**Methods of Individuation Course Description:**

**Teachers College**

**Columbia University**

**CCPX 4199 001**

**Methods in Individuation**

Spring 2022

Instructor: Mark Kuras Ph.D.

Thursdays 3:00 pm -4:41 pm

Credits: 3

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Jung’s “confrontation with the unconscious” published in The Black Books and The Red Book, follows from Jung’s break with Freudian psychology. Relinquishing that optic allowed Jung to be “assaulted” by spontaneous imaginal events—visions, dreams, symptoms—dynamic psychical incidents that defied reduction into the Freudian psychodynamics maintaining ego-consciousness.

The “break with Freud” made Jung recognize that the “unconscious” comprised more than the elementary dynamics that existed *before* ego-consciousness; Jung, “working-through Freud”, was taken into dynamics acting to take consciousness *beyond* ego-consciousness.

The Black Book is an account of Jung’s initiation into these dynamics, which Jung gathered under the term **Individuation** and effectively is a therapeutic manual that addresses the increasingly symptomatic status of ego-consciousness. As that, it is a radical departure from traditional conceptions of psychotherapy. Individuation appraises the effects of a Freudian ego: it is its conscience. As that, it is the ethical core of current psychopathology and so decisive in any theory of therapeutic action.

Consequently, Jung devised a specific methodology to support individuation. *Active imagination* or “dreaming with open eyes,” is a technique that fosters intimacy with the sovereign, autonomous, spirited image-making processes in psychical life and therefore establishes the “confrontation with the unconscious”. Endured, a shift occurs from ego-consciousness to consciousness-of-ego and this uncomfortably counters the thrills of suggestibility, mass-mindedness and the statistical reality upon which ego-consciousness increasingly depends. Individuation leads to “solitude”, a psychological achievement and acceptance of responsibility well beyond individuality and subjectivity.

**Course Objectives:**

1. Engage with Jung’s theory of individuation as contained in his personal writings (Memories, Dreams, Reflections, The Black Book and the Red Book)
2. Situate Individuation and active imagination in the psychotherapeutic and meditative traditions.
3. Delineate Jung’s method of active imagination, particularly how it evolved from word association, the complex, and dream analysis.
4. Document how active imagination is related to Jung’s concept of “anima” especially as this construct relates to the psychical activities of amplification and personification.
5. Exercise imaginative techniques representative of this methodology
6. Describe Jung’s notion of a transcendent function, and how it allows for symbol formation to displace symptom formation.
7. Pose Jung’s psychology as the remedy for Freud.

**Primary Texts:**

Ehrenzweig, A (1957) The Creative Surrender American Imago Vol.14#3p. 193-210

Eliade, M. (. ) Shamanism

Ellenberger, H. (1968) The Concept of Creative Illness. Psychoanalytic review, 55(3); 442-456

Greenwald A. (1980) American Psychologist Vol35, No 7, 603-618

Gymesi, J (2009) The Problem of Demarcation: Psychoanalysis and the Occult

 <https://muse.jhu.edu/article/376282/pdf>

Jung, C.G. (1961) Memories, Dreams, Reflections. Norton: NY, NY.

Jung, C.G. (1902) On the Psychology & Pathology of so-called Occult

 Phenomenon, CW 1, pp. 3-88

\_\_\_\_\_\_\_. (1943) Two Essays on Analytical Psychology, CW 7,

\_\_\_\_\_\_\_. (1939) Conscious, Unconscious, Individuation. CW 9i, pp. 275-289

\_\_\_\_\_\_\_\_. \_(1958) A Psychological View of Conscience. CW 10,pp. 437-455

\_\_\_\_\_\_\_\_\_. (1957) The Undiscovered Self. CW 10, pp. 245-306

\_\_\_\_\_\_\_\_\_\_\_(1916/1957) The Transcendent Function, CW8 para 131-193

\_\_\_\_\_\_\_\_\_\_\_(1989) Analytical Psychology 1925. Princeton Univ Press, Princeton, NJ

\_\_\_\_\_\_\_\_\_\_\_(1928) The Relations Between the Ego and the Unconscious CW7 para:202-406

\_\_\_\_\_\_\_\_\_\_\_(1929)Commentary on The Secret of the Golden Flower CW13 para:1-84 (Suggested)

\_\_\_\_\_\_\_\_\_\_\_(1939) Conscious, Unconscious, Individuation. CW9i para:489-524

\_\_\_\_\_\_\_\_\_\_\_(1950) A Study in the Process of Individuation CW9i para:525-626 (Suggested)

\_\_\_\_\_\_\_\_\_\_\_(2009) The Red Book Readers Edition. Norton: NY, NY.

\_\_\_\_\_\_\_\_\_\_\_(2020) The Black Books. Norton: NY, NY.

Watkins, M.M. (1976) Waking Dreams HarperColophon: NY,NY

**Requirements**:

There is an experiential element dictated by the course material. There is a requirement to document impressions, experiences, concerns as the course material is engaged. This is a personal and private endeavor. It is not shared or graded but the practice is essential to what the course is trying to teach.

 There will be two graded assignments, 1) Midterm exam focused on the historical aspects of imaginative and meditative techniques (40%); 2) Final assignment focused on the traditional western suspicions of “occult” studies (40%). Class attendance and participation 20%.

Class Schedule

!/20/22 Overview of Analytical Psychology

 Organization of Journal

1/27/22-2/3/22 Visions and Transformations: Shamanism, Myths of Acteon and Teiresius, Poetry of Rumi, Sermons of Eckhardt, Goethe’s Science, Blakes Fourfold Vision

 Reading: Analytical Psychology p. 1-52; Eliade passim; Watkins

2/10/22 Personality #1/Personality #2

 Readings: MDR p. 3-83

2/17/22-2/24/22 “Freud”

 Readings: MDR p. 84-169; 361-364; Greenwald; Gymesi

3/3/22 Confrontation with the Unconscious

 Readings MDR p 170-199

3/10/22 The Work

 Readings MDR 200-359; Ehrenzweig; Ellenberger

3/17/22 BREAK

3/24/21-4/21/22 The Black Book/The Red Book

4/28/22 Theory

 Readings: Jung: Conscious, Unconscious, Individuation, The Transcendent Function, Two Essays in Analytical Psychology; A Psychological View of Conscience

**Administrative Information:**

1. **Accommodations** – The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

2. **Incomplete Grades** – For the full text of the Incomplete Grade policy please refer to http://www.tc.columbia.edu/policylibrary/Incomplete Grades

3. **Student Responsibility for Monitoring TC email account** – Students are expected to monitor their TC email accounts. For the full text of the Student Responsibility for Monitoring TC email account please refer to http://www.tc.columbia.edu/policylibrary/Student Responsibility for Monitoring TC Email Account

4. **Religious Observance** – For the full text of the Religious Observance policy, please refer to http://www.tc.columbia.edu/policylibrary/provost/religious-observance/

5. **Sexual Harassment and Violence Reporting** – Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see http://www.tc.columbia.edu/titleix

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Copies of all syllabi must be provided to the department’s Director of Academic Administration. A course syllabus is distributed only to students enrolled in the course or to potential students. All other requests for copies of syllabi should be granted only with the permission of the instructor.