

# 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 – empathy; second station – the 'new narcissism'; 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.

## 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 Western 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

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14 semesterial theoretical seminars in psychoanalytic self psychology

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14 semesterial clinical seminars

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28 seminars of the study of the Buddhist Dharma

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28 semesterial units of meditative practice

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14 semesterial units of the 'Meeting the Dharma' seminar

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28 semesterial seminars in the Humanities and the Arts

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## Retreats

- A. **Winter Retreat** – A three to five day seminar during the winter vacation between semesters, which will focus on investigating concepts in comprehensive psychoanalysis, self psychology and Buddhism. The retreat will take place in full meditation and will include a psychoanalytic-Buddhist 'Dharma class'. The winter retreat is intended for students only.
- B. **Summer Retreat** – A five to twelve day seminar during the month of July. 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 in 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 covered by each participant.



# Psychoanalysis Curriculum

## Comprehensive Psychoanalysis Curriculum

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

## Psychoanalytic Self Psychology Curriculum

	Sem.	Course title
First Year	A	The Historical and Philosophical Foundations of Self Psychology
	B	The Concept of Empathy in Heinz Kohut's Teachings
Second	A	The Evolving of a Concept in Psychoanalysis: On Kohut's 'New Narcissism'
	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 Through 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	Psychoanalysis of Presence: Meta-Theory of Transformation

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

## Clinical Seminar

The seminar will take place on Mondays between 18:00 and 19:30

**'The Becoming of the Analyst as a Selfobject'** – Until the beginning of supervised analyses (during the first three semesters) the clinical seminar will be dedicated to practicing the transformation of the mind of the students, who 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.

## Monthly Clinical Seminar

The seminar will take place on the last Monday of each month between 18:00 and 19:30

**'Introspection into the Process of Becoming a 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, between 16:15 and 17:30

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

Semester A

Semester B

Fourth Year

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**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

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

Note: The studies of the Dharma will take place mostly in English

## Meeting the Dharma Sharing Seminar

The seminar will take place on Mondays between 19:45 and 21:15

Throughout the years of study, a weekly contemplative seminar will accompany the studies of the Dharma, devoted to the students' observation of the processes of learning and to the emotional working-through of the meeting-experience with the theoretical and practical dimensions of the Dharma.

# 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 wenesday  
between 9:00–15:00

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

\* 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.

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

### Monday

Time	class
14:30–16:00	Meditation Buddhism
16:00–16:15	Break
16:15–17:30	Psychoanalysis
17:30–18:00	Break
18:00–19:30	Psychoanalytic Self Psychology – Clinical Seminar*
19:30–19:45	Break
19:45–20:45	Meeting the Dharma – Sharing Seminar
20:45–21:15	Meditation

### Wednesday

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