

2018-2019 SYLLABUS

Seminar Schedule

FRIDAY SEMINARS – *Jungian Fundamentals with a Special Focus on the Psychology of Gender*
Nancy Dougherty

September 8 (Saturday); Fridays: October 5, November 2, December 7,
January 4, February 1, March 1, April 5, May 3 – all in Wimberley

SATURDAY SEMINARS

September 7-8	<i>Structure and Dynamics of the Psyche</i> Susan Negley (Friday afternoon, Saturday morning) - Wimberley
October 6	<i>Complex Theory and Neurosis</i> Michelle Halsall - Austin
November 3	<i>History: Jung's Life and Theory Development</i> Carolyn Bates - Austin
December 8	<i>Dreams</i> Mary Burke - Austin
January 5	<i>Word Association Experiment, Part 1</i> Wynette Barton - Kyle
February 2	<i>Word Association Experiment, Part 2</i> Wynette Barton - Kyle
March 2	<i>Individuation over the Life Span, Part 1</i> Marga Speicher - Wimberley
April 6	<i>Individuation over the Life Span, Part 2</i> Marga Speicher - Wimberley
May 4	<i>Infancy and Individuation: Symbol Formation</i> Cheryl Tunnell - TBD

Friday Seminar

Jungian Fundamentals with a Specific Focus on the Psychology of Gender

Teacher: Nancy Dougherty, LCSW, Jungian Analyst
 Nancydougherty10@comcast.net

Seminar Location: 3404 Mt. Sharp Road, Wimberley TX

Time/Dates: **Saturday 12-4pm**, September 8,
Fridays, 2-6pm: October 5, November 2, December 7,
 January 4, February 1, March 1, April 5, May 3

This year the four hours with me will be intermingled with discussions of your responses to the assigned reading based on your short papers, the material itself, and clinical material you bring in based on your association to the material you are reading. More formal case presentations will be rotated as the year proceeds. As we move through the year, we will be considering the intersubjective field that develops with our patients' as well as with each other.

The intent is both to deepen ability to do therapy/analysis and to develop trust, respect and empathy for each other as therapists. This will not be a therapy group nor a "T" (process) group, but honest sharing will be encouraged.

In the readings, we will first consider Jung in the context of the history of the psychoanalysis, in relationship to the times in which he was writing and the cultural gender stereotypes that are relevant to his times. In addition, we will consider the cultural stereotypes of our own times. We will consider Jung's perspective on his own life in *Memories, Dreams and Reflections* as well as Jung's development of his theory in relationship to events in his inner and outer life.

As the year progresses, we will explore the archetypal feminine and the archetypal masculine and their influences on the developing psyche. As Jung does, we will also explore how these influences and identifications thread their way through our experiences and understandings of religion. As well, we will explore the development of the ego from the unconscious and will consider implications to one's gender identification.

Each month you will be asked to write a 2, but no more than three, page paper sharing your personal responses to the reading. Please include, what you found the most interesting in the reading? Did it raise questions that you'd like to explore further? Was there material that you did not agree with or did not understand? Was there material that touched you? I am asking for personal reflections, not a summary. Also, while reading, notice if certain cases come to mind that you can share.

For September, please read

"Carl Gustav Jung and Analytical Psychology" in Ellenberger, Henri, *The Discovery of the Unconscious*, Basic Books Inc., New York, 1970, pages 657-748.

Jung, C.G., "Two Essays on Analytical Psychology", in CW, vol 7, Princeton Univ Press, 1966, pp 97-253.

Reading for October

Jung, C.G., *Memories, Dreams, and the Unconscious*, Random House, N.Y., 1963, 1-389 pg.

Jung, C.G., "Two Essays on Analytical Psychology", in CW, Vol 7, Princeton Univ Press, 1966, pp 254-521.

Reading for November

Edinger, Edward, *Ego and Archetype: Individuation and the Religious Function of the Psyche*, p. 1-296, 1972.

With this background on Jungian fundamentals, we will turn more directly to considerations of the psychology of gender. Further readings will be sent to you monthly by email.

Structure and Dynamics of the Psyche

Faculty: Susan Negley, MA, LPC
 Location: Shultz Ranch: 300 Double M Drive, Wimberley, TX 78676
 Phone: 210-264-7268
 Email: scnegley@gmail.com
 Time/Date: 2pm-6pm, Friday, September 7, 2018 and
 9-11am, Saturday, September 8, 2018

THE SHADOW

“This thing of darkness I acknowledge mine.” (William Shakespeare)



“This confrontation is the first test of courage on the inner way, a test sufficient to frighten off most people, for the meeting with ourselves belongs to the more unpleasant things that can be avoided so long as we can project everything negative into the environment. But if we are able to see our own shadow and can bear knowing about it, then a small part of the problem has already been solved: we have at least brought up the personal unconscious. The shadow is a living part of the personality and therefore wants to live with it in some form. It cannot be argued out of existence or rationalized into harmlessness. This problem is exceedingly difficult, because it not only challenges the whole man, but reminds him at the same time of his helplessness and ineffectuality.”
 (Carl Jung)

Seminar Objectives:

1. Developing an understanding of the Structure and Dynamics of the Psyche
2. Emphasis on the importance of Jung's concept of the Shadow.
3. Clinical and personal understanding of the importance of "Shadow Work."

Robert H. Hopcke's A Guided Tour of the Collected Works of C.G. Jung is useful in the study of the writings of Carl Jung. It also includes references to important secondary sources.

The reading assignment for this seminar will be:

>The Introduction to the Shadow pp. 81-84

>To Begin:

Aion, cw 9, II, esp. chap. 2, pp. 8-10

"Archetypes of the Collective Unconscious," cw 9, I, pp. 3-41

Copies of these essays will be distributed.

Please prepare a 3-5 page double-spaced essay in response to the reading assignment including any images or associations that arise during your studies and encounter with the Shadow. Please make copies of your essay to share with your cohort.

I hope you have a wonderful summer. Stay in the Shade.

Susan Clements Negley, MA, LPC
Diplomate Jungian Analyst

Complex Theory and Neurosis

Faculty: Michelle Halsall, MA, MDiv
 Location: 808 West Avenue, 78701 – Back Greenhouse Conference Room*
 Austin, Texas 78701
 Phone: 512-658-6323 (Please, no texts)
 Email: michellehalsall@me.com
 Time/Date: Saturday, October 6, 2018, 9-4.

The complex must therefore be a psychic factor which, in terms of energy, possesses a value that sometimes exceeds that of our conscious intentions ... And in fact, an active complex puts us momentarily under a state of duress, of compulsive thinking and acting, for which under certain conditions the only appropriate term would be the judicial concept of diminished responsibility'... (CW 8, Para 200).

'A 'feeling-toned complex'...is the image of a certain psychic situation which is strongly accentuated emotionally and is, moreover, incompatible with the habitual attitude of consciousness...It has a relatively high degree of autonomy, so that it is subject to the control of the mind to only a limited extent, and therefore behaves like an animated foreign body in the sphere of consciousness.' (CW 8, Para 201).

Assignment:

1. Each student is expected to read all of the readings assigned. Each student is further expected to come to class prepared to discuss (in depth and with examples) their understanding of the complex, its power and manifestations personally and culturally.
2. In addition each student is asked to watch the film "The Phantom Thread," and to write a brief (No more than two pages.) reflection paper on just what "The Phantom Thread" might be.
3. Further, each student is asked to write a brief (No more than two pages.) reflection paper on their thoughts in response to each of the following questions.
 - a. As you consider and observe our National Government, what, if any, complexes do you see being acted out?

This is not a diagnostic question about individuals, nor is it political in the sense of party bias. This is a question meant to focus on the psychological interpretation, or cultural interpretation, of the behavior of the group (our Government).

- b. Some say America has a "Gun Complex." Do you agree with this statement? Why? If you disagree: Why? What do you think a "Gun Complex" is?

Seminar Objectives:

1. Be able to articulate Jung's theory of the Complex.
2. Be able to apply this understanding clinically.
3. Be able to apply this understanding culturally, historically, and aesthetically.

Please feel free to contact me with any questions you may have.

Required Readings:

Jung, C.G. (1948). *A Review of Complex Theory*. CW, Vol. 8, 92-104

Jacobi, J. (1959). *Complex / Archetype / Symbol in the Psychology of C.G. Jung*.
Ralph Manheim (Trans). (Part I)

Jacoby, M. (1994, 1996). *Shame and the origins of self-esteem*.

* Back Greenhouse Conference Room

808 West Avenue in a large white two story house with a driveway on the side where you may park. The Greenhouse Conference Room is located at the end of the driveway.

November 3, 2018 History & Introduction
 Faculty: Carolyn M. Bates, Ph.D.
 Time/Location: 9am-1pm; Ronald McDonald Community Room, Austin
 Phone & email: 512-346-3788 & drbatesaustin@gmail.com

History and Introduction

“After sitting until far into the night with his friends in old tavern in the suburbs where the Zofingia brothers traditionally met, Jung was reluctant to set out alone on the long walk home through the spooky Nightingale Woods to the Bottminger Mill, where he lived with his mother and his sister. As we were leaving the tavern, he would simply begin talking to one of us of something especially interesting, and so one of us would accompany him, without noticing it, right to his front door. Along the way he might interrupt himself by noting, “On this spot Dr. Gotz was murdered.” In parting, he would offer his revolver for the trip back. I was not afraid of Dr. Gotz’s ghost, nor of living evil spirits, but I was afraid of Jung’s revolver in my pocket.”

■ Albert Oeri, in C.G. Jung, *Word & Image*, pg. 23-24

Here was a strapping young man, confident, ambitious, articulate...and frightened of the shadows in the woods. As well he might be, given his mother’s early introduction of him to the psychoid world: on some level Jung knew to respect its reality. So he found a way of engaging “the other” in his company and in that engagement, braving the passage. Might we understand all of Jung’s writings as a lifelong story that he has been telling us, that we might walk along with him without noticing how disturbed and curious he has been – and how disturbed and curious we ourselves might be – by the wraiths and trolls and goblins, by the complexes and rages and hungers, by the self-righteousness and dead faiths of fathers that haunt the woods? Along the way, Jung taught himself – and offers us the chance to know – that those very things that haunt the woods are alive in us, and that in becoming conscious of them, we all might brave them a bit better.

The last years of the 19th century and beginning of the 20th were both pivotal and teeming with ideologies about the human mind. The newly-named discipline of psychoanalysis, born of a mating of philosophy and the hard sciences, has, for the duration of its short history, presented its students with a rich tapestry of personalities, nonlinear theories of the mind, and likely more questions than answers. In this seminar we will discuss the film *Matter of Heart* and work with the readings below to follow the circuitous historical thread of Jung’s study of both normal and abnormal psychology. Students are to write a five-page paper and present on assigned chapters from the following readings. Students’ papers should reflect critical thinking as they clarify aspects of Jung’s history that they find to be significant in the development of his theories.

Required reading. If you don’t own these texts already I urge you to purchase them; you will want to make them your own. Students will present on assigned chapters from the following readings:

1. Ellenberger, H.F. (1970) The Discovery of the Unconscious: The History and Evolution of Dynamic Psychiatry. Chapter 9.
2. Jacobi, J. (1943/1973) The Psychology of Jung. Yale University Press.

The following papers will be provided to you:

1. Haule, John R. “From Somnambulism to the Archetypes: The French Roots of Jung’s Split with Freud” in *Psychoanalytic Review*, 71(4) 1984. pp. 635-659.
2. Devescovi, Pier Claudio. “At the Origins of Jungian Thought: Culture and Method. Elements of a Separation” in *Psychoanalysis and History*, V. 2, No. 2 (2000). pp. 277-285.

Required viewing prior to the seminar.

1. A Matter of Heart. (1983) A Kino International Release--Distributed by Image Entertainment, Inc. Directed by Mark Whiteney & Written by Suzanne Wagner.
<https://www.youtube.com/watch?v=lxXyTrdgJKg>

Objectives

1. Students will be able to discuss the spirit of the times in which Jung developed his core concepts of complex, archetype and Self.
2. Students will identify three theorists who had major influences on Jung's ideas for analytic psychology.
3. Students will discuss the nature of the relationship and subsequent "break" between Jung and Freud and its implications for analytic psychology.

DREAMS

Date/Time: Saturday December 8, 2018, 9am-4 pm
 Faculty: Mary Burke
 Location: 603 West 14th Street, Austin
 Phone: 512.762.1408 (cell)
 Email: mbburke51@gmail.com

“...dreams are compensatory to the content of consciousness...[and] contribute to the self-regulation of the psyche by automatically bringing up everything that is repressed or neglected or unknown...” CW8, ¶483

“...I have made it a rule when, when someone tells me a dream and asks for my opinion, to say first of all to myself: “I have no idea what this dream means.” After that I can begin to examine the dream.”
 CW8, ¶533

Jung believed that dreams are a direct expression of the unconscious and essential to a process of building up the personality. We will explore his ideas related to this, his recommendations regarding attitudes toward working with dream material, and some of the practicalities of working with dreams clinically.

Assignment:

- (1) Please prepare a case presentation oriented specifically around a dream(s) that you have worked on with a patient. Please include a brief anamnesis of the patient and bring copies of the dream(s) for all seminar participants. Be prepared to describe how you approached the dream work and details of the session(s) in which you worked on the dream(s). Consider: How did working on the dream inform your own understanding of the case, and perhaps your patient's? What was it like for you to be working with dream material? What was the intersubjective space of the container like as you worked with dream images?
- (2) Please bring questions you have about the readings and be prepared for discussion. We will explore Jung's theories in depth.

Objectives:

1. Explore the purpose and importance of dreams as understood by Jung
2. Be familiar with the basic principles of Jung's theories about dreams
3. Better understanding of how to work with dreams clinically

Required reading:

The Structure and Dynamics of the Psyche, C.G. Jung, CW8

“*General Aspects of Dream Psychology*,” ¶¶443-529 (1916/1948)

“*On the Nature of Dreams*,” ¶¶530-569 (1945-1948)

The Practice of Psychotherapy, C.G. Jung, CW16

“*The Practical Use of Dream Analysis*,” ¶¶294-352 (1934)

Stein, M., Ed., 1982/1995. Jungian Analysis (2nd Edition), “*Dreams and Jungian Analysis*,” (James Wyly), pp. 105-136. Open Court: Chicago and La Salle, IL

Other Recommendations if you wish to explore further, NOT required:

Berry, P., 1982, Echo's Subtle Body, Chapters IV and V, pp. 55-77, Spring Publications: Thompson, Conn.

Hall, J. A., 1983, Jungian Dream Interpretation: A handbook of theory and practice, Inner City Books: Toronto.

Johnson, R. A., 1986, Inner Work: Using dreams and active imagination for personal growth, Section I, *Introduction*, and Section II, *Dream Work*, pp. 1-134, HarperOne: New York.

Jung, C.G., 1984, Dream Analysis, Part I, Routledge: London and New York. These are transcribed lectures of Jung's seminars held in 1928-1929. It's interesting to roam around them and get a feel for how Jung worked with dream material.

The Association Experiment

January 5 and February 2, 2019

(Led by Wynette Barton)

The Word Association Experiment will be covered in two seminars. In the first we will examine the theory involved in the AE's development, Jung's understanding of the way complexes are formed; and the ways complexes exhibit themselves in thinking, concept development, and behaviors (especially as they manifest in language). We will discuss the AE and how it demonstrates the presence of a complex when triggering words/concepts are encountered. Of no small importance, we will also cover the precise testing procedure for the AE and the ethics of testing and handling test results. During this seminar we will conduct a "mock" AE and examine the results, learning how to recognize and record subtle and overt cues of disturbed responses and how to write a report of the test.

Participants will then take AE forms home, give at least two AE tests on their own, and bring the completed forms and reports to the second seminar on February 2. We will examine these to see what has been discovered (or missed) and look for further information might be found in the practice tests.

The Association Experiment is an interesting and useful tool that demonstrates some of the intricacies of a complex. The reading assignment will include some of the theory behind the test, examples of "disturbed responses" and discussion of cause. After reading the assignment, please write any questions you have about the test and the subject's responses, and bring this with you to class.

Reading Assignment for the first seminar:

Collected Works, Volume 2 (Section I, Experimental Research)

Most of this volume is concerned specifically with the Association Experiment as a way to identify and understand the feeling toned complex. Skip the discussion on experimental design. Pay attention to the discussion of administration and evaluation of the AE and what constitutes a normal and a disturbed response. It will be helpful to read and digest "An analysis of the Associations of an Epileptic" (para 516 – 559) and "Reaction-Time Ratio in the AE" (para 560 – 638). The core of understanding will be "The Psychological Diagnosis of Evidence" (para 728 – 792). Skim other parts of Section One, reading what is helpful to you, and don't bother with Section II ("Psychophysical Researches") unless it particularly interests you.

Supplemental Reading: : Jolande Jacobi, *Complex, Archetype, and Symbol* (Bollingen Series, Princeton U Press) This basic text about Jung's concepts is somewhat oversimplified in places due to its relative brevity. Because of its original publication date (1957), it does not contain the latest research or thinking about Analytic Psychology. Nevertheless it remains a classic that is still quoted, and it may be helpful in learning to track and map connections demonstrated in the Word Association Experiment. It is good to be familiar with its concepts, written by one of the early analysts trained by Dr. Jung.

Location.

The seminars will be at Wynette's Kyle (home) office, 1717 N. Burleson Street, Kyle Texas. (Turn in at 1717 N. Burleson and go to the end of the driveway.)

The January 5th Seminar will begin at 9:00 AM and end at 4 PM, with an hour break for lunch. The February 2nd Seminar will begin at 9:00 am and end with a discussion over lunch, which will be provided there. Participants will leave by 1:00 in order to get to the group meeting at the Ronald MacDonald House in Austin, to be held 2 -4 PM that afternoon.

Objectives of the seminars: At the end of these two seminars, participants will be able to (1) define and be familiar with Jung's concept of the "feeling toned complex", (2) correctly administer the Association Experiment, and (3) identify disturbed responses to key words, indicating evidence of a complex in the client. .

Individuation across the Life Span

Marga Speicher, Ph.D., LCSW

Part I: March 2, 2019 9:30 am to 4:30 pm Wimberley TX

Part II: April 6, 2019 9:30 am to 4:30 pm Wimberley TX

The seminar **Individuation across the Life Span**, extends over two sessions and includes exploration of

- Human development across the life span with focus on key issues related to (a) the person: age-related developmental phases; crisis points; beginnings, transitions, endings; etc. and (b) the environment in which these processes occur
- Jung's concept of individuation, its elaboration in Jung's work and in Jungian thinking
- Personality development and individuation: differences, similarities, differentiation, integration
- Theoretical and clinical perspectives ranging from personal to archetypal dimensions

The two sessions will attend to these processes as a whole as they unfold across the Life Span

- Focus in Session I will be on "Development" in theoretical and clinical perspectives
- Focus in Session II will be on "Individuation" and integration of perspectives on development, individuation, clinical relevance, personal & archetypal dimensions

The Seminar centers around exploration of essential features in a vast area of psychological life. Holding in mind personal and archetypal dimensions, we seek (a) fuller experiential awareness of development, life span issues, individuation; (b) theoretical-conceptual understanding; (c) clinical integration

As you read, please note where the texts illuminate your experience of personal process or of your work with an analysand. Especially, note where you have questions, conceptual or experiential disagreements with the stated points of view. Please bring such questions and comments to the seminar

For each of you, different sections of the material will evoke interest or carry meaning. Articulate for yourself your area of interest, think about it in the context of development and individuation, personal and clinical relevance

Assignments:

(1) For each Seminar, prepare a short presentation (less than ten minutes) related to your area of interest: discuss the area and nature of the interest; your thinking; aspects of development and/or individuation; personal and/or clinical relevance.

(2) After a Seminar, write a short summary of what 'hit' you in discussions & what you especially take with you into life and practice. Details about this assignment will be discussed in the Seminar.

(3) Reading selections are marked: 'Session I' or 'Session II.' Selections marked with an asterisk (*) are required for basic understanding. Read from the optional selections as much as you can. Relevant texts from all of Jung's and Jungian analysts' writings are too numerous to list here. Read as much as you can out of what interests you.

Reading:

C.G. Jung, **C.W.**, Selections from Vols. 7, 8, 9-i, 9-ii, 17

* *Conscious, Unconscious, and Individuation*, **CW**, Vol. 9-i, ## 489-524 – Session II

* *Stages of Life*, **CW**, Vol. 8, ## 749-795 – Session I

* *The Development of Personality*, **CW**, Vol. 17, ## 284-323 –Session I; careful reread for Session II

* One of the following essays (all are recommended)

The Relations Between the Ego and the Unconscious, **CW**, Vol. 7, ## 202-406 – Session II

A Study in the Process of Individuation, **CW**, Vol. 9-i, ## 525-626 – Session II

Aion: Researches into the Phenomenology of the Self, **CW**, Vol. 9-ii, ## 1-35 – Session II

Marriage as a Psychological Relationship, **CW**, Vol. 17, ## 324-345 – Session I or Session II

Andrew Samuels, **Jung and the Post-Jungians**, 1985

* Chapter 4, *The Self and Individuation* – Session II

* Chapter 5, *The Development of the Personality* – Session I

Contemporary Jungian Analysis, eds., Ian Alister & Christopher Hauke, 1998

* Rosemary Gordon, *Individuation in the Age of Uncertainty*, pp. 266-274 – Session II

Erik H. Erikson, **Childhood and Society**

*Chapter 7, *Eight Ages of Man* – Session I

Andrew Samuels, Bani Shorter, Fred Plaut, **A Critical Dictionary of Jungian Analysis**, 1986 – A text that provides good summaries regarding any concept you want to understand theoretically

* Review relevant entries, especially: Individuation; Development; Infancy and Childhood; Stages of Life; Self; Meaning; Healing; Analysis – Make your selection as you see relevance to Session I & Session II

Daryl Sharp, Jung Lexicon, **A Primer of Terms & Concepts**, 1991.

Review relevant entries. Sharp gives relevant quotations out of **CW** for every entry.

Peruse chapters related to our topic in the writings of Jungian analysts (e.g. Christopher Whitmont, **The Symbolic Quest**, Elie Humbert, **C.G. Jung: The Fundamentals of Theory and Practice**; June Singer, **Boundaries of the Soul**, rev. edition, 1994; Murray Stein, **Jung's Map of the Soul**

Goals for the Seminar

Students will acquire and further develop their understanding of

1. Human development across the life span with focus on key issues related to (a) the person: age-related developmental phases; crisis points; beginnings, transitions, endings; etc. and (b) the environment in which these processes occur
2. Jung's concept of individuation, its elaboration in Jung's work and in Jungian thinking
3. Relations between individuation and personality development: differences and similarities
4. Theoretical and clinical perspectives ranging from personal through archetypal dimensions

Infancy and Individuation

Faculty: Cheryl Tunnell, MS, LPC-S
 Location: TBD
 When: 9am-4pm, Saturday, May 2, 2019
 Phone: 214-213-2101 Email: cheryltunnell@gmail.com

"How is it then, you may ask, with the most ordinary everyday events, with immediate realities like husband, wife, father, mother, child? These ordinary everyday facts, which are eternally repeated, create the mightiest archetypes of all, whose ceaseless activity is everywhere apparent even in a rationalistic age like ours." Jung, 1927

In this seminar, we will explore facets of the evolving theory of early child development, particularly as it relates to individuation and the capacity for symbolic thought. Jung theorized infants were fused with their parents psychologically. However, some Jungian analysts who worked with children found this too simplistic a view. Current infant observation and research confirms the significant influence of parents or caregivers, while recognizing the child as being psychologically separate from them.

I plan to do a quick overview of a few of the main relevant theories of infant development, moving to a brief look at some of Jung's writings on the subject, and then move on to more recent Jungian theory and thought. To give a foundation for our discussion, there are 3 assigned readings: a Jung essay, a paper by Brian Feldman (IRSJA), and part of a book by Mario Jacoby, a highly respected Jungian analyst. I will provide the Feldman paper, and the Jacoby book is available on Amazon.

I ask that each of you write an informal reflection paper about how the readings affected you. It can be personal or connected to your clinical work. My intention is to use these writings as a jumping off point for our discussion. I will ask each of you to read your paper to the group. Please feel free to contact me directly if you have any questions or concerns.

Readings:

- 1) Psychic Conflicts in a Child, C.G. Jung, CW 17 (including the 3 forwards)
- 2) Jungian Psychotherapy & Contemporary Infant Research, M. Jacoby (Parts 1 & 2)
- 3) Jung's Infancy and Childhood and its Influence upon the Development of Analytical Psychology, Brian Feldman – Journal of Analytical Psychology (attached)

Objectives:

1. Be able to explain how Jung's theory of the self and individuation differs from Fordham's as related to early childhood.
2. Know the difference between cognitive symbols, psychoanalytic symbols, and Jung's view of symbols.
3. Be able to explain the difference between the "clinically reconstructed infant" and the "observed infant."