

d e p t h • p s y c h o l o g y

Rollins College / Hamilton Holt School / Fall, 2009 / Course Number: PSY 315L H2

Location: Bush 162

Professor: David Baker, Ph.D.

E-Mail: Dbaker@Rollins.edu

Day/Time: Wednesdays, 6:45—9:15

Office Number: 407.839.3220

Individual Consultation: By Appointment

Syllabus web link:

Required Texts:

1. Revisioning Psychology, by James Hillman
2. Object Relations & Self Psychology: An Introduction, by Michael St. Clair
3. Care of the Soul, by Thomas Moore
4. Current Psychotherapies, by Raymond J. Corsini and Danny Wedding

Additional Required Readings: Selected articles to be distributed in class include:

1. Self Psychology & Pastoral Counseling: Employing Self Psychological Methods in the Treatment of Those Suffering From An "Absence of a Center," by David Baker. Unpublished monograph, 1994.
2. The Aims and Goal of Jungian Analysis (pp. 29—49). In Jungian Analysis, by Murray Stein. Chicago, IL: Open Court, 1995.
3. Metapsychology: Jung's Model of the Psyche (pp. 27—53). In On Jung, by Anthony Stevens. London: Penguin Books, 1990.
4. Freud Is Not Dead (pp. 43—51). In Newsweek, March 27, 2006, by Jerry Adler.

Suggested Reading:

- Jung's Map of the Soul, by Murray Stein
 - Our Inner Conflicts, by Karen Horney
 - The Dream and the Underworld, by James Hillman
 - Power in the Helping Professions, by Adolf Guggenbuhl-Craig
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I. Introduction:

Depth psychology is a tradition of psychological inquiry that finds its roots in Plato (c. 427-347 B.C.), and is nourished by accumulated insights from the Greeks, through the Renaissance and the Romantics to Freud and Jung. The primary quality distinguishing depth psychology from other forms of psychological investigation is the belief in and a commitment to working with the unconscious.

This course explores the foundations of contemporary depth psychology and traces the cultural, philosophical, and historical contexts for the development of classical psychoanalysis, and its derivatives (including object relations theory, self psychology, Adlerian psychotherapy, Jungian analysis and relational psychotherapy). The course provides a basic overview of core concepts such as the unconscious, ego, Self, persona, shadow, and object, as well as clinically relevant concepts such as projection, transference/countertransference, defenses, resistances and the dynamics of power and control in the analytic relationship. Personal and clinical applications of the depth orientation are explored via case presentations and the reading of primary and secondary sources.

Special attention is given to the development of students' imaginal capabilities, which fosters sensitivity to symbol and metaphor, both key to understanding how the depth orientations "work" in clinical practice.

II. Course Objectives:

How one responds personally to the depth orientation, and translates the concepts to everyday experience are the primary foci of the course. As such, students will be encouraged to test ideas and theories in the crucible of their own life experience. A **first objective** is to understand the historical roots and developmental milestones of the depth approach; a **second objective** is to become familiar with underlying assumptions of the depth tradition—scientific, biological, philosophical, anthropological and theological; a **third objective**, is to become familiar with the variety of theoretical orientations that comprise the depth approach, be introduced to the important figures that shaped the tradition, and discern which, if any, appeal to your own psychological sensibilities.

Emphasis will be given to understanding the variety of approaches to the underlying structures of the psyche, how depth psychology "works" in clinical practice, and how the contemporary focus on *soul* has developed, and why it is a focus of attention in this particular time in history. Study will be illuminated by ancillary readings in mythology, prose and poetry.

Throughout the course, emphasis is placed upon the integration of psychological *knowledge* with *who* the therapist *is* as a person, attentive to the depths of his or her own unique psychological history and life experiences.

III. Your Involvement In Class:

The course is designed around the lectures and class discussion. Students are expected to offer a variety of perspectives and opinions, and spirited but civil debate is encouraged. *Your unique contributions to class discussions are invaluable*, and your views are a celebration of our diversity as a class. The goal is to develop a *learning community*, thus a certain level of trust and respect for one another is encouraged. Instructor and students serve as both learners and teachers.

IV. Your Responsibilities:

1. **Attendance & Participation:** Regular class attendance and participation is required. "Participation" is defined as engaging in class discussions, thinking critically and being truly *present* with your classmates and the material. Roll will be taken each week and one (1) excused absence is allowed during the semester. Ten (10) points will be deducted from the final grade for each unexcused absence. **NOTE:** Part of your grade (50 points) is determined by your participation in class discussions. This is determined by your professor based on how you demonstrate your engagement with the material in class via your questions, reflections comments, challenges, critiques, etc. Please be prepared to participate (i.e., talk, discuss, think out loud!)
2. **Personal Process Notes / 10 Entries:** During each class you will write process notes on one of the themes covered in your readings or in class discussion. Ten (10) entries are required though there are more than ten class meetings before they are due. Each entry will be a minimum of 300 words and have the following three components: **[A]** Define the chosen concept in your own words, for example, what does transference mean? **[B]** Who is most closely associated with its development and use [if applicable]? **[C]** Describe how the topic applies to you personally, and perhaps to your own psychological process [if it does). Is the concept one you believe in? Why or why not? Acceptable themes will be discussed at the end of each class. Pick only one per week. Your Process Notes must be submitted **on or before midnight, December 2**. **Late papers will not be accepted.** Your grade will be determined by the following criteria:
 - A. You use a journalistic style of writing that describes *your personal experience* with the theme
 - B. You have a minimum of 300 words per weekly entry and addressed ALL THREE components above
 - C. You have a minimum of ten entries, each is dated, and all are submitted TOGETHER in one document
 - D. It is word-processed & submitted as an attachment in MS Word (with a ".doc" extension] via e-mail. No hard copies—hand-written or otherwise—will be accepted]
3. **Annotated Bibliography:**

A statement of your chosen topic for your research paper and a preliminary annotated bibliography including a minimum of eight sources must be submitted **on or before midnight, September 16** (see a detailed description of this assignment on the attached page). **Late papers will not be accepted..**
4. **Research Paper**, demonstrating:
 - A. Your thorough grasp of one key topic covered in your readings or in class [50%]
 - B. An introduction to the theorist associated with your topic [20%]
 - C. Your ability to make a *personal* application of that idea, i.e., why did you choose it? What is your personal and experiential involvement with the idea? How does it *move* you, and why? How is it relevant to you personally? Why and how do you agree or disagree with the idea? [30%]
 - D. A formatting style that follows the most recent edition of the APA Publication Manual

The BODY of your paper must be a MINIMUM of 4,000 words NOT including the abstract, the bibliography or the cover sheet. You must include a minimum of 8 reference sources in your bibliography, three of which must be primary source material (i.e., from the originator's own writing), and three of which must be from professional / peer-reviewed journals. You must use and cite all 8 sources within the body of your paper. Your required texts do not qualify toward the eight primary resources, though you may reference and use them. Your Paper must be submitted **on or before midnight, November 4**. **Late papers will not be accepted.**

V. The “Four Commandments” for Written Materials:

1. The Preliminary Bibliography, the Research Papers and the Process Notes must be word-processed and sent via an e-mail attachment in MS Word format *only*. Your submissions must have a “.doc” extension. **Hard copies, hand-written papers or papers on disks or jump drives will not be accepted.**
2. You **MUST** include your name, the course title, and your e-mail address on a cover sheet. *Assignments lacking identifying information will be returned and 25 points deducted from the final grade*
3. Formatting for the Research Paper must conform to the latest edition of the APA Publication Manual. Double spacing is a must.
4. Back-up your work!

VI. Grades & Point Values:

Process Notes	100 Points
Annotated Bibliography	50 Points
Paper	300 Points
Attendance & Participation:	<u>50 Points</u>
Total Possible:	500 Points

450 — 500 = A
400 — 449 = B
350 — 399 = C
300 — 349 = D
299 — below = F

VII. Plagiarism and cheating. Definition: “Plagiarism is the copying of the words of another person and either taking credit for them or not giving the original author proper credit.” If you have any doubt as to what constitutes plagiarism, talk with your professor or review the APA Publication Manual guidelines. The following are a few examples that would constitute plagiarism:

- Turning in answers written by another student;
- Turning in a homework assignment that is not your original work (all work must be done independently)
- Copying another student’s work during a quiz or exam.
- Working on homework together or turning in answers that were completed by another student.

If your professor suspects a student, or students, of engaging in plagiarism, he will refer the matter to the Honor Council for resolution. Consequences for violation of the Honor Code range anywhere from a “zero” on the assignment to expulsion from the college. Please be aware that your professor plays only an advisory role in deciding the appropriate consequences for violation of the Honor Code. Cheating can occur any number of ways (too many to enumerate here). Please be aware that working together on a homework assignment is considered cheating. Here’s what you can do: you can study with fellow students, you can work similar homework problems together (see the problems at the end of each chapter), and you can even quiz each other. What you cannot do is compare answers on homework questions or pass answers to one another using any transmission medium. Please note that it is exceptionally easy to spot work that has been done jointly.

VIII. Grade Appeals & Disability Status: If you disagree with a grade or think your instructor may have made a mistake that could affect your grade, please submit your appeal to me in writing. I will review the appeal, make a decision, and inform you of the result.

Disability Status: Please communicate any disability status that requires accommodation for class work, assignments, or other assessment activities (e.g., a student may need additional time to complete quizzes). Arrangements for time extensions, alternate assignments, etc., should be made well in advance of the actual assessment.

IX. In-class behavior: Your notebook computer is welcome to attend classes, so long as you are doing class-related work (e.g., taking notes). If it is discovered that you are using the computer for some other purpose during class time, you will be asked to leave the class and will be counted absent. It’s cool to check e-mail, the Internet, etc., during breaks; not groovy during class. Cell phones must be turned off during class. If you must have your cell phone activated during class, please set it to vibrate. If you must take a call, you may leave the class for five minutes without being counted absent. Missing more than five minutes will result in being considered absent for the class.

VIII. Course Outline:

<u>Date</u>	<u>Theme</u>	<u>Reading Assignment</u>
August		
26	History and Overview of Depth Psychology	None
September		
2	Freudian Psychoanalysis Part I	St. Clair pp. 22-35, & Corsini pp. 15-51
9	Freudian Psychoanalysis Part II	Newsweek article
16	Object Relations: Overview / Klien & Winnicott *Preliminary Annotated Bibliography Due	St. Clair pp. 1-20, & 36-52, & 68-86
23	Self Psychology: Heinz Kohut	St. Clair pp. 145 – 168, & D. Baker Monograph
30	The Relational School: Stephen Mitchell, et. al.	St. Clair pp. 169-190
October		
7	Summation of Four Schools: Psychoanalysis, Object Relations, Self, Relational	
14	Adlerian Psychotherapy	Corsini pp. 52-95
21	Jungian Analysis Part I	Stein pp. 29-49
28	Jungian Analysis Part II	Stevens pp. 27-53
November		
4	Introduction to a Psychology of Soul *Research Paper due	Moore: Introduction (pp. xi – xx), “Honoring “Symptoms As A Voice of the Soul” (pp. 1-21), “The Gifts of Depression” (pp.137-154), “The Need For Myth, Ritual and a Spiritual Life” (pp. 203-229)
11	Psychology of Soul In Practice	Hillman: “To Begin With . . . “ (pp. ix – xvii),\ “Personifying or Imagining Things” (pp. 1-51), “Psychologizing or Seeing Through” (pp. 113 – 164)
18	TBA	
23—Dec 6	Course & Instructor Evaluations on line	
25—27	Thanksgiving Holiday	
December		
2	TBA *Process Notes due	
9	TBA	
14	<i>Grades Dues</i>	

“The [one] who would learn the human mind must wander with the human heart throughout the world.”
—C. G. Jung

“Our minds do not develop step by step in a linear way but through leaps of break-throughs which are feared as they bring to us catastrophic anxieties. These anxieties amount to the fantasy that everything will collapse and that nothing that ever holds us will remain. However, if our psyches dare challenge these anxieties, albeit with fear of the unknown, our minds grow and so do our abilities to become wiser.”
—Wilfred Bion

Annotated Preliminary Bibliography

1. "Preliminary Bibliography"

A bibliography is a list of sources that you will use to write your paper. Both primary—written by the theoretician him/herself—and secondary—written by another about the original theoretician or his/her work; or is somehow an extension of the originator's work—are required. You *may or may not* end up using these specific references in your final paper (that's why it's called "preliminary"). This early work reflects only your research *up to this point*. However, if you do careful research now, you won't have to spend as much time and effort searching for and collecting additional or replacement materials later. The goal is to get you going, to begin cranking up your research engines, exposing you to the content areas that pique your interest, and then narrowing those areas to one specific topic for your paper. The preliminary bibliography demonstrates that you have begun the research necessary to write your paper.

2. "Annotated"

An annotated bibliographic entry has two primary components:

First, the reference data including the author, year, title, publisher, & page number(s) of the reference, written according to APA guidelines.

Second, a minimum 150-word description of each reference citation *in your own words* (i.e., one short paragraph), demonstrating that you've read the material. Your review should be a brief summary of what you think the author is saying. Describe what you see as the author's main point(s).

Here is an example of an annotated bibliographic entry:

Freud, S.(1917). Mourning and Melancholia. *The Complete Psychological Works of Sigmund Freud. Volume XIV.* (pp.243-258) London: Hogarth Press.

This paper discusses Freud's belief that melancholia and mourning share many of the same surface traits but are very different. Freud believed that mourning was a natural process but that melancholia was a pathological illness. In the death process, the dead may or may not find permanent rebirth, but one loses self-awareness and so achieves a temporary death at least. In the mourning process, one must find rebirth in order to move from mourning to another, healthier emotional state. If one is unsuccessful in making this transition, they enter a cycle of melancholia instead. Freud suggests that many never make the transition and remain in the melancholic cycle, never realizing they have a choice and that there are "tools" to move through it. Another theme Freud touches on in this study has to do with his belief that, from early childhood, most people have a need to be artistic. Freud also suggests that a sense of loss enables an artist to see things differently.

3. The following resources are required for your final paper:

- A. Please include 4 books
- B. Please include a minimum of 3 articles from professional and/or academic journals
- C. Please include 1 literary source, either of prose, poetry, song lyrics, etc.

PLEASE NOTE: Three of your sources (either books, journals or combination of both) must be *primary source materials* (i.e., from the originator's own writing, i.e., Freud, Jung, Adler, Kohut, etc.).

Research Paper Evaluation Form

If your instructor has not provided written feedback on the final draft of your paper, or if you have questions, don't hesitate to send an e-mail (Dbaker@Rollins.edu) or call (407.839.3220).

E = Exceptional

S = Satisfactory

M = Marginal

U = Unsatisfactory

<u>APA Formatting / 20%</u>	E	S	M	U
Title Page: Author's information, title, correct format				
Abstract: Formatted correctly, correct length, good summary				
Page Number Headings: Formatted correctly, all pages numbered				
Margins: Correct size and distance from page				
Spacing: Double-spaced throughout except where APA allows otherwise				
Citations: Correct format; all citations are in the reference section				
Direct Quotations: Used sparingly, properly cited, each includes citation & page number information				
Reference List: Only includes citations used in paper; complete; no references to non-existent citations				
Tables, Figures, Photos, etc.: Formatted correctly and included at the end of the manuscript				
Other:				
<u>Organization / 20 %</u>	E	S	M	U
Flow of Ideas: Paper flows nicely; ideas are presented clearly; easy to follow				
Subheadings: Used appropriately throughout the manuscript, supports the organization of the paper				
Other:				
<u>Clarity of Writing / 20%</u>	E	S	M	U
Grammar: Excellent grammar with clear sentence structures				
Coherence of Paragraphs: One major idea per paragraph. Paragraph should elaborate the topic sentence				
Spelling: Excellent, no errors				
Punctuation: Words and sentences have correct punctuation throughout the manuscript				
Other:				
<u>Comprehensiveness and Sophistication / 40%</u>	E	S	M	U
Comprehensiveness: Student consulted a good number of relevant and important primary and secondary sources				
Parsimony: Paper is not overly wordy; student is not "stretching" material to satisfy a word count or page limit				
Sophistication: Writing reflects a high level of thinking and abstraction				
Critical Thinking: The writing reflects that the student has "wrestled" personally and intellectually with the material				
Effort: Student clearly put a lot of thought and effort into the paper; it reflects a production one would expect given a semester's worth of work				
Other:				
GRADE:				