

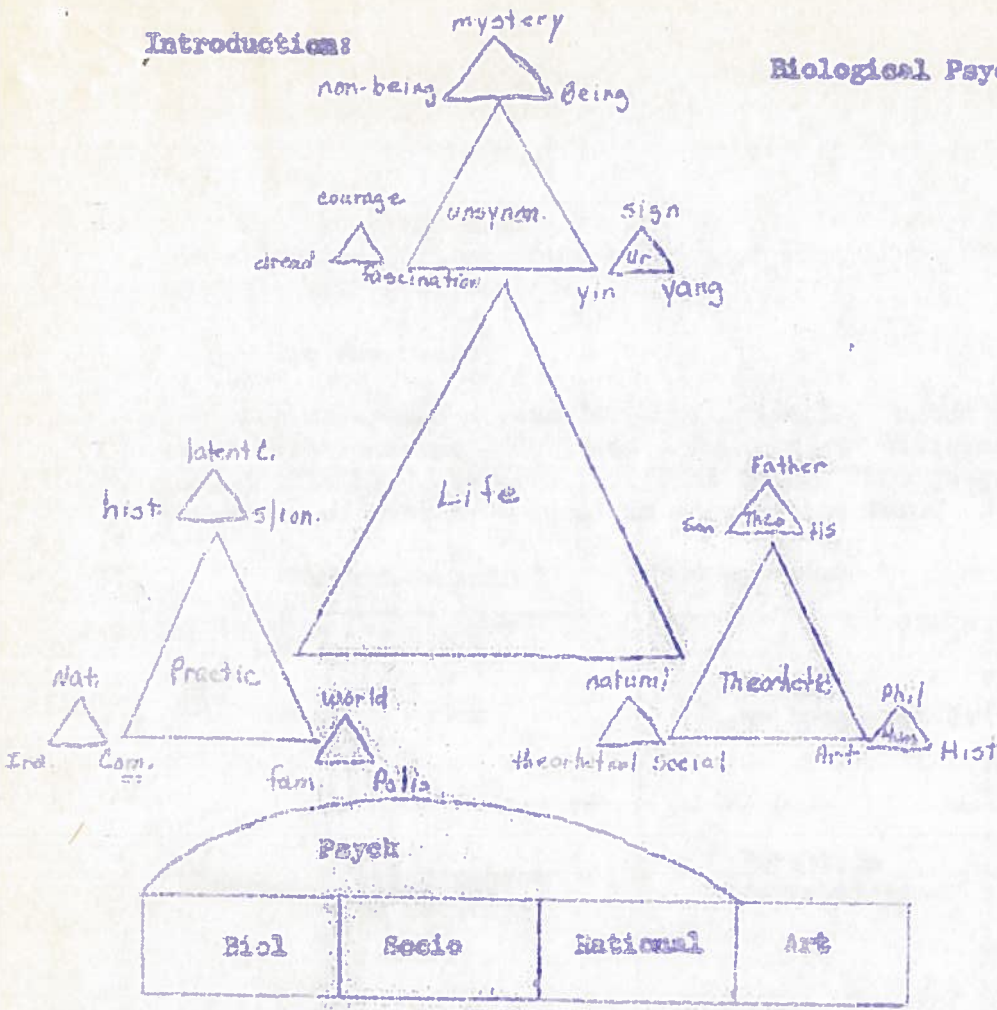
CS-IIA
Psychology/Art

Working Draft Manual
Not for publication
Spring Academy, 1969

Introductions:

Biological Psychology

Structuring of Curriculum



stance		Content	
NS		CS	
T	P	T	F
CH	Log Colog	ψ det	I/F
NT	Ecu	S/N	L/P
OT	VR	S/P	N/N

I. Role of Psychology

A. Social Reality

Shift in Psychology in recent years from individual psychology to social psychology. Man is not only a biological thrust but also a social thrust and rational thrust. In light of this shift why worry anymore about psychology?

B. Man's Search for Identity

Because we must decide who bundle of neurosis are. Always are dissatisfied with my gifts. Must decide on our meaninglessness. We find ourselves composed of 3 kinds of thereness - to be human we have to deal with the past, accept what is present, and decide.



I am my body

I am my social relationships

I am my rationality

II. Model

A. Context

Biological Psychology is a way of coping upon man not just as a sexual being but in terms of any attempt to release tension. Social psychology seeks acceptance. Rational psychology seeks meaning.

B. The Id

The id is the drive to do away with all tensions--to seek pleasure--

to discharge the tension and subjective internalities within us. Acts without thinking --the daydreamer.

C. The Ego

The ego gives orders to the Id. It is the objective reflection on the subjective and objective. It observes and judges what is needed. Pain never goes away but is dealt with and localizes it.

D. The Super-ego

The super-ego drives for perfection. It seeks that which will put him in the right relationships. Children - rewards and punishments. Sees himself as the good little boy. He does the right thing. The judge deals with the cultural standards of society - ideal is the highest form.

Man understands ~~only~~ his sickness ~~and~~ therapy

Bio Id	Sex	too free no responsibility	look at past look at present Patient role-player
Sec Superego	Acceptance security no security	Rebellion Authoritative	
Rat Ego	Stance Style image	Decide too rigid fluid	Therapist becomes role player

III. Dynamics

C. Therapy

Sub-conscious drives give clue to what happens to super-ego when the world says no. Either becomes neurotic or becomes psychotic when he really can't say no.

Hypnosis - attempt to understand unconscious

Free association - just talk to analyst

Dream analysis - is what really takes place in sub-conscious

D. Implication

What is concerned here is the past and mainly childhood past. Jung departs from Freud by dealing with adult not child and concerning self with consciousness of unconsciousness and here notion of Ur images was born. Adler took similar approach but said wasn't simply sex but rebellion against authority and therefore therapy became deist. For Freud interest in death urge came later.

IV. Structure of Psychology
 A. Drive

What it means to be a man of faith is not to get rid of drives but to decide to be this person dealing in this way with these drives in my decision about my psychological state is most important. Real problem is how we decide to be the warped person we are.

B. World

	Id	Ego	Superego
Principle	Pleasure principle	Rationality	Ideal
Origin	Biological Instinct Impulse	Interaction Experiences	Society Moral Authority
Role	Preservation	Executive of personality	Policeman Judicial
Concern	Hunger Thirst Sexual urge Instinctive drive	Rational reality	Control
Method	Gratify immediate impulses Wish fulfillment Dreaming	Day dreams	Reward Punishment

D. Theology

Leaves us with 3 thereness: to be human is to embrace the past; use the present; and project to the future.

Question is how do we break thru to everyone the need to be open in all three areas and stand before totality of neurosis.

THE ORGANIZATION OF PERSONALITY

SEMINAR: #1

AUTHOR: CALVIN S. HALL

TOPIC CHART

TOTAL PERSONALITY

ANXIETY

I N T. R.	ID							EGO					SUPEREGO			SUMMATION				INTRO.	REALITY ANXIETY		NEUROTIC ANXIETY		ANOT and quid shor				
	Relieve Tension	Biological process	Prim proces	Foundat of Personality	Exc. at five year	Reality dreams	Resting dreams	E N T. R.	Judge	EGOISICAL CONSCIENCE	ideal	pub post	10	15	36	37	28	41	42		49	48	52	58		62	63		
1	2	4	5	7	8	12	13	17	18	19	20	21	22	27	28	29	30	35	36	37	38	41	42	49	48	52	58	62	63

EXTERIOR & INTERIOR CHART

MAIN TOPIC

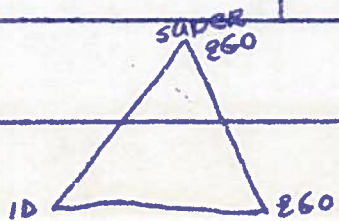
ABNORMALITIES

M E T H O D	THREE			MAIN			Subdivisions			SUMMARY		INTRO.	3 MAIN subdivisions																
	THEORY	EXAMPLES	DESC. of method	THEORY	THEORY	DESCRIPTION OF METHODS & STRUCTURE	THEORY	DESCRIPTION OF METHODS & STRUCTURE	THEORY	SUMMARY																			
	PRIMARY DRIVE ROLE, TENSION ORIGIN OF ID	PROCED. METH. & STR.				ORIGIN OF EGO	PROCEDURAL METHODS & STRUCTURE	PROCEDURAL METHODS & STRUCTURE																					
	THE ID IS OUR COMFORT BUTTON			EXECUTIVE			JUDGE			BOUNDARIES & INTERACTIONS		FUNC. of anxieties in normal person	EXTERNAL DANGER	ID DANGER															

FREUD'S UNDERSTANDING OF DECISION MAKING

INABILITY TO DECIDE

TEACHING IMAGES: ID - FREEDOM
EGO - RESPONSIBILITY
SUPEREGO - OBEDIENCE



The Organization of Personality by C. S. Hall

1. While chart going up:
 - a. name film star that represents id, ego, and superego.
 - b. rename id, ego, and superego.
 - c. what story does id, ego, and superego tell?
2. Understanding of first half of paper on id, ego, and superego enables more rapid assimilation of the anxiety section. Therefore, push understanding of three major concepts using frequent illustrations (from paper and group)
3. Discussion of the id, ego, and superego divide into a theoretical statement and a description of the operating mechanics with added illustrations. The three theoretical statements can be compared and analysed by categorizing as below.

Category	Id	Ego	Superego
Primary drive Role Concern Tension Origin	Elisium Release energy Biological Release/reduces Evolution	Rationality Executive Intellectual Postpone / chanel Environment	Superego Ideal Judge Cultural Evaluate Culture and Society
Operating dynamics	1. act Judge creation or 2. subject itself to ego	1. reality testing postponed action 2. daydreams and fantasies	assess in terms of cultural and social values. Then employs psychological rewards or punishments

4. To push understanding of all three in action suggest or request stories that illustrate all three in action.
5. Push conscience (superego) - tied to social and cultural values.
6. Briefly discuss anxiety section and relate to previous section.

Reality - External danger
 Neurotic - Id danger
 Moral - Super ego danger

I. HISTORICAL DEVELOPMENT

A. Victorian

Victorian era: prudery and moralism. Was slapped down by Freud. WWII and its humanity made it possible to accept Freud.

B. Freud

Freud knocked down Victorianism's such as: 1) natural progress
2) rationalism
3) free will

by revealing unconscious desires.

C. Break

Since then there have been others such as: Adler (Will to Power), Jung (Life Urge), And now Frankl (Will to Meaning).

D. Schools

Also Rogers (Self-preservation/Self-enhancement)

" Sullivan (Need for Security)

Many branches derived from Freud.

II. Model

A. Man

Freud-sex

Rogers-self-preservation

Sullivan-need for security

Jung-life urge

B. Illness

Freud-Frustration

inhibitions

repression

Rogers-self/condemnation

Sullivan-distortion

disassociation

Jung-unwilling to be self (illustration)

C. Health

Freud-catharsis to be purged

Rogers-Reorganize self

Sullivan-Remove distortions

Jung-Purposeful interpretations

D. Therapy

Freud-Hypnosis

Rogers-client centered

Sullivan-Biographical inquiry

Jung-free association dreams

III. Dynamics

A. Thrust

I am a thrust in life. I look for security and acceptance and the world says no.

B. Illusions

1) There ought to be a harmonious environment

2) Idealism

3) Natural child birth, death, etc. would solve all.

C. Therapy

1) Enables seeing distortion

2) Accepting life as it is

D. Implications

You can live as that person that is a bundle of neuroses.

Social Psychology Lecture(cont.)

IV. Theology

A. Sin

Inability to accept WHO I AM!

Not I know I am a sinner but that I can endure.

B. Redemption

It is only in embracing reality that is can I be that person that I am.

C. Christ Deliverance

Not, "someday", or, "this ought to be," But you can live in the abyss of who you are.

D. Ultimate Reality

Ultimate Reality is the ability to relate to what is.

SELF ANALYSIS

A Knowledge of UNCONSCIOUS MOTIVATIONS AND THEIR COMPULSIVE NATURE IS NECESSARY

DEFINITION AND ASSUMPTION					CAUSE AND CHARACTERISTICS										ANALYSIS AND SUMMATION												
DEF. IF IT IS?	UNCONSCIOUS FACTORS				NEUROTIC TRENDS		ENVIRONMENTAL FACTORS		DEVELOPS TECHNIQUES		NECESSITY OF KNOWLEDGE		ASPECTS OF NEUROSIS			HOW TO RECOGNIZE DIFFERENCES				CONCLUSION NATURE OF NEUROSIS							
	MOTIVATION	SYSTEM ANALYSIS	PERCEPTIONS	CONFLICT	WHAT OR?	COMPULSIVE NATURE	EARLY ENVIRONMENT	PARENT	DEVELOPS DEFENSE	NECESSITY OF RIGID ATTITUDE	STUDY	NEED FOR SECURITY	ANXIETY	THE VIRTUAL + PRACTICAL IMPORTANCE	REC- PRIORITY	UNREAL VALUE SYSTEM	LACK OF FREEDOM TO DECIDE										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

A PSYCHOLOGIST MUST ENABLE A PATIENT TO SEE HIS POSSIBILITIES

PSYCHOANALYSIS IS THE STUDY OF HUMAN MOTIVATIONS

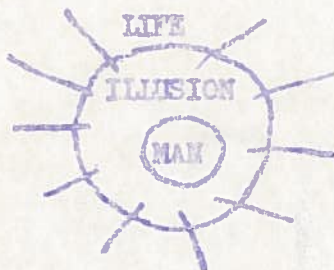
INTRO FUNCTIONS					DETERMINANTS										INDICATIVE				SUMMATION IMPERATIVE
DEF.	UNCONSCIOUS FACTORS				ENVIRONMENTAL FACTORS					TECHNIQUES					POSSIBILITIES				SOLUTIONS
	CONFLICT					TRY TO ESCAPE										BUT CANNOT			
STATE OF EVERY MAN					PROBLEM IS ATTITUDE TOWARD LIFE										CHANGE ATTITUDE FREE TO LIVE LIFE				
					MUST EMBRACE ALL OF LIFE										MUST DECIDE TO LIVE LIFE				

ONLY WHEN ONE CAN ACCEPT HIS NEUROSIS CAN HE EXPERIENCE THE POSSIBILITY OF LIVING HIS LIFE

CHART IV - TEACHING PLAN

Man is driven by powers in his unconscious as a result of defensive attitudes developed in response to special situations in early childhood. He remains under the power of these attitudes so long as he refuses to see they do not correspond to reality but are of illusory quality.

TEACHING IMAGE:



BATTLE PLAN

INTRODUCTION:

- GAME - (10 min.) 1. What image comes to mind with word Neurotic? Go around room.
2. Give examples of neurotic behavior. Go around room.

BROAD PICTURE: (10 min.)

Get group to put up chart with major divisions and topical headings.

EXPERIMENTAL DIGGING: (10 min.)

- Para. I, sent. 1: What are two values of psychoanalysis?
sent. 2: What is psychoanalysis attempting to accomplish?
Para. II, sent. 1: Who has these unconscious motivations?
read sent. 4
Para. III, sent. 1: What does he say is a helpful guide?
Para. IV, sent. 1: What is essential?
Para. V, sent. 1-5: Name 5 schools and their theory about origin of unconscious desires.
Para. XVII, sent. 1, 2, 3, 4: What does he say these neurotic pursuits lack? involve?
orient of value?

DEPTH DRILLING: (45 min.)

- Para. VI: What is first question she asks? Second?
Read sent. 1-3 What does she say the essential elements are?
Read sent. 5-6
Para. VII
Read sent. 1: What is the outstanding characteristic of neurotic trends?
Read sent. 2: How are their objectives pursued?
Have group read examples of this type in lower sentences.
Para. VIII
Read sent. 1: What is the second indication of the compulsive nature of neurotic trends?
Para. IX, sent. 1: When do these trends develop?
sent. 2: Because of what?
Para. X, sent. 1: Under what conditions?
sent. 2: What is important here?
Para. XI: Have group read entire paragraph by sentences. Name some ways in which parent exert pressure on the child.
sent. 2: What happens to child?
Para. XII: read
sent. 1: How does he become?
sent. 4: What does he develop?
Para. XIII: read first 4 sentences; name some techniques child develops.
Para. XIV: read
sent. 2: Why does he develop them?

Para. IV, sent. 1-3: What must we know to understand?

Para. XVI, sent. 1-2: What questions does she raise?

sent. 3-4: What is her answer?

sent. 5: What does she say can happen?

Para XVII, read last sent.: Why does the child become "rigid" in attitude?

sent. 2: What does she say here?

Para. XVII, read last sent.: What does she say a psychologist has to do?

Para. XVIII: What are some aspects of neurotic trends she mentions? (Get out need for:
compulsion
security
perfection
dependency)

Para. XX, read sent. 1-4: Name the various ways they may be classified.

Have group enumerate.

Para. XXI, sent. 1: What does he say these trends aren't?

Have group read sent. 2,3,4,5. EMPHASIZE VERBAL.

Para. XXII, sent. 1-2: What questions does she raise

read sent. 3-4:

EMPHASIZE INTERNAL STATE.

Para. XXIII, sent. 1: Why is it useful to raise these questions?

Para. XXIV, XXV, XXVI: What are some neurotic characteristics? Mentioned in these chapters?

Para. XXVII, sent. 1,2,3: What elements are lacking?

BOARD WORDS: Lack of: Freedom

Spontaneity

Meaning

Illusion

Subjectivity

No Objectivity

Para. XXVII, read sent. 3: What does this mean?

EMPHASIZE LACK OF CONTROL OVER ATTITUDE

PURPOSE OF PAPER

1. To get people to understand that to be neurotic is not abnormal--that everyone is neurotic to some extent.
2. The only problem is the attitude we take to these neuroses.

THE IMPERATIVE

The imperative is for us to take a new attitude toward that attitude and say "Yes" I can live my life as that neurotic person.

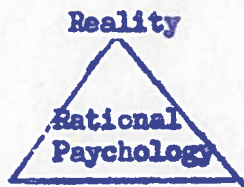
CLOSING STATEMENT:

It is clear that by accepting our neuroses and saying "Yes" to them that we are free to live our lives as those neurotic ones.

Introduction: Review image of psychology - therapeutic, educational, experimental

I. Context

A. Model

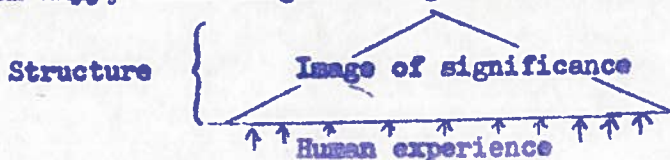


meaning

decision

B. Image

Man selects from many, those images that give his life meaning.



- C. Pluralism no material available
- D. Situation " " "

II. Structures

A. Life Thrust

Man's major thrust is for meaning
'You could endure anything if you could see any meaning! - Frankl

B. Sickness

Source: not coming to terms with the NO of life.
Symptoms: (a) dogmatic (b) open

- C. Therapy
 1. Push up against wall-free to create new images.
 2. Bombard with new images of possibilities.
 3. Pull back into an adequate image of reality. Get into his world and pull him back.
 4. Dream analysis.

D. Presuppositions

Every man is free to decide his life.
Up against a NO!
My limits are my possibilities.

III. Demand

A. Criteria

- New criteria for images of reality
 - (1) Comprehensive
 - (2) Intentional
 - (3) Futuristic

B. Future trends

- (1) Exploding cultural contact e.g. with Hinduism.
- (2) Therapeutic, educational and experimental coming together.

- (3) Move from individual to social.
- (4) Trend from reductionistic psychology.

C. Psychologism

Must be destroyed - hides from mystery - denies your humanness.

D. Modern

Intentional use of modern psychology for the sake of humanness.

IV. Spirit

Theology has not content of its own. Theology is the humanizing reflection of every discipline. The second reflection.

A. Decisions/relations

The spirit man can always have the courage to decide to be. To live life to the hilt just as it is.

B. Biological - GOD

To be fulfilled is to see that one will never be fulfilled. His fate is his destiny. His death is his life.

C. Sociological - HS

Guilt. Condemnation.

To be accepted is to affirm a life of unacceptance.

D. Rational - Christ

Meaninglessness. Emptiness.

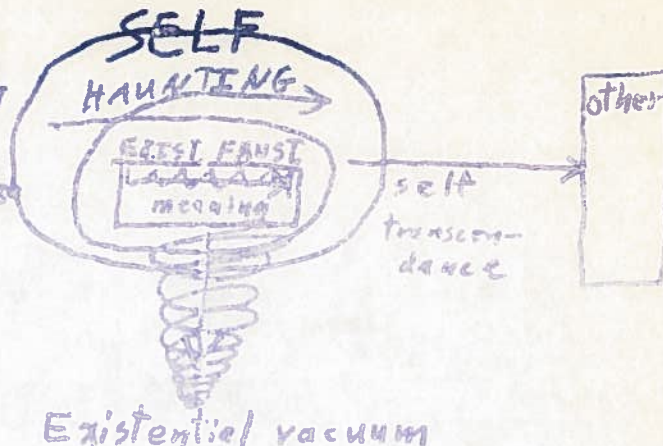
Every image created is inadequate. Appropriate meaningfulness and meaninglessness as equally significant.

FRANKL - BASIC CONCEPTS OF LOGOTHERAPY:

20th Century Neuroses in Context of Logotherapy

Existential Vacuum										Therapy														
Primary Force					Existential Frustration					Role of Logotherapy					Humanized Psychiatry									
Will to Meaning		can cause illness		is not illness			Has Determinal Influences			Widening Consciousness					Self Transcendence		Man is Self Determining							
Values & Ideals		noogenic neuroses		spiritual problems			inner emptiness			Responsibility					Self Actualization		Not Nihilism		Humanized Psychiatry					
Meaning	Sight	Existential Frustration	Noogenic Neuroses	Value Conflict	Spiritual Disturbance	Instinctual	Emotional	Total Meaninglessness	Self-phenomenon	Conditionality	Responsibility for life	Satisfaction	Options	Widening	Self-transcendence	World-view	Nihilism	Nothing butness	Freedom	1st Sogts	Tech-nician	Ultimate self-determination		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Basic Psychological Problems										Development					Method					Implications				
Problem										Contention														
Presentation of Concepts of Logotherapy																								
The principle force in man is his search for meaning.		The frustrated desire for meaning is a part of everyone's life.								The responsible life requires an individual's decision made out of detachment from + involvement in the situation.								Man is limited but free to decide about his limitations, thereby determining his life.						
Contemporary life is based not upon rules but on decision.										The role of the priest lies in enabling men's responsible decision-making.														
The Sickness of the 20th Century is inability to rule one's own life.																								

Frankl-Teaching Image



Teaching plans

1. Have participants chart entire paper by paragraphs and answer these questions.
 - a. What is meant by existential frustration?
 - b. What is meant by existential vacuum?
 - c. What is role of logotherapy?
2. On stage game:
 1. If you had to send someone to a therapist, would you send him to Freud, Horney, or Frankl?
 2. If you had to take therapy, which would you go to? Why?
3. Key points to ground.

para. 6 - Existential frustration is not mental disease.

8 - The inner tension aroused by existential frustration is needed for mental health.

9 - Existential frustration has detrimental influences not when people experience their inner emptiness, but when they are haunted by that emptiness.

15 - There is no need to judge people. Truth imposes itself on him when we widen his field of responsibility.

16 - Self-actualization cannot be attained except as a side effect of self-transcendence.

23 - Man is ultimately self-determining.
4. Offstage

"If you face life in the 20th Century, then you can find not meaning in your life. But I pronounce that you hereby have permission to decide to live your meaningful life in the Word in Jesus Christ."

I. Essence of Art
 A. History of Art Hero

	6000 B.C.	500 A.D.	1400	1600	1900	Present
Hero	Epic Hero snout Beowulf	Adventure Hero	Leader Hero	Equality Hero (everyman great)	Bondage Hero	
Form	Myth	Legend	Portrait	Novel	All Forms	
Image	God-like	Knight/ Saint	Individual	Mass - Man	Man Koffman woke up and found he was a cock- roach.	
Task	Cope with Life	Risk for noble cause	Participate in history	Get out creativity	Action	

B. Role of art (This can be used as the introduction to the lecture.)

Why study art? We have been brain washed that art is for the intellectual
~~dilettant.~~

Art is revolutionary. Art is the prophetic element in society.

- (1) It helps us experience our experience.
- (2) It helps us experience the culture we live in.
- (3) It helps us experience the past and present.
- (4) It shows us toward the future.

C. Pour Soi

Sartre's categories:

|||||
 "en Soi"
 relationships
 fact

←
 "pour soi"
 rel. to rel.
 reflection

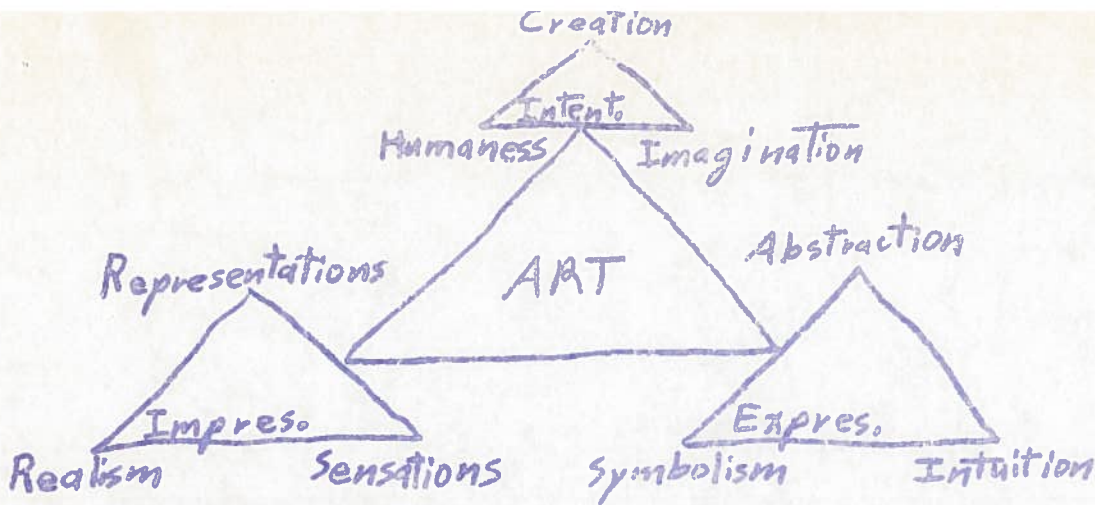
D. Demology

Highbrow Lowbrow
 Art talks Art is
 both wrong impractical

Picasso - "All art is a lie which leads to the truth."

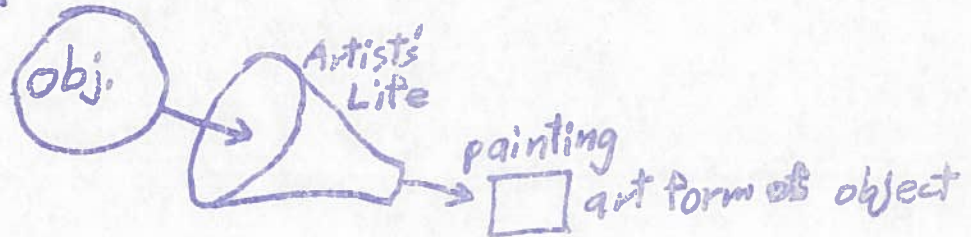
We can't get a hold of reality except through art. Psychology tries to overcome blocks by rational processes. Art overcomes them by experiential processes.

Art bombards illusions - Tillich para. 12 - "In picture of Jesus Christ, Paul was transformed."
 Art names the demons - once they are named, we can take a relationship to them.



II. Impressionism

A. Art form



B. Realism

Depict reality as it really is.

C. Sensations - bombardment with actual experience.

feel cold or feel warm
smell salt of ocean

D. Representation - almost like a photograph

III. Expressionism

A. Artist



B. Symbolism - human promordial themes
pointing you to the experience
Sartre's NO Exit - characters realer than real

C. Intuition

expression at the other of the other - snowflake as sheer rationality
in nature.

D. Abstraction - getting behind objects
getting vision into life itself
shapes and forms

IV. Intentionalism

A. Viewer - response demanded - Stravinsky's Rite of Spring 1931 caused riot

B. Humaness - helps us grasp what it means to be human.

C. Imagination - manipulates viewer's fantasies to point of deciding to experience life. (light shows-op art- pop art).

D. Creation - Forces participation in creative process .



When you see these two side by side,
you almost go crazy trying to draw those lines.

Out to get the viewer to ask self how chaos is ordered.
Art is the cutting edge of humanness.

"Art as Living Form" - Langer

1. Divide into 4 groups.
2. Assign one group to:
 - 1) create a work of plastic art.
 - 2) create a work of poetry.
 - 3) create a work of music.
 - 4) create a work of dance.
3. Have whole group art form each creation.
4. Have whole group deal with the creation in relation to the chart and the chart in relation to the creations.

TEACHING IMAGE

