

## SYLLABUS

### FACULTY OF ARTS AND SCIENCES

Course Code	Course Title		Credits	ECTS Value
PSY 313	FUNDAMENTAL CONCEPTS IN PSYCHOANALYTIC THEORY		3	6
Prerequisite Courses:	There are no prerequisites.			
Course Language:	English	Course Delivery Mode:	Face to face	
Course Type and Level:	Field Elective Course- Fall Term- Undergraduate			
Instructor's Title, Name, and Surname		Course Hours	Office Hours	Contact
Dr. Ayşe Şenay KOÇ, PhD		Tuesday 10:00-12:20	Wednesday 14:00-16:00	aysesenaykoc@cag.edu.tr
Course Coordinator:				
Course Objectives				
Course Learning Outcomes	Upon successful completion of this course, the student will be able to;		Relations	
			Program Outcomes	Net Contribution
	1	Understands the development of psychoanalysis.	1	5
	2	Acquires basic knowledge about psychoanalytic theories.	1	5
	3	Relates psychoanalysis to other theories.	1	4
	4	Explains the historical and cultural context of the development of psychoanalysis.	1	5
	5	Compares different schools of psychoanalytic thought, including ego psychology, object relations theory, and Lacanian psychoanalysis.	1	4
	6	Critically evaluates the strengths and weaknesses of psychoanalysis as a theoretical and therapeutic framework.	3	5
7	Develops an understanding of the significance and application of psychoanalysis in contemporary psychology and cultural studies.	3	5	
Course Content:	This course offers an in-depth examination of psychoanalysis by tracing its origins, core concepts, and transformation into contemporary theories and practices. It also addresses both the critique and the significance of psychoanalysis within modern psychology. Beginning with Freud’s foundational ideas, students explore major schools of psychoanalytic thought—including object relations, ego psychology, and relational psychoanalysis. The course equips students to use psychoanalysis both as a therapeutic approach and as a framework for understanding human behavior and culture.			
Course Schedule (Weekly Plan)				
Week	Topic	Preparation	Teaching Methods and Techniques	
1	Introduction, sharing expectations for the course, review of the syllabus.	Examination of the course objectives, scope, and assessment methods. Gaining a preliminary understanding of the basic concepts of psychoanalysis.	Lecture, icebreaker activities, small group discussions, creation of an “expectation map” (via Padlet).	

			(Sample Activity: Students share their expectations in small groups and collaboratively create a class expectation map.)
2	Introduction to Psychoanalysis: Historical Context and Foundations	Exploration of the historical and cultural conditions in which Freud developed psychoanalysis.	<b>Storytelling, discussion, flipped classroom.</b>  (Sample Activity: Freud's work within the cultural environment of his time is discussed through short historical narratives.)
3	Classical Psychoanalysis: The Unconscious Mind and Personality Structure	Review of key sources on Freud's structural model of personality (id, ego, superego) and the concept of the unconscious. (Assignment 1)	<b>Lecture, Socratic method, case study analysis.</b>  (Sample Activity: Students are asked to discuss brief case examples that illustrate unconscious processes.)
4	Drive Theory and Psychosexual Development	Examination of the basic principles of Freud's psychosexual stages of development and drive theory. (Quiz 1)	<b>Lecture, role-play, discussion.</b>  (Sample Activity: Students are divided into small groups. Each group stages a short dramatization of one of Freud's psychosexual stages (oral, anal, phallic, latent, genital). Afterwards, the rest of the class discusses the main characteristics of the stage that was performed.)
5	Dream Analysis and the Interpretation of Symbols	Review of Freud's work The Interpretation of Dreams. (Assignment 2)	<b>Case study analysis, group work, role-play.</b>  (Sample Activity: Students analyze dream scenarios in small groups.)
6	Defense Mechanisms and the Role of the Ego	Short readings on basic defense mechanisms. (Quiz 2)	<b>Peer teaching, group work, discussion.</b>  (Sample Activity: Students are divided into groups, and each group is assigned a defense mechanism. The group introduces this mechanism to the class using brief case examples. Afterwards, the class discusses similarities and differences among the mechanisms.)
7	Ego Psychology – Developmental Ego Psychology	Exploration of the contributions of Hartmann and Anna Freud to ego psychology. (Assignment 3)	<b>Lecture, individual study, collaborative learning.</b>  (Sample Activity: Students individually summarize the contributions of Hartmann and

			Anna Freud, and then discuss them within their groups.)
8	Midterm Exam	---	---
9	Midterm Exam	---	---
10	Object Relations Theory	Reading of the fundamental approaches of Melanie Klein, Winnicott, and Fairbairn to object relations theory. (Quiz 3)	<b>Lecture, group work, case study analysis.</b>  (Sample Activity: Small groups compare Klein's and Winnicott's approaches through a selected case.)
11	Self-Psychology: Contemporary Freudian Approaches	Review of Heinz Kohut's major works on self-psychology. (Assignment 4)	<b>Flipped classroom, discussion, peer teaching.</b>  (Sample Activity: Students discuss selected passages from Kohut's texts and present summaries in class.)
12	Interpersonal Psychoanalysis – Contemporary Approaches	Examination of Sullivan's interpersonal psychoanalytic approach and its comparison with contemporary perspectives. (Quiz 4)	<b>Case study analysis, Socratic method, group work.</b>  (Sample Activity: Students work on a case based on Sullivan's theory. The instructor guides them with Socratic questions to explore psychoanalytic explanations of interpersonal relationships.)
13	Lacanian Psychoanalysis	Introduction to Lacan's concepts of the "mirror stage" and the "Real–Imaginary–Symbolic." (Quiz 5)	<b>Lecture, technology-enhanced learning (video), discussion.</b>  (Sample Activity: A short video application is used to illustrate Lacan's "mirror stage" concept. For example, a simulation of a child discovering their own reflection is presented. Students then discuss this visual/technological experience and connect Lacan's concepts to real-life contexts.)
14	Psychoanalysis and Culture	Examination of examples linking psychoanalysis with literature, art, and cultural studies. (Assignment 5)	<b>Storytelling, project work, guest lecture.</b>  (Sample Activity: A film director is invited to the class to share how they have used psychoanalytic elements in their films. Students then connect the concepts studied throughout the course with these cinematic examples.)
15	Psychoanalysis in Contemporary Psychology	Reading of recent articles on the role of psychoanalysis in	<b>Guest lecture, group work, Socratic method.</b>

		psychotherapy and cultural analysis today.	(Sample Activity: An expert is invited to the class to discuss contemporary psychoanalytic applications.)
16	General Review	Discussion of the knowledge acquired throughout the semester and a review of the developmental stages of psychoanalytic theory.	<b>Discussion, group work.</b>
17	Final Exam	---	---
18	Final Exam	---	---

#### Course Resources

##### Textbook:

Mitchell, S. A., & Black, M. J. (2016). *Freud and Beyond: A History of Modern Psychoanalytic Thought*. Basic Books.

##### Recommended References:

Teber, S. (2013). *Bilimsel Bir Peri Masalı: Freud'un Aile ve Tarihsel Romanı* (2. Baskı). İstanbul: Okuyan Us.

Teber, S., Ayla, Ş. (2022). *Didik Didik Freud*. (2. Baskı). İstanbul: Can Sanat Yayınları A.Ş.

Berzoff, J., Flanagan, L.M., & Hertz, P. (Eds.) (2011). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts* (3<sup>rd</sup> Ed.). Rowman & Littlefield Publishers, Inc.

Freud, S. (2010). *Introductory Lectures on Psycho-Analysis*. (J. Strachey, Trans.) W. W. Norton & Company.

Quatman, T. (2015). *Essential Psychodynamic Psychotherapy: An Acquired Art*. Routledge

Safran, J.D., & Hunter, J. (2020). *Psychoanalysis and Psychoanalytic Therapies* (2<sup>nd</sup> Ed.). American Psychological Association.

McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed.). The Guilford Press.

#### Course Assessment and Evaluation

Activities	Number	Percentile	Notes
Midterm Exam	1	20%	A written exam administered in the middle of the semester, designed to measure knowledge and understanding of the topics covered up to that point.
Quiz	5	15%	A short assessment activity consisting of multiple-choice questions.
Assignment	5	15%	A short-written assignment in which the student reflects on experiences, concepts, and personal views gained during the course with a critical perspective.
Presentation	---	---	---
Portfolio	---	---	---
Final	1	50%	A comprehensive exam covering all course topics.

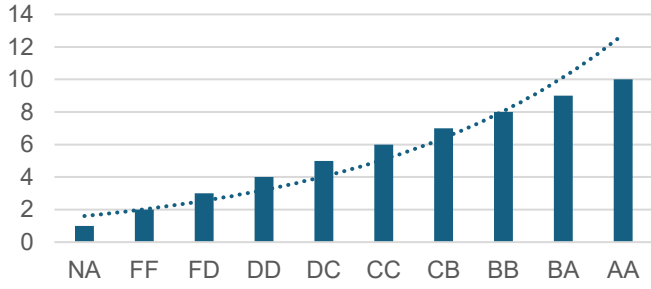
#### ECTS Table

Content	Number	Hours	Total
Course Duration	14	3	42
Out-of-Class Study	14	4	56
Assignment	5	5	25

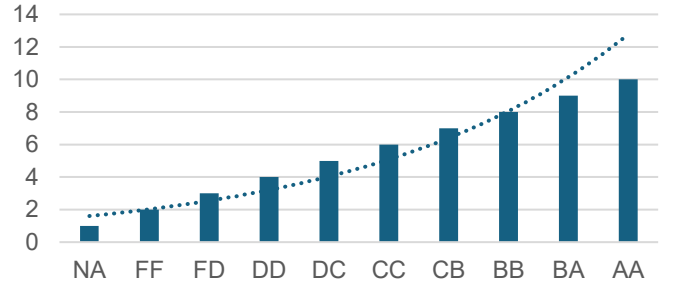
Quiz	5	4	20
Project	---	---	---
Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation)	1	16	16
Final Exam (Final Exam Duration + Final Exam Preparation)	1	20	20
<b>Total:</b>			179
<b>Total / 30:</b>			$179 \div 30 = 5,9 \approx 6$
<b>ECTS Credit:</b>			6

## Past Term Achievements

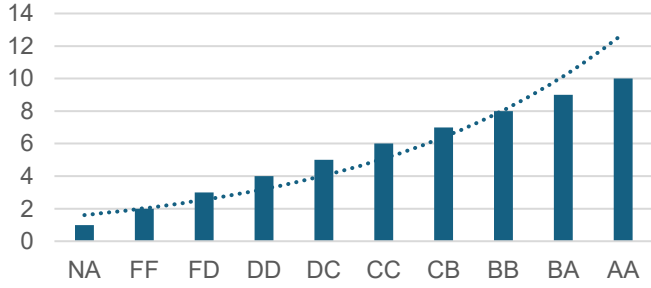
2024-2025 Fall Semester  
Course Code and Name



2024-2025 Spring Semester  
Course Code and Name



2025-2026 Fall Semester  
Course Code and Name



2025-2026 Spring Semester  
Course Code and Name

