

Exploring the Unconscious

Jindal School of Psychology and Counselling B.A. (Hons.)

PCCU-02-BAP-EUCS2067 : Exploring the Unconscious

(The elective 'Critical Psychoanalysis' – Psyche and Culture has been renamed as 'Exploring the Unconscious')

Cross Elective : Spring Semester 2026

Course Information

Course Duration: 15 weeks

Credit Hours: 4 credits

Classroom Venue –

Prerequisites: Basic interest in psychoanalysis

Equivalent Courses: Gender and Sexuality, Feminism, Psycholinguistics

Exclusive Courses: Psychoanalysis

Instructor Information

Instructor: Dr. Nitya Prakash

Biography: PhD. in psychology from JNU

Email: nprakash@jgu.edu.in

Phone: 9899092543

Office: 6B Westside FOB

Office Hours:

Homepage: <https://jgu.edu.in/jspc/dr-nitya-prakash/>

COURSE DESCRIPTION

The elective would attempt to introduce the central concept within the psychoanalysis that is 'Unconscious'. The purpose is to understand psychoanalysis as a critical theory embedded through its clinical practice. Tracing its historical origins from the study of hypnosis, hysteria, talking cure, the paper will help in understanding multiple discourse on 'Unconscious'. I would like to offer insight into developments and shifts on the conception of unconscious from the lens of Jung, Klein, and feminists.

1. COURSE LEARNING OBJECTIVES

- *Critically understand the psychoanalytic conception of the unconscious.*
- *Understand the diverse perspectives within the psychoanalytic tradition*
- *To develop an insight into how psychoanalytic frame is applicable in the analysis of our everyday interaction- in relation to others & to various cultural practices*

Scheme of Evaluation and Grading Evaluation breakup

Evaluation Breakup – Continuous Assessment

10% Class Participation

60 % Internal Assessment

30% Final Assessment

Class participation includes but is not limited to taking part in classroom discussions based on readings and lecture slides, asking questions or areas of doubt to the lecturer, responding to other student's questions to promote discussions on various topics and taking part with enthusiasm as well as effort in all individual or group assignments.

Internal Assessment (55%)

3. The internal assessment would be done through assignments provided to the students that emphasizes critical understanding of the topics. The students will have to complete **three assignments** that would include ppt presentation, analysis of speech /language, and reflective analysis. The student must complete all the assignments based on the relevant materials uploaded by the instructor.

Internal Assessments breakup

Assignment 1: (20 %)

- ***‘My Unconscious Myth’***: Students will be creating a poster & making a presentation in the classroom deconstructing its symbolic meanings and its relevance.

Assignment 2: (20 %)

- ***Reminiscences*** – *Students have to freely associate with 5 childhood photographs and use psychoanalytic concepts to reflect.*

Assignment 3: (20 %)

- ***Structural Narrative Analysis based on Language/ Speech/ Dreams***: To understand the phenomena of how unconscious is mediated by language, students will do try to use the psychoanalytic structural frame to analyze any form of popular discourse & narratives.

External Break up

- **Final exam (30%)**

End-Sem Term sit in examination– Students will be given an exam of 30 marks comprising of 3 questions in form of case study analysis and narrative analysis. It will be a closed book exam.

Grade Definition:

Grade	Percentage of Marks	Grade Value	Grade Description
O	80% and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesise ideas, rules, and principles; and extraordinary critical and analytical ability.
A+	75 - 79.75%	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesise ideas, rules, and principles; and critical and analytical ability.
A	70 - 74.75%	7	Very Good: Sound knowledge of the subject matter, organisational capacity; ability to synthesise ideas, rules, and principles; critically analyse existing material and originality in thinking.
A-	65 - 69.75%	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
B+	60 - 64.75%	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
B	55 - 59.75%	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
B-	50 - 54.75%	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
P1	45 - 49.75%	2	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
P2	40 - 44.75%	1	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
F	Below 40%	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.
P/F	Pass / Fail		Pass or Fail: Pass is awarded a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online.
I	Incomplete		Incomplete: Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work or a supplementary examination.

Academic Integrity

Classroom Punctuality and Conduct

JSPC conducts all classes on a foundation of professionalism. It is expected that students will be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. A classroom is a place for free expression and critical thinking—students must respect opinions expressed and actively participate in classroom discussions.

Participation and Attendance Policy

This course focuses on both theory and application of statistics. Attending classes will help students understand and master these concepts and their application. Thus, we encourage you to attend all classes and avoid missing them until and unless very necessary. Students with less than 75% attendance will not pass this course.

Phone Usage

Phones are not allowed during classroom hours. The use of phones by students may result in their removal by the course instructor. Repeated violations may result in an academic discipline.

Plagiarism

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity, and all reported cases will be investigated for potential disciplinary action.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability, and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Mental Health Services

The Centre for Wellness and Counselling Services (CWCS) provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career related, CWCS has a competent and well-qualified group of counsellors available for consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 83969 07312 or write an email to cwcs@jgu.edu.in

Safe Space and Respect for Diversity

This course may discuss issues that could result in distress or provoke emotional responses in students. To make sure that all students collectively benefit from the course, it is incumbent on everyone to maintain respect towards one another. All JSPC program faculty, staff, and students shall maintain respect for differences including, but not limited to, race, ethnicity, sexual orientation, age religion/spirituality, ability, socioeconomic status, and culture. Each person will be responsible and accountable for creating and maintaining a culture of respect at every level of the program. This does not mean that you must feel restrained about what you feel and say- rather it is about creating a safe space for everyone to speak and learn without inhibitions or fear.

Reference List:

1. *Hall, C. S., Lindzey, G., & Campbell, J. B. (1957). Theories of personality (No. 04; BF698, H3.). New York: Wiley.*
2. *Freud, S. (2015). Civilization and its discontents. Broadview Press.*
3. *Kakar, S. (2008). Culture and psyche: Selected essays. Oxford University Press.*
4. *Freud, S. (1924). Mourning and melancholia. The Psychoanalytic Review (1913-1957), 11, 77.*
5. *Klien, M. Envy & Gratitude*
6. *Jung, C. G. (2011). Memories, dreams, reflections. Vintage.*

Session Plan

Week 1 & 2	Basic Introduction & Discussion of the Course Manual. Introducing basic concepts of Psychoanalysis – History of Concepts.	Approach & Pedagogy
Week 3 & 4	Reading Freud through Freud – Clinical & Literary References	Historical approach History of concepts Case study Reflective activities Class room Dialogues Free expression and association Dream work and analysis Movie analysis and group work
Week 5	Psychic Fantasies & Phantasies	
Week 6 & 7	Psycho-sexual Stages	
Week 8 & 9	Freud v/s Jung - Dreams Symbolic Analysis of Popular Myths (2 myths)	
Week 10 & 11	Class presentations	
Week 12	Psychoanalysis in India	
Week 13	Feminism within Psychoanalysis/ Critique of the masculine & Situating the feminine	
Week 14	Melanie Klein – Object Relational The Destruction of Envy	
Week 15	Revision Period - End Term Paper	

Readings will be provided alongside the classes. Instructors might choose additional chapters, documentaries, journal articles relevant for the lectures that would be shared with the students before or following the class.

#These journal articles would be shared by the instructors before the lectures. The Course manual is subject to change.