Syllabus
PT 161 Libido Theory in Freud
E. Barz  Fall 2017

Wed. 7:30-9:30
CMPS: 30 Clock Hours
NYGSP: 2 Credits

Course Description
This course studies Freud’s papers on human sexuality and libido theory from the seduction theory to infantile sexuality, the perversions, transference love, and the concept of Eros as a binding force. Contemporary ideas are discussed in relation to Freud’s understanding of the part played by the libido in sexuality, civilization, and the binding of destructive forces.

Objectives
Students who complete this course successfully will be able to:

• trace the development of the concept of libido in Freud’s thought from its origin to his final statement;
• identify the significant differences between the “libido” as originally conceived and the “libido” as a part of the larger concept of “Eros”;
• discuss some of the clinical implications of the changes Freud made to his original concept, including the concepts of ego-libido, object-libido, and narcissism;
• formulate some ideas on symptom formation, anxiety, and sublimation; and
• raise some questions about Freud’s libido theory, on the basis of class discussions of some criticisms that have been raised and/or on the basis of other reading or experience.

Course Requirements
1) Students will be expected to study the required readings before class and be prepared to discuss them.
2) A log of each class should be emailed to the instructor at ellenbarz@gmail.com before the start of the next scheduled class. Logs are a private communication to Dr. Holmes, in which the student is invited to explore ideas and feelings about the readings and class discussion, as well as offer criticisms, questions, and relevant personal information. The email subject should be PT161 and the text should be written directly into the email rather than as an attachment.
3) A final 6-8 page paper, (double spaced and typed), which may either be handed in or emailed to Dr. Holmes at the end of the semester.
Methods of Evaluation
1) informed participation in discussions, demonstrating both a grasp of the basic ideas, and an appreciation of the central importance of the “libido” in the origin and evolution of psychoanalysis, both as theory and as practice;
2) participation that demonstrates the practical importance of the libido in the creation of a productive learning environment such as a classroom;
3) well-written logs (submitted on time) that contribute significantly to the student’s learning;
4) a well-written final paper (submitted on time) that attempts to present an overview of the student’s grasp of the material, while having a specific focus, either on a particular clinical issue, or on a particular question of interest to the student.

Assigned Readings

Class 1

Class 2

Class 3

Class 4
Class 5

Class 6

Class 7

Class 8

Class 9
Class 10

Class 11

Class 12

Additional Suggested Readings