

**University of Roehampton  
International Summer School**

**School of Psychology**

**Module Title: The Psychology of Art: 'Madness', Creativity and Healing**

**Module Code: PSY020N240H**

**Module Rationale**

This module will provide both theoretical and experiential elements designed to provide students with an introduction to Art, and Psychotherapy with a particular emphasis on a Psychoanalytical approach. Theory will include a broad outline of the psychology of Art and the Unconscious including areas such as the structure of the unconscious, symbols as the language of the unconscious, the archetypes and the collective unconscious and active imagination. These ideas will also be used for exploring elements of Art Theory especially in respect to the psychopathology of art.

Other psychoanalytical ideas relating to art, and especially those from Sigmund Freud such as Sublimation will also be explored and exemplified through a study of his seminal analysis of Leonardo Da Vinci. This will include a visit to the National Gallery in London to view some of paintings and drawings referred to by Freud. A visit to the Freud Museum will also be included providing students with the opportunity to see where Freud conducted 'the talking cure' of psychoanalysis and his famous couch. We will also explore how the developments of contemporaneous art movements, at the time that Freud and Jung were still developing their theories, notably Dada and Surrealism were influenced by psychoanalysis – the visit to Tate Modern will include viewing the Surrealism and Dada collection. Further, we will explore how the massive global upheavals during the 20<sup>th</sup> century such as the First World War influenced the development of psychoanalysis and how art movements such as Dada can be seen as a reaction to this.

This module will also provide extensive Experiential Workshops that will provide students with the opportunity to make their own art and to explore how it might be analysed and understood through a psychoanalytic perspective. Ideas from both Freud and Jung will be introduced but there will be a greater emphasis on using Jungian ideas in respect to both the art making process and how it might provide an opportunity for unconscious expression. There will be an opportunity to focus on Jungian Archetypes such as the 'Trickster', the 'Shadow' and 'Anima & Animus'. Accordingly students should be prepared for a certain amount of personal disclosure in these workshops. Emphasis on the boundaries considered important in all forms of psychotherapy, such as confidentiality will be stressed. All art materials will be supplied and students will be able to take their creations with them on completing the course.

## Learning Outcomes

Students successfully completing this module will be able to:

- Understand basic psychoanalytical concepts
- Understand ideas concerning the collective unconscious and the archetypes and how these developed and evolved out of Freud's initial formulations
- Learn how Art and Psychotherapy might be related
- Understand ideas from Developmental Psychology that inform the understanding of creativity and how these might be applied in Art Psychotherapy
- Understand how Art and Psychotherapy might be applied to a wide range of client groups including children and adults, clients diagnosed with specific psychiatric conditions such as schizophrenia and depression, and those suffering from developmental disorders such as autism
- Understand how psychoanalysis informs our understanding of the creative process, the psychopathology of art and the relationships between creativity, madness and genius
- Understand the pivotal influence that Sigmund Freud had on the development of Psychoanalysis in the UK following his move to London in 1938.

This module is designed to provide an initial introduction to the history of the Unconscious and Art and is designed to meet the needs of individuals serving a variety of purposes. For some, completing the course might be in preparation for making an application for a place on a qualifying programme, for example.

## Assessment

Students will keep a Reflective Log of their experiences while on the course and will submit a 2,000 word essay summarizing their main learning points towards completion. The Reflective Log itself is not assessed for a variety of reasons but primarily because students will be encouraged to keep a record of their personal psychological journey, including photographs of images they have made in the experiential workshops. As such the Log itself will be a highly personal manuscript.

Successful completion of the course requires a minimum attendance of 80% and a satisfactory final essay.

## Indicative Bibliography

### READING LIST

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Press, USA
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- Milne, M. (1971) *On Not Being Able to Paint* London: Heinmann
- Schavieren, J. (1991) *The Revealing Image* London: Routledge, reprinted in 1999 by Jessica Kingsley
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- Winnicott, D. (1971) *Playing and Reality*. Penguin Books. Harmondsworth