Purpose:

How does the sense of self emerge and evolve throughout life? What are the cultural (➡️), familial, intrapsychic and spiritual forces that serve to forge our sense of self and other? Using family systems (👥), psychoanalytic theory (Ψ) and analytical (Jungian) psychology (➡️) as basic structures, this course will consider the biological sequence of human development, with attention to ethnicity, family context, gender identity and faith (ジョン). Once the basic sense of self has been established our attention shifts, in the second half of life, to the demands of individuation and religious experience as they impinge on our established sense of self, other and God.

Readings:

**Required texts:**

- Kubler-Ross, Elizabeth. 1969. *On Death and Dying*

**Suggested Texts:**

- Gilligan, Carol. 19--. *In a Different Voice: Psych. Theory and Women's Devel.*

*(NB - All texts and additional Xerox readings available on library 3-hour reserve)*
Requirements and Evaluation:

Your final evaluation for the course will be based on class participation, a small group presentation, 2 observation papers of 7-10 pages each and a 5 page excerpt from your reading journal. Each of these will be evenly weighted as 20% of your final grade. There will be no final exam. The average preparation time to complete all assignments is between 6-9 hours per week or 1-1.5 hours a day. The expectations for each requirement are as follows:

1) **Class participation** will be evaluated based on your consistent, attentive presence in class. Verbal participation should give evidence of receptivity to the questions and ideas of others as well as effective articulation of one's own. Completing assigned readings before class is essential to effective participation.

2) **Small group presentation:** You will have one discussion session in which to present a reading of your choice (one of the assigned chapters). On that date you are asked to come prepared with a 1-2 page summary of the article that should include definitions of any unfamiliar terms. Please bring enough copies to distribute to your discussion group with 2 extra for the instructor and teaching assistant. You will have 15-20 minutes to 1) verbally summarize the article (in 5-10 minutes), then 2) express whatever reflections this reading has stirred in you. *Please do not read from your written summary!* Your presentation will be followed by 20-30 minutes of small group discussion. The time frame will depend in part on whether 1 or 2 people are presenting that day. At the end of your presentation time everyone in your group (including you) will be asked to fill out brief evaluations.

3) **First observation paper:** 7-10 pages due 10/8 or 10/15
This paper has two parts - description and theoretical reflection. Find a child between the ages of 9 months to 3 years that you can observe in a neutral manner in the company of others. The child should be a stranger - not a member of your own family or a family you know well. First, in 2-4 pages, describe 5-10 minutes of observed behavior on the part of the child. Your description should be as objective as possible; you are like a camera, recording without inference. Next, in 3-6 pages, use theories from the readings to explain the behavior you observed. Be sure to ascertain the age of the child. It may be helpful to include a sketch of the room in which the observation occurred.

4) **Second observation paper:** 5-10 pages due 11/12 or 11/19
This paper also has two parts. 1) Identify and describe a critical incident in the life of an adolescent. The adolescent can be you (as you were then), an acquaintance or a teenager you interview. Incidents from film or literature can also be used subject to prior approval from the instructor. 2) Use theories read in class to elucidate the incident described. How can the incident be understood in terms of adolescent developmental tasks?

5) **Reading journal excerpts:** 5 pages **ONLY** due 12/3 or 12/10
You are expected to 1) to read throughout each week, not attempting to do all readings the night before, and 2) keep an informal journal of your response to readings and class
discussion. Your notes may be typed or hand-written, not to exceed one page per reading. They should include both the main points of the article and your personal response. At the end of the class you are asked to review these notes and turn in a typewritten excerpt of five pages only covering those readings that you found most interesting, useful or disturbing. Please begin each excerpt with author, date, title, pages, etc. so that the reading is clearly identified.

NB: All assignments are to be typed, double-spaced. Please include references in APA format: (Author date: pages) - see Colarusso for examples.

Class process:

First hour - 2:40 - 3:20 - Meet together in main classroom for lecture and discussion.

Second hour - 3:30 - 4:15 - Small group discussion in two rooms, led by the instructor and the teaching assistant. The groups will stay constant for the semester but the leaders will rotate after 6 weeks.

Final hour - 4:30 - 5:25 - Reconvene in main classroom for further discussion, experiential exercises and/or video illustrations of course material.

Goals:

This course is intended as a theoretical and experiential introduction to clinical reflection. You will be expected not only to absorb theoretical material, but also to develop your "observing ego" in relation to self and others. This includes giving attention to words, thoughts, feelings, body language, fantasies and dreams that you may observe in yourself or as expressed by others. In general, you are asked to maintain a curious, non-judgmental stance to the best of your ability. A rigid, reactive stance (ex: "I'm right, you're wrong") is unlikely to be conducive to your learning. You are, however, encouraged to express your likes and dislikes in relation to course material. Evaluations collected during the final class will receive careful attention.

If you leave this class with an enhanced ability to be attentive and curious about your own experience and that of others, you will have fulfilled the primary objective of the course. You will find the open attitude thus developed to be a substantial asset in pastoral work, be it parish ministry, chaplaincy, counseling or other forms of service. Openness must of course be balanced with clear commitments based on your own experience of faith and sense of self. The course may be used to clarify these commitments as well.
COURSE OUTLINE

Meeting #1 - 9/3 - Introductions

Introductions to the course material and each other. Review of course requirements, readings, assignments and general expectations. Overview of the three themes for the course: "normal" development, individuality and faith.

Meeting #2 - 9/10 - The Societal Context of Development

Required readings:
- Walsh, Chapters 11, 12, 13 - Ethnicity, class and gender norms, pp. 331-404
- Bondi, Chapters 1 and 2
- Hughes, Stories 6, 7, 9 and 13
- Ulanov, "The Two Strangers" (Xerox), pp. 28-46

Suggested readings:
- Meissner, Chapter 19, "The Place of Religious Values"

Excercise: The circles of our social lives, past and present - Where do we get social support?

Meeting #3 - 9/17 - The Family Context of Development

Required readings:
- Bondi, Chapters 3 and 4
- Hughes, Stories 1 and 10
- Walsh, Chapters 1, 2, 14 - Varieties of "normal" family life
- Erikson, Chapter 7 - "Eight Ages of Man", p.247-274
- Wickes, Chapter 1 - "Methods of Analytical Psychology"

Suggested readings:
- Walsh, Chapters 3, 6-9

Excercise: Sharing our family genograms - How does family affect our sense of self?

Meeting #4 - 9/24 - Infants and Parents - 0 to 3 months

Required readings:
- Colarusso, Chapters 1 & 3
- Stern (1977)- The First Relationship - chapters 1-3
- Ulanov, A and B, Chapters 1-3
- Wickes, Chapters 2 & 3 - Parental influence and projection,
Suggested readings:
Ψ Stern (1985), Chapters 1 & 2 - Approaches to infancy and the infant's sense of self
Ψ Winnicott, "The Mother-Infant Experience of Mutuality" (Xerox)

Exercise: Myers-Briggs personality inventory - our inborn sense of self

Meeting #5 - 10/1 - Older Babies and Families - 3 to 12 months

Required readings:
Ψ Stern, *The First Relationship*, Chapters 7-9
Ψ Stern, *Interpersonal*, Chapters 6 & 7 - "The Sense of a Subjective Self"
Ψ Winnicott, "Transitional Objects and Transitional Phenomena" (Xerox)
○ Meissner, Chapter 3 - Grace

Suggested readings:
⇔ Bowlby, "The Role of Attachment in Personality Development and Psychopathology" (Xerox)

Film: Documentary on parents and babies, part one

Meeting #6 - 10/8 - The Toddler and the World - 1 - 3 years

Required readings:
Ψ Colarusso, Chapter 4
Ψ Stern, Chapter 8 - "The Sense of a Verbal Self"
○ Wickes, Chapter 4
○ Meissner, Chapters 8 and 11 - Faith and Hope

Suggested readings:
Ψ Elise, "An Analysis of Gender Differences in Separation-Individuation" (Xerox)
Ψ Mahler, McDevitt, "Separation-Individuation Process and Identity ..." (Xerox)

Documentary on parents and babies, part two
First paper - Due date 1

Meeting #7 - 10/15 - The Oedipal Child - 3 - 6 years

Required readings:
Ψ Colarusso, Chapter 5
Ψ Pollock, "Oedipus, The Myth..." (Xerox)
⇔ O'Connor, "My Oedipus Complex" (Xerox)
Ψ Erikson, Chapter 2 - "The Theory of Infantile Sexuality"
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Suggested readings:

Ψ S. Freud, "The Dissolution of the Oedipus Complex" (Xerox)
Ψ Tyson, "Male Gender Identity: Early Developmental Roots" (Xerox)

First paper - Due date 2

Meeting #8 - 10/22 - The Latency Age Child - 6 - 11 years

Required readings:

Ψ Colarusso, Chapter 6
Ψ Wickes, Chapter 8, "Imaginary Companions"
Ψ Stein and Corbett, "White Snake" and "Snow White"
⇔ Kohlberg, "The Development of Children's Orientation Toward a Moral Order", pp.143-63. (Xerox)
◯ Ulanov, A & B, Chapters 4-6

Suggested readings:

Ψ Kestenberg - "The Effects on Parents of the Child's Transition..." (Xerox)
Ψ Sarnoff - "The Work of Latency" - pp.148-180 (Xerox)

Film excerpt: Stand by me

Meeting #9 - 10/29 - Early Adolescence - 11 - 15 years

Required readings:

Ψ Colarusso, Chapter 7
Ψ Wickes, Chapter 10, "Sex"
⇔ Dalsimer, "Preadolescence: The Member of the Wedding", pp.13-26. (Xerox)
Ψ Erikson, "The Concept of Ego Identity" (Xerox)
⇔ Gilligan, Chapter 3, "Concepts of Self and Morality"
◯ Meissner, Chapter 9, "Faith and Identity"
◯ Nelson, Chapter 2, "Embracing Sexual Mystery"
◯ Ulanov, Chapter 7, "Prayer and Aggressions"

Suggested readings:

Ψ Freud, A. (1936) - "Instinctual Anxiety During Puberty" (Xerox)
∿ Walsh, Chapter 10 - "Lesbian and Gay Families"

Film excerpt: Member of the Wedding

11/3-7: Focus on Ministry Recess
Meeting #10 - 11/12 - Middle and Late Adolescence - Age 16 - 20

Required readings:
- Wickes - Chapter 5, "Adolescence"
- Dalsimer - "Middle Adolescence: The Diary of Anne Frank". pp.44-76 (Xerox)
- Gilligan - "Women's Rights and Women's Judgments" - Chapter 5
- Meissner - Chapter 18, "Ethical Identity"
- Nelson - "Male Sexuality and Masculine Spirituality" - Chapter 1
- Ulanov, A & B - Chapter 8, "Sexuality and Prayer"

Suggested readings:
- A. Freud (1968) - "Acting Out" (Xerox)
- Hughes - "Father and Son"
- Offer - "Adolescent Development: A Normative Perspective" (Xerox)

Film excerpts: Diary of Ann Frank; The Breakfast Club
Second paper - Due date 1

Meeting #11 - 11/19 - Young Adulthood - Age 20 - 40

Required readings:
- Colarusso, Chapter 8 & 10
- Meissner, Chapters 4 and 7, "..Spiritual Identity" and "Faith Development"
- Ulanov, A & B, Chapter 9, "Praying for Others"
- Ulanov, Chapter 1, "The Ministry of the Ego", pp. 1-32

Suggested readings:
- Burnett, "Adulthood", pp.218-238 (Xerox)
- Carrington - "The Alchemy of Women Loving Women", pp.64-82 (Xerox)
- Beebe - "Toward an Image of Male Partnership", pp. 96-111 (Xerox)

Film excerpt: Raisin in the Sun
Second paper - Due date 2

11/24 - 30: Reading week and Thanksgiving recess

Meeting #12 - 12/3 - Middle Adulthood - Age 40 - 60

Required readings:
- Colarusso, Chapter 11
- Jung, "The Development of Personality", pp. 167-186 (Xerox)
- Klibler-Ross, Chapters 1-6
- Ulanov, A & B, Chapter 10, "Answers to Prayer" (continued...)
Meeting #13 - 12/10 - Late Adulthood, Death and Dying - Age 60 and

**Required readings:**
- Nelson - Chapter 6, "New Ways in Our Sexual Spirituality",
- Strahan, "Meaning and Menopause", pp.153-171 (Xerox)
- Ulanov, Chapter 2 & 3 "The Devil's Trick" and "Women's Wiles" pp.33-108

**Film excerpt:** The Joy Luck Club; Nobody's Fool

*Reading Journal Excerpt - Due Date One*

**Suggested readings:**
- Bondi, Chapters 5 and 6 - Resurrection and the Communion of Saints
- Colarusso, Chapter 12
- Kubler-Ross, Chapters 7-11
- Ulanov, A & B, Chapter 11- Transfiguration
- Ulanov, Chapter 4 - "The Wisdom of the Psyche", pp.109 -144.

**Reading Journal Excerpt - Due Date Two**

**Film excerpts:** Wild Strawberries: Documentary on Dying

**Course evaluations**