

The Psychology of Art and Culture

Course code: PSY 280

Term and year: Spring 2021

Day and time: Monday, 8:15-11:00

Instructor: Dr Joseph Dodds

Instructor contact: joseph.dodds@aauni.edu

Consultation hours: by appointment

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	Introduction to Psychology
Contact hours	42 hours	Course type	HSC, PS, JC Elective HUM Elective

1. Course Description

This course introduces several psychological approaches, including psychological, psychoanalytic, psychosocial, and neuroscientific, to the study of art, culture, and society. Areas of application include film, painting, literature, art therapy, psychohistory, consciousness, dreams, surrealism, gender, ecology, and economics. This course is a required course for a range of further psychological and psychoanalytic courses at AAU, including Psychoanalysis and Art, Psychoanalysis and Society, the Psychology of Environmental Crisis, and Screening Desire/Projecting Anxiety: The Psychoanalysis of Film. This course therefore serves as a foundation for and introduction to the key concepts, theories and approaches necessary for a deeper engagement in the psychoanalysis of culture, but also functions as a stand-alone course for all those interested in art, culture, psychology or society to understand the basic tools, concepts and approaches in this area.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Students will demonstrate abilities to apply definitions and main concepts of different psychological theories to explain and interpret different aspects of art, society, and culture.
- Students will learn theoretically and experientially about the clinical practice of art therapy.
- Students will provide evidence of their abilities to analyze, synthesize and evaluate the studied material through active participation in class.
- Students will be able to compare and contrast difference between the psychological theories, outline the limits and controversies individual theories imply when describing the same phenomena.
- Students will select 2 theories of choice and in presentation and paper demonstrate their in-depth familiarity with theories' conceptual frameworks, and ability to apply those in interpretation of an artistic, cultural, social phenomenon of choice.
- Will demonstrate and defend their individual critical evaluation and critically review other fellow students' positions.
- Students will show active pursuit of in-depth discussions in seminars, ability to lead a class debate on a topic of choice, and demonstrate attainment of interpretive

psychoanalytic perspectives applicable to a wide range of topics in art, society, and culture.

3. Reading Material

Required Materials

- Course materials will be available via NEO and www.psychoanalysis.cz
- Quinodoz's *Reading Freud* Chapters 1-3
- Freud: Creative Writers and Day Dreaming.
- Lenka Bydzovská: Against the Current: The Story of the Surrealist Group of Czechoslovakia
- Susan Budd: The Shark Behind the Sofa: The Psychoanalytic Theory of Dreams.
- Harry Trossman – Towards a Psychoanalytic Iconography.
- Susan Krauss Whitbourne: The Essential Guide to Defense Mechanisms
- Winter and Koger: The Psychology of Environmental Problems
- Wendy Hollway: Psychoanalysis in Social Psychological Research.
- Solms and Turnbull: The Brain and the Inner World chapters
- Mark Solms & Oliver. H. Turnbull: What Is Neuropsychanalysis?
- Michael Irving: Art as Therapy: An Overview.
- Mark Solms: The Feeling Brain - selected readings
- David Edwards: Psychoanalysis, Art, Art Therapy.
- Christopher Heffner: Psychodynamic Assessment and Projective tests.
- Danielle Knafo (1991) Egon Schiele's Self-Portraits: A Psychoanalytic Study in the Creation of a Self.
- Hyland, Boduszek and Kielkiewicz (2012) A Psycho-Historical Analysis of Adolf Hitler: The Role of Personality, Psychopathology, and Development
- Victor Daniels (2011) The Analytical Psychology of Carl Gustav Jung . Jungian Art Therapy.
- Jennifer Birch (2009) Using Drawings in Play Therapy: A Jungian Approach
- Glen Gabbard: The Psychoanalyst at the Movies.
- Joseph Dodds: What is a Scapegoat? A Psychoanalytic Perspective.
- Joseph Dodds: Artificial Group Psychodynamics.
- Joseph Dodds: Affective Finance - Psychoanalysis and the Economic Crisis.

4. Teaching methodology

Lecture, class discussion, group work, presentations, etc.

5. Course Schedule

Date	Class Agenda
February 8 th	Topic: Intro to psychology of art and culture: Description: What is art? What is culture? What is society? How can psychology help? Reading: Required readings: Quinodoz's <i>Reading Freud</i> Chapters 1-3 Assignments/deadlines: Analyse reading for discussion next week. Plus think about laughter and jokes in your own experience.
February 15 th	Topic: Freud 1: basic principles Description: Art, dreams, surrealism

	<p>Reading: Freud: Creative Writers and Day Dreaming. Lenka Bydzovská: Against the Current: The Story of the Surrealist Group of Czechoslovakia: https://issuu.com/bintphotobooks/docs/surrealistgroup . Susan Budd: The Shark Behind the Sofa: The Psychoanalytic Theory of Dreams.</p> <p>Assignments/deadlines: Analyse reading for discussion next week. Plus draw/paint a dream.</p>
February 22 nd	<p>Topic: Freud 2: basic principles</p> <p>Description: Psychosexuality, psychological structure, and psychoanalytic aesthetics.</p> <p>Reading: Harry Trossman – Towards a Psychoanalytic Iconography. Susan Krauss Whitbourne: The Essential Guide to Defense Mechanisms Can you you're your favorite form of self-deception? : Winter and Koger: The Psychology of Environmental Problems: Ch 3. Psychoanalytic Psychology: Becoming Conscious of the Unconscious.</p> <p>Assignments/deadlines: Analyse reading for discussion next week. Plus go to an exhibition in Prague and analyse an artwork of your choice from at least three of the perspectives discussed in Trossman and elsewhere.</p>
March 1 st . Exam Essay 1 (25%)	<p>Topic: Freud 3: basic principles</p> <p>Description: Society, defence mechanisms and conflict.</p> <p>Reading: Wendy Hollway: Psychoanalysis in Social Psychological Research. Ramachandran: reading assigned in class. Solms and Turnbull: The Brain and the Inner World chapters 1-2.</p> <p>Assignments/deadlines: Analyse readings and prepare for discussion next week. Plus prepare for discussion on the environmental crisis and climate change from a psychological perspective.</p>
March 8 th	<p>Topic: Neuroscience 1. Plus Exam essay 1 due (25%).</p> <p>Description: Introduction to the brain.</p> <p>Reading: Analyse readings and prepare for class discussion. Mark Solms & Oliver. H. Turnbull: What Is Neuropsychanalysis? Solms and Turnbull: The Brain and the Inner World chapters 3 and 4.</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion.</p>
March 15 th	<p>Topic: Neuroscience 2.</p> <p>Description: Perception and Emotion</p> <p>Reading: Michael Irving: Art as Therapy: An Overview. Mark Solms: The Feeling Brain - selected readings. Solms and Turnbull: The Brain and the Inner World chapter 6.</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion.</p>
March 22 nd	<p>Topic: Neuroscience 3. Art therapy 1. Research proposal due.</p> <p>Description: Consciousness, self, dreams. Projective tests and basic principles</p> <p>Reading: David Edwards: Psychoanalysis, Art, Art Therapy. Christopher Heffner: Psychodynamic Assessment and Projective tests.</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion.</p>
March 29 th	<p>Topic: Introduction to psychobiography and political profiling in art and politics.</p> <p>Description: Psychobiography and Schiele, and Hitler.</p>

	<p>Reading: Required reading: Danielle Knafo (1991) Egon Schiele's Self-Portraits: A Psychoanalytic Study in the Creation of a Self. Hyland, Boduszek and Kielkiewicz (2012) A Psycho-Historical Analysis of Adolf Hitler: The Role of Personality, Psychopathology, and Development</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion.</p>
April 12 th . Essay 2 (exam 2) (25%)	<p>Topic: Jung 1</p> <p>Description: Jung: Basic principles – art, society, culture</p> <p>Reading: Reading: Jung 1. Victor Daniels (2011) The Analytical Psychology of Carl Gustav Jung . Jungian Art Therapy. Jennifer Birch (2009) Using Drawings in Play Therapy: A Jungian Approach</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion. Draw/paint a mandala.</p>
April 19 th	<p>Topic: Jung 2. Art therapy 2. Plus Exam essay 2 due (25%).</p> <p>Description: Jung, active imagination, mandala</p> <p>Reading: Required reading: Glen Gabbard: The Psychoanalyst at the Movies. Plus one other film reading depending on class.</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion.</p>
April 26 th	<p>Topic: Psychological film analysis: basic principles and applications.</p> <p>Description: Basic principles and applications of psychological analysis of film.</p> <p>Reading: Quinidoz: Reading Freud: Group Psychology and the Analysis of the Ego. Civilization and Its Discontents.</p> <p>Assignments/deadlines: Analyse a film of your choice and discussion in class. Plus discuss readings.</p>
May 3 rd	<p>Topic: Psychosocial approaches to contemporary society and culture 1. Presentations 1.</p> <p>Description: Psychosocial approaches to contemporary society and culture.</p> <p>Reading: Required reading: Joseph Dodds: What is a Scapegoat? A Psychoanalytic Perspective. Joseph Dodds: Artificial Group Psychodynamics. Joseph Dodds: Affective Finance - Psychoanalysis and the Economic Crisis.</p> <p>Assignments/deadlines: Analyse readings and prepare for class discussion. Reflect on current social crises from a psychological perspective</p>
May 10 th	<p>Topic: Psychosocial approaches to contemporary society and culture 2. Presentations 2.</p> <p>Description: What is art? What is culture? What is society? How can psychology help?</p> <p>Assignments/deadlines: Focus on your final papers and presentations.</p>
May 17 th Essay 3 (exam 3) (25%) Final Paper (25%) due May 21 st	<p>Topic: Final presentations, conclusion to Psychology of Art and Culture.</p> <p>Description: Final presentations, conclusion to Psychology of Art and Culture</p> <p>Reading: None</p> <p>Assignments/deadlines: Complete final papers. Exam essay 3 due May 17. Final Paper due May 21st .</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and participation	45 hours		Students are expected to join in and actively participate in class discussions and respond to other students presentations. This will include the overall participation as well as attendance. Students will make a presentation the class based on their project/final paper. While this section of the course is not explicitly graded, if a students misses more than a third of the classes they will fail the course.	Participation and Presentation
Homework, readings and assignments.	32 hours		Students are expected to keep up with the readings and prepare for the discussions. Assignments of this type are not directly assessed but help to develop and consolidate learning so that students are sufficiently prepared for the exams and assessed paper.	1, 2, 3
1 st Exam Essay	17 hours	25.00%	The first exam essay will cover the first third of the course take the form of assigned essays. Students should show a high level of comprehension of the area involved and good analytical abilities. They are expected to show a good grasp of the theoretical issues and make a good case to support their argument.	1, 2, 3
2 nd Exam Essay	17 hours	25.00%	The second exam essay will cover the first third of the course take the form of assigned essays. Students should show a high level of comprehension of the area involved and good analytical abilities. They are expected to show a good grasp of the theoretical issues and make a good case to support their argument.	1, 2, 3

Final Exam	17 hours	25.00%	The final exam essay will cover the first third of the course take the form of assigned essays. Students should show a high level of comprehension of the area involved and good analytical abilities. They are expected to show a good grasp of the theoretical issues and make a good case to support their argument.	1, 2, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1:

Assessment breakdown

Assessed area	Percentage
Reading, analyzing and recording main ideas, problems and questions	
Posing relevant questions on readings in class	
Mindful presence and thoughtful involvement in class	

Assignment 2:

Assessment breakdown

Assessed area	Percentage
The three exams will cover three sections of the course and include multiple choice, short answers and essays. To be done individually.	75% (25% per exam)
Show a high level of comprehension of the area involved and good analytical abilities.	
Demonstrate a good grasp of the theoretical issues	
Make a good case to support their argument.	

Assignment 3:

Assessment breakdown

Assessed area	Percentage
Final paper on the students own independent research into the psychology of art, culture or society. To be done on their own or with one partner (not more).	25%
Demonstrating knowledge of concepts and essential issues, in writing	
Providing relevant discussion and examples	
Writing well-documented and well-argued essay	
Incorporate at least two different psychological approaches	
Show good abilities of analysis, synthesis and application of theory to a relevant topic.	
Scholarly researched, referencing, and bibliography.	
Demonstrate ability to take an independent position and be able to defend their point of view	

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Joseph Dodds

Date: 29 December 2020

Approved by: School of Humanities and Social Sciences

Date: January 2021