**Reading Ferenczi’s Clinical Diary**  
**An elective course in 8 sessions**  
Institute of Contemporary Psychoanalysis, Fall Semester, 2016, 12:15-2 PM  
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Course Syllabus

Required texts, before the class begins:

1. “How to read Ferenczi’s *Clinical Diary* today” by Judith E. Vida

Related texts (not required, but good to keep at hand for reference):

3. Maria Torok (1982) "Theoretra" (I will distribute at first class meeting)

There will be eight sessions.

**Before** the first class meeting, read “How to read Ferenczi’s *Clinical Diary* today” and Judith Dupont’s Introduction to *The Clinical Diary*.

I. (Sept 8) Introduction to Ferenczi (some basic backstory)
II. (Sept 15) Clinical Diary: pp. 1-31 (to 14 February)
III. (Sept 22) Clinical Diary: pp. 31-63 (to 17 March)
V. (Oct 6) Clinical Diary: pp. 92-122 (to 14 June)
VI. (Oct 13) Clinical Diary: pp. 122-154 (to 6 July)
VII. (Nov 3) Clinical Diary: pp. 155-184 (to 4 August)
VIII. (Nov 10) Clinical Diary: pp. 184-215 (to end)

This is an extended opportunity for reading, thinking, arguing, and synthesizing. Each week, one of you will begin with comment upon the perceived essence of the material to open the discussion. As we talk, we will draw upon our own experiences, empathize, criticize, and freely associate to the assigned material. Strict confidentiality will be maintained.

**The basic objective** is to establish the ongoing clinical relevance of Ferenczi’s observations for our contemporary practice. **In addition, the following general objectives apply:**

1. Participants will know enough about Ferenczi to decode at least some of the misreadings and omissions (and consequences) of his work that will encountered throughout the remainder of their formal psychoanalytic training.
2. Participants will be exposed to the notion that the history of psychoanalysis is deeply embedded in theoretical and technical controversies of today; that the value of knowing history is not to prevent repetition (Ferenczi's discoveries about trauma show that to be impossible) but to recognize it.
3. Participants will be offered Ferenczi as a model for development as a psychoanalyst that supports individuation and creativity.