

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: catalan (cat)
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

To read in english is required. There are not any other mandatory prerequisites for this subject.

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply knowledge, skills and acquired values critically, reflexively and creatively.
3. Assess how stereotypes and gender roles impact professional practice.
4. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
5. Classify the different research methods that have been developed throughout the history of psychology.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Describe the different proposal for applied and professional psychology throughout its history.
9. Distinguish between the different movements and trends in psychology throughout its history.
10. Distinguish the epistemological foundations that underlie the different theories and systems of movements or psychological currents within the historical development of psychology.
11. Explain the explicit or implicit deontological code in your area of knowledge.
12. Identify the different authors that make up the History of Psychology.
13. Identify the different epistemological models of science and its appearance as part of the history of psychology.
14. Identify the different systems and psychological theories throughout the history of psychology.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
17. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
18. Propose projects and actions that incorporate the gender perspective.
19. Relate the different focuses and traditions in psychology, agreements and disagreements, throughout its history.
20. Relate the different psychological research methods, functions, features and limitations in the context of the development of the history of psychology.
21. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
22. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Content

Topic 1. History, Science and psychology

Topic 2. Human beings in the middle ages

Topic 3. The modern subject

3.1. Descartes

3.2. Poscartesianism

Topic 4. The modern subject II

4.1. Physiognomy and phrenology

4.2. Mesmerism

Topic 5. The evolutive subject

5.1. Darwin

5.2. Social Darwinism. Degeneration and eugenics

Topic 6. Madness in the Modern period

6.1. From the 18th century till the first half of the 19th century

6.2. The second half of the 19th century

Topic 7. Psychology as a science

7.1. First labs in psychology

7.2. The science professionalization and women's exclusion

7.3. Animal experimentation

Topic 8. Psychology in the 20th century

8.1. First world war and the rise of psychotechnics and psychotherapy

8.2. Contemporary psychology

Topic 9. Madness in the 20th century

Methodology

Whole Group: Flipped classroom, lectures with multimedia support.

Practical sessions: Exercises and discussions on texts. Critical readings of primary sources. Elaboration of a short film.

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 via Moodle, e-mail and in the classroom.

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

The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty".

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory exercises	4	0.16	5, 8, 20
Lectures	36	1.44	8, 9, 10, 12, 13, 14, 19
Seminaries	12	0.48	2, 9, 10, 14, 19
Type: Supervised			
tutorials	8	0.32	9, 10, 19, 20
Type: Autonomous			
abstracts and schemata	18	0.72	2, 8, 9, 10, 12, 14, 19
study	39	1.56	5, 8, 9, 10, 12, 13, 14, 19, 20
text reading	29	1.16	9, 12, 14, 19

Assessment

- 1) ASSESSMENT 1: Individual exam. The mark will be the 35% of the final grade. The exam will take place during the first assessment period.
 - 2) ASSESSMENT 2: Individual exam. The mark will be the 35% of the final grade. The exam will take place during the second assessment period.
 - 3) ASSESSMENT 3: elaboration of a short film in group in the half of the group classes. The mark will be the 30% of the final grade. The due date of this assignment will be in the 15th week of the term.
- Students who have not performed any of the assessments 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 the subject when a) his or her final grade is 5 or higher (counting the percentatges of each assessment), b) the grade of the assesment 1 and 2 must be more than 3.5 and c) has done assessment 1 and 2 which are mandatory, whereas 3 is not; otherwise the maximum grade in the course will be 4.5. Students may be eligible for final resit when 1) have a continuous assessment mark between 3.5 and below 5.0, and 2) have carried out evidence with a weight of at least 2/3 of the total (both exams, assessment 1 and assement 2). The qualification of the recovered evidence will replace the previously obtained and the total qualification will be recalculated with the criteria aforementioned. Assessment 3 can not be resat.

SECOND ENROLLMENTS: we recommended to the students to do the subject again as it was the first time they enroll the subject. Nevertheless, they can also take a unique final evaluation of the whole subject (an open examen of 10 questions). The mark of the exam will be the final mark of subject.

For further information on the assessement guidelines of the faculty, see:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment 1	35%	2	0.08	9, 10, 12, 13, 14, 22, 21
Assessment 2	35%	2	0.08	5, 8, 9, 10, 12, 14, 22, 21, 19
Assessment 3	30%	0	0	7, 1, 2, 5, 6, 8, 9, 10, 11, 12, 14, 16, 15, 17, 18, 19, 20, 3, 4

Bibliography

Elemental:

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Recomended:

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Software

This subject does not required any specific software.