature (Relative-Phenomenological) of the Mind · The Ultimate Nature of the Mind · The Seven Types of Awareness <p>Introduction to Meditation (Part B)</p> <ul style="list-style-type: none"> · A New Look at Our Attitude to Suffering · Meditation as a Means to Changing the Mind
Second Year	<p>The Mind (Part B)</p> <ul style="list-style-type: none"> · The Mind in Terms of Constructive and Destructive Mental States 	<p>The Mind (Part C)</p> <ul style="list-style-type: none"> · The Mind – Creator of Our World · The Mind – Creator of Our Happiness and Suffering · The Mind – the Motivator of Our Actions
Third Year	<p>Understanding Reality (Part A)</p> <ul style="list-style-type: none"> · Developing a Focused, Awakened and Blissful Mind · Cultivating Penetrating Wisdom in Perceiving Reality 	<p>Understanding Reality (Part B)</p> <ul style="list-style-type: none"> · A Philosophical Approach to Understanding the Self · The Selflessness of Persons and the Emptiness of Phenomena

Semester A

Semester B

Fourth Year

**The Key to Happiness:
Understanding Unsatisfactoriness**

- Understanding the Manifold Types of Suffering
- Why We Need to Understand Suffering
- The Causes of Suffering
- How We Create Our Reality
- An Introduction to the Methods for Freeing Ourselves from Destructive Emotions

**The Path to Happiness
and Satisfaction**

- The Spiritual Path
- Changing Habitual-Harmful Patterns of Thought and Behavior: Cultivating Positive States of Mind
- The Four Immeasurable Thoughts: Loving-Kindness, Compassion, Joy, Equanimity

Fifth Year

**Developing Empathy: Cultivating
Closeness and Oneness
with the Other**

- Developing Equanimity
- The 'Seven-Point Cause and Effect' Meditation: Developing an Altruistic Attitude
- Exchanging Self and Others
- Transforming Suffering into Happiness Through the Methods of Thought Transformation

Altruism (Part A)

- The First Four Perfections: Generosity, Ethics, Patience, Joyous Effort
-

	Semester A	Semester B
Sixth Year	<p>Altruism (Part B)</p> <ul style="list-style-type: none"> · The Last Two Perfections: Concentration and Wisdom · The Joy in the Selflessness Attitude 	<p>Transformation: The Need for a Teacher and a Path</p> <ul style="list-style-type: none"> · Relying on a Spiritual Teacher · Techniques of Transformation
Seventh Year	<p>The Transformed Analyst (Part A)</p> <ul style="list-style-type: none"> · A Comprehensive Overview of the Whole Spiritual Buddhist Path as Taught in the Tibetan Tradition of Tzong Khapa · How the Spiritual Buddhist Path Completes the Life and Path of an Analyst 	<p>The Transformed Analyst (Part B)</p> <ul style="list-style-type: none"> · A Comprehensive Overview of the Whole Spiritual Buddhist Path as Taught in the Tibetan Tradition of Tzong Khapa · How the Spiritual Buddhist Path Completes The Life and Path of an Analyst

* The studies of the Dharma will take place mostly in English

Laboratory for the constitution of Selfobject Psychology Dharma-based

The seminar will take place on Mondays

A weekly contemplative session, throughout all years of study, will be devoted to the interface of Psychoanalysis and Dharma. It will consist of: emotional processing of the experiential encounter with Dharma's theoretical and practical dimensions; probing the constituting processes of the transformed analyst; creating the unique psychoanalytical philosophy of the pathway of *Human Spirit*.

Humanities and Arts Curriculum

	Sem. The Great Genres	Synapses – Transformations of Themes and Forms in Culture
First Year	A Tragic A: The Classic Tragedies, Other Examples from Ancient Literature	Male and female Identity: Structuring, Style, Expression
	B Epic A: The Archaic Epics	Humanism and Critique of Humanism in Art and Philosophy
Second Year	A Tragic B: The Renaissance and Baroque Tragedies	The Concept of Childhood – In Art, Literature and Philosophy
	B Epic B: The Medieval Epics	Death and Resurrection in Myth and Arts
Third Year	A Comic A: The Ancient, Renaissance and Baroque Comedies	The Great Journeys A: The Odyssey and Don Quixote
	B Lyric A: Ancient and Medieval Poetry	The Great Journeys B: Classicism, Romanticism and Modernism
Fourth Year	A Comic B: Classicism and Romanticism	Eros A: Poetry and Literature
	B Lyric B: Chinese Poetry and Western Poetry from the Renaissance until the Beginning of Modernism	The Symphony – The Unique Medium of the West: Dramatic Instrumental Music's most Distinct Form
Fifth Year	A Modernism – In Literature, Music and Cinema: the Transformations of the Great Genres	Self-Portrait – in Poetry, Drama and Plastic Arts
	B The Late Epic: Transformations of the Epic in the Novel and the Cinema	Anatomy of Melancholia: Development of the Concept and its Expression in Art, Ancient and Modern Literature

Sem. The Great Genres		Synapses – Transformations of Themes and Forms in Culture
Sixth Year	A	The Concept of 'Man': The Development of the Concept and its Changing Contents. The His- tory of Words such as 'Heart', 'Soul', 'Spirit', 'Fear', and Others Form and Meaning in Philosophy and the Arts, in Architecture and Nature
	B	The Concept of the 'Self' – The Growth of the 'Autonomous' Subject and its Shaping in Literature and Art. The Collapse of the Concept in Modernism and Postmodernism Eros B: Expansion of the Concept of Eros in Literature and Art
Seventh Year	A	The Languages of Art: A Compara- tive Discussion of the Media Through Phenomenology, Perception and Absorption Via One Masterpiece of Sculpture Cause and Effect: Discussion of the Question of Causality in Philosophy and Art
	B	The Languages of Art: Continuation of the Discussion Via the Examina- tion of the 'Man-Plant Relationship' in Different Cultures and Periods Understanding, Wisdom and Misunderstanding

Workshops

The workshops will take place on wenesdays

During the seven years of study, at the end of each semester, there will be a three-day workshop concentrated around selected topics.

Overall Weekly Structure of Curriculum

Mondays

Time	class
14:30 – 15:00	Meditation
15:00 – 16:15	Psychoanalysis
16:15 – 16:30	Break
16:30 – 17:30	Buddhism
17:30 – 18:00	Break
18:00 – 19:30	Laboratory for the Research of Selfobject Psychology Dharma-based – Clinical Seminar*
19:30 – 19:45	Break
19:45 – 20:45	Laboratory for the Constitution of Selfobject Psychology Dharma-based
20:45 – 21:15	Meditation

- * Monthly clinical seminar of all the participants of the program, teachers and students, as an introspective space into the becoming of the analytic mind inspired by Psychoanalysis, Buddhism, Humanities and Arts. Will take place between 18:00–19:30.

Wednesdays

Time	class
09:00 – 09:30	Meditation
09:30 – 10:45	Humanities and Arts**
10:45 – 11:15	Break
11:15 – 12:30	Buddhism
12:30 – 13:00	Break
13:00 – 14:15	Psychoanalytic Self Psychology
14:15 – 14:30	Break
14:30 – 15:00	Meditation

** At the end of each semester, there will be held three days of workshops .

