

# carl jung and the psychology of soul

Rollins College / Hamilton Holt School / Fall, 2008 / Course Number: PSY 315M H2

## Web Link to Syllabus:

**Location:** Bush 207

**Professor:** David Baker, Ph.D.

**E-Mail:** Dbaker@Rollins.edu

**Time:** Wednesdays 6:45—9:25

**Office Number:** 407.839.3220

**Individual Consultation:** By Appointment

---

**Required Text:** Jung's Map of the Soul, by Murray Stein  
A Critical Dictionary of Jungian Analysis, by Samuels, Shorter and Plaut

**Required Readings:** Selected articles to be distributed in class

**Suggested Text:** Memories, Dreams, Reflections, by Carl Jung    Jungian Analysis, by Murray Stein (Ed.)  
Modern Man In Search of a Soul, by Carl Jung    Revisoning Psychology, by James Hillman  
The Essential Jung, by Anthony Storr

---

## I. Introduction:

"Psychotherapy" derives from the Greek words *psyche* (soul) and *therapeuein* (to attend to). It describes an interactive, emotional, intuitive, and imaginative process of sustained attention to the sufferings and creative manifestations of the individual soul. Jungian psychology represents an extension of psychotherapy into the individual's depths, a practical application of the discoveries of Swiss psychiatrist, Carl Gustav Jung (1875-1961). Our familiar ideas about complexes, symbols, creative regression, rebirth, the inner child, archetypes, the collective unconscious, synchronicity, and the role of dreams in the individuation process – all these stem from Jung's seminal work. This course aims to apply Jung's ideas to everyday life.

This course provides a basic overview of classical Jungian concepts such as ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and individuation. Personal and clinical applications of Jungian thought are demonstrated through discussion of theories, case presentations, the reading of primary sources and related readings in mythology, prose and poetry.

Special attention is given to the development of students' imaginal capacities which foster sensitivity to symbol and metaphor, and in turn enrich the therapeutic encounter. One of Jung's primary concerns is the development of a *psychology of soul*, which is dependant upon cultivation of the imagination and the play instinct. Emphasis is also given to 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.

## II. Course Objectives:

How you respond personally to Jung's psychology and how you translate specific ideas to practice are the primary foci of this course. As such, you will have opportunity to test ideas and theories in the crucible of your own life experience. Toward these ends, a **first objective** is to gain exposure to the major themes in Jung's thought and determine which appeal most to your own psychological sensibilities. A **second objective** is to provide opportunity for you to deepen your insight regarding your own psychological processes by employing Jung's ideas and methods. You will be aided in this personal task by way of a **third objective**, namely focusing on three unique characteristics of Jungian psychology: **(1)** the focus on the *soul*, **(2)** exploring and applying the Jungian concepts of *the shadow*, *complexes* and the *collective unconscious*, and **(3)** understanding Jung's notion of the religious function of the psyche.

## III. Primary Texts:

Jung's Map of the Soul, was chosen for its readability and its scope in covering the major themes in Jungian psychology. Stein represents the "classical" Jungian approach, a necessary base for subsequent forays into contemporary "neo-Jungian" and archetypal perspectives. The Critical Dictionary provides for quick referencing of Jung's ideas and provides brief explanations of key concepts supplemented by excerpts from Jung's own writing.

## IV. Your Involvement:

Hopefully, students will offer a variety of perspectives and opinions, and spirited but civil debate is encouraged. Your unique contributions to the process are invaluable, and your views are a celebration of our diversity as a class where all views are welcome.

A significant goal of this course is the development of a learning *community*. By this, we mean that a certain level of personal trust and respect for one another is encouraged, and that both professor and students serve as both learners and teachers.

## V. 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. Twenty-five (25) points will be deducted from the final grade for each unexcused absence (PLEASE NOTE: on a 400 point scale, two unexcused absences can result in a reduction of one letter grade).
- 2. Assigned Readings:** Readings from your text and ancillary articles will be assigned each week and must be completed on time. Based on your professor's observation of students' participation in class discussions, if he determines that students are not completing the readings, quizzes may be in students' future.
- 4. A Research Paper That Demonstrates:**
  - a. A thorough grasp of one key idea within Jung's psychology. A superior paper will **(a)** thoroughly describe the idea, and **(b)** provide a *critical* analysis of the idea, including a discussion of why the idea does or does not make sense psychologically; and **(c)** explain any internal inconsistencies within the idea and offer your own criticisms and/or personal disagreements; and **(d)** explain why you chose the topic, why it appeals to you personally, and how the concept emerges in or affects your own life. How does it *move you*, and *why*?Your paper must be a minimum of 5,000 words (approx. 15 pages), NOT including the bibliography or cover sheet. You must include a minimum of 8 reference sources in your bibliography, two of which must be primary source material (i.e., from Jung's own writing). You must use and cite all eight sources within the body of your paper. Your required texts do not qualify toward your eight primary resources, though you may reference and use them.  
Your chosen topic and a preliminary annotated bibliography of a minimum of eight sources must be submitted **on or before midnight September 24** (a detailed description of this assignment is included on p. 4). There are no points given or deducted for turning in the bibliography, however, you must submit the assignment to pass the course. It serves as an effective tool for staying on track to complete your paper on time. Your final Paper must be submitted **on or before midnight November 19**. Late papers will incur a 50% reduction in points.
- 5. Class Presentation:** During one of the last two class periods of the semester, you will make a brief class presentation on your paper topic (five minutes in length). Presentation grading criteria is included on p. 4.
- 6. Personal Process Notes / 10 Entries:** During each class you will write process notes on one of the themes covered either in your readings or in class discussion. Each entry must be a minimum of 200 words and have the following two components: **[1]** Define the chosen concept in your own words, for example, how do you understand the concept of transference? **[2]** Describe *your personal experience* with the theme, why you chose it, and how it applies to your own psychological process. Each entry must be dated. Acceptable themes will be listed on the board at the end of each class. Pick only one. Notes must be word-processed & submitted as an attachment in MS Word via e-mail on or before **midnight, December 3**. Late papers will not be accepted. No hard copies pleas.

## VI. The "Four Commandments" for the Paper:

1. Formatting for the paper must conform to the latest edition of the APA Publication Manual. Double spacing is a must. Remember: Your paper's length is determined by word count, not by the number of pages.
2. The paper must be word-processed. **Hard copies will not be accepted.** Your instructor requires that you e-mail the assignment as an attachment in MSWord format only (version '98 or newer)
3. Your name, the course title, and your e-mail address must be included on the cover sheet (assignments lacking identifying information will be returned)
4. Back-up your work (electronically and print a hard copy)

## VII. Point Values and Grades:

Paper:	200 Points	350 — 400 = <b>A</b>
Presentation:	100 Points	300 — 349 = <b>B</b>
Process Notes:	100 Points	250 — 299 = <b>C</b>
		200 — 249 = <b>D</b>
		199 — below = <b>F</b>

## VIII. Course Outline:

<u>Date</u>	<u>Theme</u>	<u>Reading Assignment</u>
<b>August</b>		
27	Course Introduction / Jung's personal & professional background	
<b>September</b>		
3	Analytical Psychology in historical & cultural perspective. Overview of the Collected Works	Stein's Introduction
10	Ego consciousness	Stein Chap. 1
17	Complexes & Libido	Stein Chaps. 2 & 3
24	Instincts, Archetypes & the Collective Unconscious <b>*Topic &amp; Preliminary Bibliography due</b>	Stein Chap. 4
<b>October</b>		
1	Persona & Shadow	Stein Chap. 5
8	Anima & Animus	Stein Chap. 6
15	Review and Summary: Chapters 1-6	
22	The Self	Stein Chap. 7
29	Individuation	Stein Chap. 8
<b>November</b>		
5	Synchronicity	Stein Chap. 9
12	Transcendent Function	TBA
19	Psychology & Religion <b>*Paper due</b>	TBA
26—28	<b><i>Thanksgiving Holiday</i></b>	
<b>December</b>		
3	<b>Class Presentations</b> <b>*Process Notes due</b>	
10	<b>Class Presentations</b>	
15	<i>Grades Due</i>	

---

*You know that such essential discoveries are not made through clear formulations but are rather feeling experiences which have a far greater influence on human life than intellectual reflections. It is much more important to be contented and peaceful than to be intellectual. One living experience is worth a great many intellectual formulations and a psychology must be founded on this fact.*

—C. G. Jung, ETH Lectures, p. 81, 1939—40

*For two personalities to meet is like mixing two different chemical substances:  
if there is any combination at all, both are transformed.*

—C. G. Jung

## Annotated Bibliography Including a Minimum of 8 Sources

### 1. "Annotated?"

An annotated bibliographic entry has two primary components:

1. First, the reference data including the author, year, title, publisher, & page number(s) of your chosen reference.
2. Second, a description of the material in approximately 150 words (i.e., one short paragraph), demonstrating that you've read the material. Your review will likely be longer for books and shorter for, say, a journal article. 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) and sub-point(s).

### 2. "Bibliography?"

A bibliography is a list of sources—both *primary* [i.e., those written by the theoretician him/herself] and *secondary* [those written by someone else about the theoretician's ideas]—that you will use to write your paper. You *may or may not* end up using these specific references in your final paper. This early list 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 of this assignment is to get you going, to begin cranking up your research engines, exposing yourself to the content areas that pique your interest, and then narrowing those areas to one specific theme for your paper. This preliminary bibliography demonstrates that you have begun the research that is necessary to write your paper.

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

1. Please include \*4 books related to your topic.
2. Please include a minimum of 2 articles from *professional* journals (i.e., juried or peer-reviewed required)
3. Please include 1 literary source, either of prose, poetry, song lyrics, etc.
4. Please include 1 non-print media (movie, cd, visual or performance art, etc.)

\*Two of your books must be *primary source materials* (i.e., from Jung's own writing).

---

### Presentation Grading Criteria / Jung

Your presentation is a summary of your written research and a presentation of the major points from your paper, presented in oral form to the class. To enhance your presentation you may use graphics (i.e., Powerpoint slides, clips from videos, visual art or photographic images, etc.). Handouts are not required, but will be accepted, though won't be graded. Grades are based exclusively on the following presentation criteria:

- A.** You communicated a thorough understanding of one key idea from Jung's psychology, illustrating its main points and describing it with examples and illustrations  
\_\_\_\_\_ Points (25 possible)
- B.** You provided a critical analysis of the idea, including a discussion of why the idea does or does not make sense psychologically  
\_\_\_\_\_ Points (25 possible)
- C.** You identified and explained any problems you see with the idea, (i.e., internal inconsistencies, obtuse, etc.), and offered your own criticisms and/or personal disagreements  
\_\_\_\_\_ Points (25 possible)
- D.** You described your own personal and experiential involvement with the idea by responding to three questions: **(1)** How does the idea *move* you, and why? **(2)** Where / how does the concept show up in your own life? **(3)** Do you personally agree or disagree with the idea as a psychological theory?  
\_\_\_\_\_ Points (25 possible)
- E.** Well-prepared and organized      \_\_\_\_\_ Yes      \_\_\_\_\_ No      \_\_\_\_\_ (-) Pts.
- F.** Presentation time was 5 minutes      \_\_\_\_\_ Yes      \_\_\_\_\_ No      \_\_\_\_\_ (-) Pts.

\_\_\_\_\_ **Total Points (100 possible)**

## **Academic Honor Code**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge; submission implies signing the pledge.