# **Guide to pre-course reading 2023/4**

You are not expected to have read everything on this list before the course begins!

The aims of this list are:

* to provide a resource and guide for entry into the training
* to list the references to read in advance of the course, as foundational background to the ideas that will be introduced and discussed in the programme
* to indicate some of the required reading for the introductory term 1 (Days 1-3)
* to suggest books to buy that are foundational for the whole 4-year programme
* in addition to the required reading, we recommend that you read what interests you, finding your own level, using the notes to guide your choices.

**The essential reading for each of the three introductory Saturdays in the Autumn term will be sent out in a separate list in September. There will be some overlaps with the pre-course reading.**

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| **Introductions to Jung and His Ideas** | |
| Stein, M. (1998) *Jung’s Map of the Soul: An Introduction,* Illinois: Open Court Publishing | *Wide ranging, readable introduction by an American Jungian analyst from the classical school, designed for beginners and those wanting to expand their existing knowledge of Jung’s ideas.*  **Chapter 4 (The Psyche’s Boundaries: Instincts, Archetypes and the Collective Unconscious) is essential reading for Day 2: Jung’s Model of the Psyche** |
| Williams, R. (2019) *C.G. Jung the Basics* London: Routledge | *Accessible introduction to Jung’s life and work, with critical evaluation of key concepts and areas of controversy, including politics, race and gender.* |
| Casement, A. (2021) *Jung: An Introduction,* Oxfordshire: Phoenix | *The author’s individual account of Jung’s approach reflects her long career as an analytical psychologist, with key roles in the IAAP and as an international lecturer, latterly in China.* **Chapter 4 (Archetypes and the collective unconscious) is essential reading for Day 2: Jung’s Model of the Psyche** |
| Young-Eisendrath, P. and Dawson, T. (eds) (2008) (2nd ed.) *The Cambridge Companion to Jung.* Cambridge: Cambridge University Press | **Suggested book to buy.** *Clinicians and scholars write about Jung’s ideas; clinical practice from classical, archetypal and developmental perspectives; and Jungian thought in relation to social issues. Includes a useful chronology of Jung’s life and work.* **Chapter 3 (Salman: The Creative psyche: Jung’s Major contribution. pp. 57-76) is essential reading for Day 2: Jung’s Model of the Psyche** |
| **Reading Jung** | |
| Jung, C.G. 2012. *Introduction to Jungian Psychology: Notes of the Seminar on Analytical Psychology Given in 1925*. Princeton University Press | *This account of a series of lectures given in English by Jung is described by editor Sonu Shamdasani as ‘the only reliable first-hand source in which Jung speaks of the development of his ideas and his self-experimentation’. As such, a good introductory overview of his ideas.*  **Lectures 1-3 are essential reading for Day 1: Roots of Analytical Psychology** |
| Jung, C.G. 1928/1943. ***Two Essays on Analytical Psychology*.** CW 7. London: Routledge | **Suggested book to buy and to read in advance.** *A paperback version of one of the volumes of Jung’s collected works, this is his introduction to the foundations of analytical psychology, including archetypes of the collective unconscious and individuation.*  **The Relations Between the Ego and the Unconscious, CW 7, paras 202 - 406 is essential reading for Day 2: Jung’s Model of the Psyche** |
| Rowland, S. (200) *Jung as a Writer.* Hove: Routledge. | *Describes Jung’s use of literature to capture his ideas about the unconscious in works such as* Anima and Animus, On the Nature of the Psyche, Psychology *and* Alchemy and Synchronicity |
| Tacey, D. (2006) *How to Read Jung. London:* Granta Books | *Part of a series of beginners guides to great thinkers: short extracts from Jung’s work are presented in detail as a way of revealing his central ideas and vision.* |
| **Foundations of Analytical Psychology** | |
| Casement, A. (ed.) (2007) *Who Owns Jung?* Section 3: History pp135 - 215 | *This collection of papers includes memories of a first-generation trainee at C. G. Jung Institute in Zurich; development of analytical psychology throughout the world after Jung’s death, (incomplete) publishing of Jung’s work, founding of the* Journal of Analytical Psychology. |
| Homans. P (1995) (2nd ed.) *Jung in Context: Modernity and the Making of a Psychology.* University ofChicago Press | *Account of the origins, influences and legacy of Jungian psychology in social, personal, religious and cultural contexts* |
| Shamdasani, S. 2003. *Jung and the Making of Modern Psychology.* Cambridge University Press | **Suggested book to buy.** *A scholarly study of the origins of Jung’s psychology in the context of the rise of modern psychology and psychotherapy and impact of Jung’s work on 20th century social + intellectual history.* **Chapter 3: Body and Soul is essential reading for Day 1: Roots of Analytical Psychology** |
| Samuels, A. (2008) New developments in the post-Jungian field. In Young-Eisendrath, P. and Dawson, T. (eds) (2008) (2nd ed.) *The Cambridge Companion to Jung.* Cambridge: Cambridge University Press | *Samuels updates his original 1985 definition of 3 schools of analytical psychology (classical, developmental + archetypal), critiques the father/son account of the split between Freud and Jung and lists key aspects of psychotherapy where Jung’s thought and contemporary psychoanalysis are linked.* |
| **Foundations of object relations and group dynamics** | |
| Gomez, L. (1997) ***An Introduction to Object Relations,* Lo**ndon: Free Association Books. | **Suggested book to buy and to read in advance.**  *Psychoanalytic ideas are integral to a developmental Jungian approach so while this book does not include Jung, it is foundational in giving a succinct, clear, accessible overview of Freud and the Object Relational schools, both in theory and in practice. Final chapters summarise the premises of object relations and contribution to working and living with difference and diversity.* |
| [Stokes, J. (2019) The unconscious at work in groups and teams: contributions from the work of Wilfred Bion.](https://www.researchgate.net/publication/258051088_Unconscious_at_Work_in_Groups_Teams) In Obholzer, A. & Zagier Roberts, V. (eds) (2nd ed) *The Unconscious at Work: A Tavistock Approach to Making Sense of Organisational Life.* Routledge. | *A useful introduction to group dynamics that is relevant to understanding dynamics in training groups as well as in all organizational settings.* |
| **Contemporary Perspectives** | |
| Cambray, J & LC (eds.) (2004) *Analytical Psychology: Contemporary Perspectives in Jungian Analysis.* Hove: Brunner-Routledge. | *Internationally recognised Jungian authors write about advances in Jungian thought, including the concept of archetypes, human development, methods of treatment in the light of contemporary science, the theory of cultural complex and history of analytical psychology.* |
| Christopher, E. & McFarland Solomon, H. (2000) *Jungian Thought in the Modern World,* London: Free Association Books | *A collection of papers by British Jungians exploring Jung’s thought at the turn of the 20th century covering the individual and the collective, Jung the man, new sciences, and the religious, ethical and creative spirit.* |
| **Jung in Contexts** | |
| Brewster, F & Morgan, H. (2022) The Creation of the *Other:* Modern Psychology and Its Influences. Chapter 4. *Racial Legacies. Jung, Politics and Culture.* Oxford: Routledge | *Racial Legacies, co-written by two Jungian analysts – an African American woman and a white British woman –is a racial dialogue in the context of Jungian psychology where each author explores historical themes and events from their own perspective.*  **Chapter 4. Racial Legacies. Jung, Politics and Culture is essential reading for Day 3: Social + Political Contexts** |
| Douglas Claire. 2008. The Historical Context of Analytical Psychology. The Cambridge Companion to Jung, *pp. 19-38.* Cambridge University Press | **Suggested book to buy.** *This chapter gives an overview of the Enlightenment and Romantic strands to Jung’s thinking.* |
| Hauke, C. (2000) *Jung and the Postmodern. The Interpretation of Realities.* London: Routledge | *Argues for the relevance of Jung in a post-Modern world, drawing out aspects of Jung’s ideas that critique essentialism and Enlightenment values.* **Chapter 5 (Postmodern gender: masculine, feminine and the other pp 114-144) is essential reading for Day 3: Social + Political Contexts** |
| Morgan, H. (2021) Decolonising psychotherapy. *Racism and the psychoanalytic profession. Psychoanalytic Psychotherapy* 35:4 pp 412-428 | *Full written article available online*  *Alternatively, can be* [*viewed as a talk* with a *response by Frank Lowe*](https://www.youtube.com/watch?v=dn7dHacXZ90)*. Addresses defensive structures within individuals and organisations that work against necessary changes for the psychoanalytic profession to reflect 21st century multicultural Britain. The talk is based on a chapter from* Morgan, H. 2021 The Work of Whiteness. A Psychoanalytic Perspective*.* Oxford: Routledge |
| Kimbles, S. (2015) Dr. Sam Kimbles on Phantom Narratives: The Unseen Contributions of Culture to Psyche [Online]. Available at: <https://www.youtube.com/watch?v=yfogsRgrHEI> Accessed 13 March 2023 | *In this interview Kimbles explains his theories of the ‘Cultural Complex’ and ‘Phantom Narratives’ and how they work within society, groups and individuals. He talks about how he built his theories from Jung’s concept of personal complexes, as well as from ideas about a Cultural Unconscious and group theory.* |
| Young-Eisendrath, P. (2004) *Subject to Change. Jung, gender and subjectivity in psychoanalysis.* London: Routledge | *Collection of essays spanning 20 years by American Jungian analyst on how analysts understand their profession and what is teaches them about their subjective lives.*  **Chapters 3 (Struggling with Jung: the value of uncertainty) and 4 (On the difficulty of being a Jungian psychoanalyst) are essential reading for Day 3: Social + Political Contexts** |
| **Biographies** |  |
| Bair, D. (2004) *Jung: a biography.* USA: Little, Brown and Company | *Both written by professional biographers and aimed at the general reader* |
| Hayman, R. (2002) *A Life of Jung.* London: Bloomsbury |
| Jung, C.G. (1963) ***Memories, Dreams, Reflections,*** GB Collins and Routledge & Kegan Paul. | **Suggested book to buy.** *Often referred to as Jung’s ‘autobiography’ this book was in fact heavily edited by his secretary, Aniela Jaffe, and published after his death.* **Chapter 6 (Confrontation with the Unconscious) is essential reading for Day 2: Jung’s model of the psyche** |
| **Practice and experience of psychotherapy** | |
| Booth, H. (2022) What I have learned from ten years of therapy and why it is time to stop. *Guardian online* 30 April. Available at http://www.the guardian.com/lifeandstyle [accessed 31 May 2022] | [*Available online*](https://www.theguardian.com/lifeandstyle/2022/apr/30/what-ive-learned-from-10-years-of-therapy-and-why-its-time-to-stop?CMP=Share_AndroidApp_Other) *this brief personal account is an example of openness to speaking about experiences of therapy.* |
| Cochrane, M., Flower, S., Mackenna, C, & Morgan, H. (2014) A Jungian Approach to analytic work in the twenty-first century. *British Journal of Psychotherapy,* 30:1 pp 33-50. | *Copy supplied. This paper was part of a series on psychoanalytic and Jungian analytic theoretical orientations. A dream and case studies are used to illustrate key concepts, and post-Jungian developments that underline the BJAA developmental Jungian approach.* |
| Grosz, S. (2013) *The Examined Life,* London: Chatto and Windus | *Illustrations of the process of change and loss from the day-to-day practice of an American psychoanalyst that became a* Sunday Times *bestseller.* |