

Degree programme	Type	Course
Psychology	FB	1

Contact lecturer

Name : Monica Balltondre Pla

Email : monica.balltondre@uab.cat

Teaching staff

Ruben Gomez Soriano

Berta Conill Purgimon

Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

To read in English, Spanish and Catalan is required. There are not any other mandatory prerequisites for this subject.

Objectives

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 AND RACE AND CLASS 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.

Learning outcomes

1. Identify the different authors that make up the History of Psychology.
2. Identify the different systems and psychological theories throughout the history of psychology.
3. Distinguish between the different movements and trends in psychology throughout its history.
4. Relate the different focuses and traditions in psychology, agreements and disagreements, throughout its history.
5. Describe the different proposal for applied and professional psychology throughout its history.
6. Identify the different epistemological models of science and its appearance as part of the history of psychology.
7. Distinguish the epistemological foundations that underlie the different theories and systems of movements or psychological currents within the historical development of psychology.
8. Classify the different research methods that have been developed throughout the history of psychology.
9. Relate the different psychological research methods, functions, features and limitations in the context of the development of the history of psychology.
10. Apply knowledge, skills and acquired values critically, reflexively and creatively.
11. 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.
12. 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.
13. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
14. Explain the explicit or implicit deontological code in your area of knowledge.
15. Critically analyse the principles, values and procedures that govern the exercise of the profession.
16. 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.
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. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
19. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
20. Assess how stereotypes and gender roles impact professional practice.
21. Propose projects and actions that incorporate the gender perspective.
22. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.

Contents

Topic 1. History, Science and psychology

Topic 2. Human beings in the middle ages

Topic 3. The Modern Subject I. Modern Conceptions of the World and the Human Being

Topic 4. The Modern Subject II. Psychological Practices and Techniques before Psychology

Topic 5. The Emergence of the Evolutionary Subject

Topic 6. The Normal/Pathological Subject in the Nineteenth Century

Topic 7. The Emergence of Psychology as a Scientific Discipline

Topic 8. Psychology in the Twentieth and Twenty-First Centuries

Topic 9. The Normal/Pathological Subject in the Twentieth and Twenty-First Centuries

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
text reading	29	1.16	
study	39	1.56	
abstracts and schemata	18	0.72	
Laboratory exercises	4	0.16	
tutorials	8	0.32	
Lectures	36	1.44	
Seminaries	12	0.48	

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 (PBL).

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.

Assessment

Continuous assessment activities

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

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. The feedback of this evaluation will take place in the classroom after 'week 12' of the term.

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. The feedback of this evaluation will be online (in the moodle), after 'week 21' of the term.

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. The feedback of this evaluation will take place in PAUL sessions and during the presentations in 15th week.

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 percentages of each assessment), b) has done assessment 1 and 2 which are mandatory, whereas 3 is not; c) the grade of the assessment 1 and 2 must be 4 or more; 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 (below 3.5 it will be not possible), and 2) have carried out the two mandatory evidences (Assessment 1 and Assessment 2) with a qualification over 4 in the two assessments. 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.

Unique Assessment

It is mandatory to inform about this choice during the period set by the calendar of the Faculty of Psychology. This evaluation consists of doing Ev1 and Ev2 in the second evaluation period. Passing this single assessment follows the same criteria as those for passing the subject and the grades will be calculating the same way as in the other assessment. The recovery, on the other hand, will have to be of the two evidences regardless of whether one of them has been approved and it will be done on the day of the recovery set by the calendar. Estimated duration of this test: 3 hours and a half.

To ask for the translation of the evaluation tests into a language other than Catalan, you must meet the requirements described in article 263 and you must request in the web's faculty electronically during week 4 of the semester.

For further information on the assessment guidelines of the faculty,
see: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Use of AI:

In this subject, the use of Artificial Intelligence (AI) is allowed to a limited extent for Ev3. It will be necessary to indicate in this evidence which parts have been generated with this technology and specify with which tools. Failure to do so will be considered a lack of intellectual and academic honesty and therefore, will be penalized in the grade of the activity or may lead to greater sanctions if applicable.

Bibliography

Elemental:

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Lafuente, Enrique; Loredó, José Carlos; Castro, Jorge y Pizarroso, Noemí (2017). Historia de la Psicología. Madrid: UNED.

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Recomended:

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Software

This subject does not required any specific software.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Spanish	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed
(TE) Theory	4	Catalan	first semester	morning-mixed
(TE) Theory	5	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	12	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	32	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	41	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	42	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	52	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	111	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	112	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	113	Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	114	Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	211	Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	212	Spanish	first semester	morning-mixed

(PLAB) Practical laboratories	213	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	214	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	311	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	313	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	314	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	411	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	412	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	413	Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	414	Spanish	first semester	morning-mixed
(PLAB) Practical laboratories	511	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	512	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	513	Catalan	first semester	morning-mixed