Emergence of the Unconscious
From Ancient Healing to Psychoanalysis

K20.1188
Spring Semester, 2015
Gallatin School of Individualized Study
New York University
Professor Lee Robbins
Lr33@nyu.edu
T and Th 2:00-3:15 and by appointment
Office hours
Room ?

O, the mind, the mind has mountains; cliffs of fall Frightful, sheer, no-man fathomed.

G.M. Hopkins
Description and Purpose of the Course
The purpose of this course is to present historical and clinical material that implicates the existence of a phenomenon called the unconscious mind. We will ask the question: is the unconscious an idea that ‘emerges’ anew in each historical epoch or is the unconscious an ancient idea and domain of human kind that is not the domain of modern depth psychology but has its roots in ancient religion, philosophy and archaic methods of healing. Thus, as we study theories of the unconscious mind from antiquity through the postmodern era, I hope you will also have an experience of the unconscious, which might translate into a knowing or awareness outside the domain of the conscious ego and the sensing of a great objectivity within your subjectivity. For there is no other area of study where theory and practice so intimately blend together and influence each other and the human condition.

Learning Goals
1. To understand the idea of the unconscious in historical context
2. To perceive the relationship of healing and disease to the part of the psyche called unconscious
3. To be able to articulate the difference between Freud and Jung’s theories of the unconscious
4. To begin to intuit how unconscious processes manifest in your life,

Course Requirements
1. Required Reading
   Confessions, Augustine
   The Freud Reader, Peter Gay
   New Introductory Lectures, Sigmund Freud
   The Myth of Analysis, James Hillman

   *SB=Source Book –Unique Copy Center
   *H=handouts

2. Class Attendance and Class Etiquette
   Regular attendance and participation in class discussion is requires. Two or more unexcused absences will seriously affect your final grade. Please email requests for permission before the date of your absence. Participation means preparing the readings for discussion and bringing your books to class. Please note: attendance and your active participation in seminar discussions will have a significant impact on your final grade (15%).

   All handheld electronic devices may not be used during class. This includes Cell Phones, Computers and iPads are to be turned off. Personal notes and texting to fellow students during class time are not permitted. Eating in class is not permitted!

   Please remember to bring your reading materials to class. I will refer to texts for elaboration and discussion

   Class begins promptly at 2:00

3. Assignments and percentage of grade
   Three Exams -25 % of grade
   Two 5-10 Page Papers -25 % of grade
   Class Presentation—individual, dyad or group -10 % of grade?
   Creative Project based on your understanding of Freud’s or Jung’s model of the unconscious -25 % of grade Attendance and class participation -15% of grade

4. In addition:
   Occasional Quiz
5. **Standards for written work and evaluation**
All written work should be submitted **on time**; this includes papers and exams. **Late work submitted without written documentation of a medical or personal emergency will not be accepted.** Written work must be typed or word-processed, double-spaced with 1” margins. You may **not email** your papers. Written work will be assessed according to the following scale.

A=Outstanding work distinguished by a high degree of originality, clarity, detail and depth of analysis. Secondarily, “A” work is also well written, without obvious grammatical and spelling errors, and well organized.

B=Above average work which is original, clear and well conceived. Secondarily, “B” work is well written, but may contain some grammatical errors and awkwardness.

C=Average and competent work which is well written and clear. “C” work is not substandard work, but may be lacking in originality and depth of analysis.

D=Substandard work which does not fully answer a given question or grapple with a topic on an appropriate level. “D” work is generally not well written and organized. Anyone receiving a “D” should make and appointment to meet with the instructor to discuss outside referrals to academic or writing tutors.

F=Work which fails to meet Gallatin standards in terms of content and or presentation. Any student receiving an “F” must make an appointment with the instructor. Failure to submit any written work will result in an automatic “F”.

“I” (Incomplete) are strenuously discouraged, but can be arranged should a personal or medical emergency arise. The appropriate forms must be obtained from the Assistant Dean’s office and signed by the instructor.

**Please take note of Gallatin’s policy on academic integrity:**
As a Gallatin Student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility and integrity. Failure to uphold these values will be subject to severe sanctions, which may include dismissal from the University.
Examples of behaviors that compromise the academic integrity of the Gallatin School plagiarism, illicit collaboration, doubling or recycling coursework and cheating. Please consult the Gallatin Bulletin or Gallatin website [http://www.Gallatin.nyu.edu/academics/policies/policy/integrity.html](http://www.Gallatin.nyu.edu/academics/policies/policy/integrity.html) for a full description of the academic integrity policy.

---

**Course Schedule**

**Archeology of the Mind-Ancient and Modern**

**First Week**
Jan, 27 **Introduction to the course**
- Emergence: What does it mean?

Jan.29 **Emergence and the Creation of Consciousness**
- H Joe Cambray: “Toward the Feeling of Emergence” 1-20

**Second Week The Unconscious in the Indian and Greek Traditions**
Feb. 3 Earliest Model of the Mind/Psyche
- H “Mandukaya” *Upanishads* and Commentary

Feb. 5 Early Greek Concept of Soul and Freud
Third Week Christian Antiquity
Feb. 10 Augustine and Jung
  - Augustine: *Confessions* Introduction and Book X 179-202
  - SB Anthony Stevens: “Meta-psychology: Jung’s Model of the Psyche” from *On Jung* 27-53

Feb. 12 First Exam

Fourth Week Memory and the Unconscious
Feb. 17
  - James Hillman: “Psychology’s Loss of Memory” in *Myth of Analysis* 169-190
Feb. 19 The Unconscious Speaks
  - H Michael Adams: “Butterfly Woman” 43-63

Fifth Week What is Consciousness? A Freudian and Jungian Perspective
Feb 24
  - SB Mark Solms, MD: “What is Consciousness”? 682-703
  - SB Edward Edinger, MD “The Creation of Consciousness” 35-58
Feb. 26
  - Paper and Class Discussion

Emergence and Healing: Ancient and Modern

Sixth Week
March 3 Primitive Medicine and the Ancestry of Dynamic Psychotherapy
  - SB Henri Ellenberger: *The Discovery of the Unconscious* 3-48
March 5 Hysteria and Hypnosis
  - SB Ellenberger: Mesmer 57-69, Rise of Spiritism 83-85, Berhneim and the Nancy School 85-89, Charcot and the Salpetriere 89-102

Seventh Week
March 10 The Cultural Background and Philosophers of the Unconscious (CHECK)
March 12 The Exploration of the Unconscious
  - SB Ellenberger: 311-318
  - H Pierre Janet 122-124s
  - H Theodore Flournoy 127-130s, 140-142s, 315-317e
  - H Frederick Myers 125-128s, 173-174e, 313-314e

March 17 and 19 SPRING RECESS

Eighth Week
March 24
  - Second Exam

Sigmund Freud 1856-1939

March 26
  - Freud: Introduction and “An Autobiographical Study” in *The Freud Reader* 3-41
  - Film: “Sigmund Freud today” Mark Solms, MD
Ninth Week
March 31 Freud’s Unconscious The Early Model
  - Freud: “Revision of the Dream Theory” in New Introductory Lectures 7-30
April 2 Revision 1 The Meta Psychological Model
  - Freud: “The Unconscious” in The Freud Reader 572-584

Tenth week
April 7 Final Revision The Structural Model
  - Freud: “The Ego and the Id” in The Freud Reader 628-658
April 9
  - Paper and Class Discussion

Eleventh Week
April 14 Confrontation with the Unconscious
  - SB Jung: “Confrontation with the Unconscious” from Memories Dreams Reflections 179-199
  - Film: “ A Matter of Heart”
April 16
  - SB Jung: “Archetypes and the Collective Unconscious” cw 9.1 3-41

Twelfth Week
April 21
  - SB Jung: “The Relations Between the Ego and the unconscious” cw 7 127-128
  - SB Jung: “The Structure of the Psyche” cw 8 139-158
April 23
  - SB Jung: “The Structure of the Psyche” in cw 8 184-200
  - SB Jung: “ The Structure of the Psyche” in cw 8 200-216

Thirteenth Week
April 28
  - Third Exam
April 30
  - Presentation of Projects

Fourteenth Week
May 5
  - Presentation of the Projects
May 7
  - Presentation of the Projects