

History of Psychology

Code: 102580
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	FB	1	1

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Teachers

Sergi Mora
Berta Conill Purgimon

Prerequisites

THERE ARE NO MANDATORY PREREQUISITES FOR THIS SUBJECT EXCEPT BASIC NOTIONS OF PHILOSOPHY, BIOLOGY AND ENGLISH.

Objectives and Contextualisation

THIS SUBJECT IS TAUGHT IN THE FIRST SEMESTER OF THE DEGREE IN PSYCHOLOGY. IT AIMS AT INTRODUCING STUDENTS TO PSYCHOLOGY AS SCIENCE, WHICH HAS CHANGED OVER TIME. AT THE END OF THE SEMESTER, THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY SOME RELEVANT HISTORICAL FIGURES AND HAVE SOME KNOWLEDGE ABOUT THE EMERGENCE OF PSYCHOLOGY AS A PROFESSION AND RESEARCH AND THE ROLES OF SOME MEN AND WOMEN IN THE FIELD.
2. IDENTIFY DIFFERENT PSYCHOLOGICAL SYSTEMS AND THEORIES THAT APPEARED DURING THE LAST CENTURIES.
3. DISTINGUISH THE DIFFERENT PSYCHOLOGICAL CURRENTS AND SCHOOLS
4. KNOW AND BE ABLE TO REFLECT ON THE CONSEQUENCES OF PSYCHOLOGICAL THEORIES IN RELATION TO GENDER INEQUALITIES AND THE DIFFERENT FORMS OF DISCRIMINATION IN MODERN SOCIETIES
5. RELATE THE DIFFERENT PSYCHOLOGICAL APPROACHES AND TRADITIONS THAT HAVE APPEARED IN THE HISTORY OF PSYCHOLOGY AND BE ABLE TO RECOGNISE AGREEMENTS AND DISAGREEMENTS AMONG THEM.
6. DESCRIBE THE MOST RELEVANT STRANDS OF APPLIED AND PROFESSIONAL PSYCHOLOGY THAT HAVE APPEARED IN THE HISTORY OF THE PSYCHOLOGY.
7. IDENTIFY THE DIFFERENT EPISTEMOLOGICAL APPROACHES TO SCIENCE IN RELATION TO PSYCHOLOGY AS A SCIENCE.
8. COMPARE THE DIFFERENT METHODS USED IN PSYCHOLOGICAL INVESTIGATION; DEDUCE THEIR FUNCTIONS, CHARACTERISTICS AND THE LIMITATIONS THEY OBTAINED WITHIN THE HISTORICAL DEVELOPMENT OF THE DISCIPLINE.

Competences

- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Recognise the epistemological foundations of the different research methods in psychology, their functions, characteristics and limitations.

Learning Outcomes

1. Apply knowledge, skills and acquired values critically, reflexively and creatively.
2. Classify the different research methods that have been developed throughout the history of psychology.
3. Describe the different proposal for applied and professional psychology throughout its history.
4. Distinguish between the different movements and trends in psychology throughout its history.
5. Distinguish the epistemological foundations that underlie the different theories and systems of movements or psychological currents within the historical development of psychology.
6. Identify the different authors that make up the History of Psychology.
7. Identify the different epistemological models of science and its appearance as part of the history of psychology.
8. Identify the different systems and psychological theories throughout eh history of psychology.
9. Relate the different focuses and traditions in psychology, agreements and disagreements, throughout its history.
10. Relate the different psychological research methods, functions, features and limitations in the context of the development of the history of psychology.

Content

1. INTRODUCTION TO THE HISTORY OF PSYCHOLOGY
 - 1.1. THE CURRENT HISTORIOGRAPHY
 - 1.2. BASIC NOTIONS IN THE PHILOSOPHY OF SCIENCE
2. FACULTIES AND PASSIONS OF THE SOUL IN THE RENAISSANCE AND THE ENLIGHTENMENT
 - 2.1. THE SCIENCE OF THE SOUL IN THE 16TH AND 17TH CENTURIES
 - 2.2. RATIONALITY IN THE ENLIGHTENMENT (18TH CENTURY)
3. POWERS AND MENTAL PATHOLOGIES (18TH AND 19TH CENTURIES)
 - 3.1. MAGNETISM
 - 3.2. PHYSIOGNOMY AND PHRENOLOGY
4. THE EVOLVING MIND (NINETEENTH CENTURY)
 - 4.1. THE INFLUENCE OF DARWINISM AND COMPARATIVE PSYCHOLOGY
 - 4.2. CRIMINOLOGY
 - 4.3. DIFFERENTIAL PSYCHOLOGY
5. PSYCHOLOGY AS A PROFESSION
 - 5.1. THE ROLE OF WOMEN IN PSYCHOLOGY
 - 5.2. THE RESEARCHER
 - 5.3. THE PSYCHOTHERAPIST
 - 5.4. THE BEHAVIORIST
6. PSYCHOLOGY IN CONTEMPORARY SOCIETY (SECOND HALF OF THE TWENTIETH CENTURY)
 - 6.1. COGNITIVISM
 - 6.2. HUMANIST PSYCHOLOGY

Methodology

Whole Group: Flipped classroom, lectures with multimedia support.

Practical sessions: Exercises and discussions on basic concepts, psychological theories, experiments and programme texts. Identification of conceptual and epistemological positions through a critical reading of primary sources.

Laboratory sessions in small groups: Replication of some classical experiments and analysis of various psychological methodologies.

Supervised activity: Through tutorials the progress of the student's learning process will be followed on an individual level via Moodle and e-mail.

Autonomous activity: the student is expected to read texts, do on-line exercises, follow the explanations given in class, prepare summaries, study the material provided to classes with the help of textbooks and recommended readings.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory exercises	3	0.12	2, 3, 10
Lectures	37.5	1.5	3, 4, 5, 6, 7, 8, 9
Seminaries	12	0.48	1, 4, 5, 8, 9
Type: Supervised			
tutorials	7.5	0.3	4, 5, 9, 10
Type: Autonomous			
abstracts and schemata	18	0.72	1, 3, 4, 5, 6, 8, 9
study	39	1.56	2, 3, 4, 5, 6, 7, 8, 9, 10
text reading	29	1.16	4, 6, 8, 9

Assessment

1) ASSESSMENT 1: INDIVIDUAL TESTING ON THE FIRST HALF OF THE CONTENT (TOPICS 1 TO 3). THE MARK OBTAINED REPRESENTS 40% OF THE FINAL GRADE. First assessment period.

2) ASSESSMENT 2: INDIVIDUAL TEST ON THE SECOND HALF OF THE CONTENT (TOPICS 4 TO 6) (40% OF THE FINAL GRADE). THE MARK OBTAINED REPRESENTS 40% OF THE FINAL GRADE. Second assessment period.

3) ASSESSMENT 3: IN CLASS WITH HALF OF THE GROUP THREE EXERCISES WILL BE CARRIED OUT. THE MARKS OF TWO OF THEM COUNT AND WILL BE ADDED TO THE FINAL GRADE, REPRESENTING A MAXIMUM OF 20%.

Students who have not performed any of the assessment tests or have completed learning evidences with a weight lower than 40% for the whole subject will be marked as "Not evaluable".

DEFINITION OF PASSING THE SUBJECT: THE STUDENT WILL PASS WHEN HIS OR HER FINAL GRADE (COUNTING THE PERCENTAGES OF EACH MARK OBTAINED IN ASSESSMENT 1, 2 AND 3) IS 5,0 OR HIGHER.

IN THE EVENT THAT STUDENTS HAVE A LOWER MARK (NOT BELOW 3,0), and have previously been evaluated in activities whose weight equals to a minimum of 2/3 of the total grade of the subject, THEY CAN DO A RESIT TEST IN JANUARY WHICH WILL ENABLE THEM TO REPEAT ASSESSMENT 1 OR 2. THE MARK OBTAINED IN THE RESIT TEST AUTOMATICALLY SUBSTITUTES THE ORIGINAL MARK. THE STUDENTS PASSES THE SUBJECT WHEN THE FINAL MARK (COUNTING ALL THREE ASSESSMENTS) IS 5,0 OR ABOVE AND THEY FAIL IF IT IS BELOW.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment 1	40%	2	0.08	4, 5, 6, 7, 8
Assessment 2	40%	2	0.08	2, 3, 4, 5, 6, 8, 9
Assessment 3	20%	0	0	1, 2, 3, 4, 5, 6, 8, 9, 10

Bibliography

Basic

- Gondra, J.M^a (1997/1998). *Historia de la Psicología. Introducción al pensamiento moderno. Volumen I y II.* Madrid, España: Síntesis.
- Greenwood, J.D. (2009). *Historia de la Psicología. Un enfoque conceptual.* Madrid, España: McGraw Hill, 2011.
- Hergenbahn, B. (2014). *Introducción a la historia de la psicología.* Madrid, España: Paraninfo.
- Leahey, TH. (2013). *Historia de la Psicología.* Madrid, España: Pearson Educación, 7^a ed.
- Smith, R. (1997). *The Norton history of the human sciences.* WW Norton & Company.

Recommended

- Ash, M., & Sturm, T. (2012). *Psychology's territories: Historical and contemporary perspectives from different disciplines.* Psychology Press.
- Baker, D. (ed) (2012). *The Oxford Handbook of the History of Psychology: Global perspectives.* New York, USA: Oxford University Press.
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- Brett, D., Wayne, V. & Douglas, W. (2008). *A history of psychology: ideas and context.* USA: Allyn & Bacon, 4^a ed.
- Campos, R. y González de Pablo, A. (2016). *Psiquiatría e higiene mental en el primer franquismo.* Catarata.
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- Danziger, K. (1994). *Constructing the subject: Historical origins of psychological research.* Cambridge University Press
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- Green, C.; Shore, M. & Teo, T. (2001). *The transformation of psychology: influences of 19th century philosophy, technology and natural science.* Washington:APA.
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Rivière, A. (1991). *Objetos con mente*. Madrid, España: Alianza.

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Searle, J (1994). *Mentes, cerebro y ciencia*. Madrid, España: Cátedra.

Slater, L. (2004). *Opening Skinner's box. Great psychology experiments of the twentieth century*. Nueva York, USA: WW. Norton & Co.

Originals

Benjamin, L.T. (2009), *A History of Psychology, Original Sources and Contemporary Research*. Malden, USA: Blackwell Publishing, 3ª ed.

Brennan, J.F. (2000). *Psicología. Historia y Sistemas. Lecturas*. Madrid, España: Prentice Hall.

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Gentile, B. y Millar, B. (2009). *Foundations of psychology thought: A history of psychology*. Thousand Oak, USA: Sage.

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