

# *History and Methodology of Psychology*

## *Syllabus*

*Spring2014*

**Credits:** 3.0

**Course information:** PSY 290

**Prerequisites:** PSY 122, 102, 104,105

**Instructors:** Nina Bagdasarova, PhD, [nina.bagdasarova@gmail.com](mailto:nina.bagdasarova@gmail.com)

**Class meets:** Tuesday 12:45 -14:00 p.m. in Room 309

Thursday 12.45-14:00 a.m. in Room 310

**Office hours:** By appointment, at least 2 days before in advance via e-mail or in person

### ***Course Description***

This course is about general understanding of how psychological thought has been developing. This kind of courses is absolutely necessary for each professional psychologist since Psychology is a scope of knowledge containing manifold approaches to scientific theories and various practices. The core of each of these approaches consists of principles and concepts determining research methods and interpretations of scientific facts. The choice of conceptual language is heading to certain “visions” of a psyche’s essence as a “soul”, “behavior”, “consciousness”, “gestalt”, “activity” and so on... And this vision is defining the set of methods that does usually work within the only one conceptual framework. Developed capability to see and explain interconnections between principals, concepts and methods is one of the main professional skills for conducting psychological research as well as exercise any type of psychological practices.

The course is supposed to help to acquire the following skills:

- Understand how different methodological principals define conceptual language of various scholars and approaches
- Show the interconnections between interpretations of “scientific facts” and concepts using upon each theoretical framework
- Explain “a genealogy” of different psychological approaches
- Define what type of methodology is might be the most effective to solve different theoretical or practical problems

### ***Course Organization***

The course is organized in two major streams: (1) acquiring of analytical instruments for methodological analysis and (2) application of conceptual instruments to analyze different psychological approaches

### ***Methods***

We are going to employ the following learning methods:

- participating in seminar discussion (listening and talking);
- independent reading and research;
- searching for relevant materials for presentations;
- preparing and conducting group presentation;

### ***Seminar Discussion***

It is essential that all students complete the required reading and preparing examples/presentations before class in order to participate fully in seminar discussion. Everyone is expected to take part in discussions, which will be based on a required reading, as well as some examples or relevant materials provided by students. You will be asked to respond to issues raised by the readings and in the seminar presentations. Seminars also provide you with an opportunity to ask questions about things that you don’t understand. Your participation in seminars is a crucial part of your own and others’ learning, and is an important transferable skill. Seminars require the full participation of all students in order to make them effective learning environments.

## Study Groups

It's necessary to form students' groups for preparing groups presentations. The optimal group size is no more than 3 members. The work in pairs is welcomed.

## Literature

1. Michael Thorne and Tracy Henley Houghton, *Connections in the History and Systems of Psychology*, Mifflin Harcourt, 2004
2. C. James Goodwin, *Annotated Readings in the History of Modern Psychology*, John Wiley & Sons, Inc., 2009
3. Michael Wertheimer, *Brief History of Psychology*, Psychology Press, 2011

## Topics and schedule

	Topics	Required readings, homework and assignments
<b>Week 1</b>	<b>Introduction to the course. Principals, concepts and scientific facts.</b>	
Tue, 14/01	INTRODUCTION. History and Methodology of Psychology: what it is about?	
Thu, 16/01	Analytical instruments for methodological analysis	Lecture presentation (available at e-course)
<b>Week 2</b>	<b>Application of analytical instruments (pre-scientific approaches).</b>	
Tue, 21/01	Democritus. Plato. Aristotle.	
Thu, 23/01	St. Augustine. Descartes. Spinoza.	Recommended sources
<b>Week 3</b>	<b>Rationalism vs. Sensationalism</b>	
Tue, 28/01	Leibnitz. Bacon. Galileo.	
Thu, 30/01	Hume. Locke. Kant.	Recommended sources
<b>Week 4</b>	<b>Application of analytical instruments (first scientific approaches - Psychophysics and Psychophysiology).</b>	
Tue, 04/02	Fechner. Helmholtz.	
Thu, 06/02	Sechenov. Pavlov. Ukhtomsky.	Recommended sources
<b>Week 5</b>	<b>Application of analytical instruments (Constitutionalism and Associationism).</b>	
Tue, 11/02	Appearance, Psyche and problem of typology: Kretschmer, Sheldon and Eysenk.	
Thu,	Introspection: Wundt, James and others.	Recommended sources

13/02		
<b>Week 6</b>	<b>Application of analytical instruments (basic approaches)</b>	
Tue, 18/02 Thu, 20/02	Freudian Psychoanalysis. The problem of Unconscious. Id, Ego, Super-Ego.  Freud's theory on personal development (Oedipus complex, stages of development, a nature of neurosis)	Recommended sources
<b>Week 7</b>	<b>Application of analytical instruments (basic approaches)</b>	
Tue, 25/02 Thu, 27/02	Analytical Psychology of Karl Gustav Yung. Collective Unconscious. Archetypes. Individuation. Alfred Adler's psychoanalysis.	Recommended sources
<b>Week 8</b>	<b>Application of analytical instruments (basic approaches)</b>	
Tue, 04/03 Thu, 06/03	Neo-Freudian approaches: Karen Horney, Eric Fromm and others  Lacanian Psychoanalysis.	Recommended sources
<b>Week 9</b>	<b>SPRING BREAK. NO CLASSES (MON, 4/03 - FRI,8/03)</b>	
<b>Week 10</b>	<b>Application of analytical instruments (basic approaches)</b>	
Tue, 18/03 Thu, 25/03	Gestalt Psychology. Perception and thinking: Koler and Wertheimer.  Gestalt Psychology. Psychology of personality: Kurt Lewin.	Recommended sources
<b>Week 11</b>	<b>Application of analytical instruments (basic approaches)</b>	
Tue, 01/04 Thu, 03/04	Classic Behaviorism. Watson.  Neo-Behaviorism: Hull and Skinner.	Recommended sources
<b>Week 12</b>	<b>Application of analytical instruments (second level theories)</b>	
Tue, 08/04 Thu, 10/04	Jean Piaget. The nature of development.  Lev Vygotsky. Activity and a problem of "psychological means"	Recommended sources
<b>Week 13</b>	<b>Application of analytical instruments (second level theories)</b>	
Tue, 15/04 Thu, 17/04	Cognitivism. From early measurement approaches to new interpretation of intellectual activity.  Psychology of Personality. Traits approaches vs. Holism	Recommended sources
<b>Week 14</b>	<b>Application of analytical instruments (new approaches)</b>	
Tue, 22/04 Thu,	Humanistic Psychology: Karl Rogers and Abraham Maslow  New Psychology of intellect. "Language turn" in Psychology:	Recommended sources

23/04	Chomsky and Slobin. Discursive Psychology.	
<b>Week 15</b>	<b>Application of analytical instruments (new approaches)</b>	
Tue, 29/04	New psychotherapy: group effects, NLP...	Recommended sources
Thu, 01/05	No classes	
<b>Week 16</b>	<b>FINAL EXAM</b>	

### ***Requirements and Evaluation***

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time. Excessive disruptions, from whatever source or whatever reasons will not be tolerated.

#### ***Grading system***

Participation in seminar discussions	100
Group presentations	100
Final exam	100
<b>TOTAL</b>	<b>300</b>

#### ***Assessment scale***

<b>A</b>	290 and above	<b>C+</b>	240-249
	280-289	<b>C</b>	220-239
<b>A-</b>	270-279	<b>C-</b>	200-219
<b>B+</b>	260-269	<b>D</b>	150-199
<b>B</b>	250-259	<b>F</b>	150 and less
<b>B-</b>			

Note! Grade 'X' – an administrative drop – is initiated only by instructor, which means a student cannot request it.

#### ***Grading Guidelines for Seminar discussion***

A student comes to class with prepared assignment and ready to give a feed-back other students. The questions should demonstrate student's critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

#### ***Grading Guidelines for presentation/demonstration***

Presentations/demonstrations should be creative well-structured and designed, with Students should be capable to answer to others' critique with clear and convincing arguments.

Note! If you don't attend classes for conducting the presentation you should submit a doctor's confirmation or other evidences explaining your absence otherwise you'll get 'F' for this presentation.

#### ***Grading Guidelines for Final exam***

The final exam consists of multiple-choice test with standard scores distribution.

#### ***Course Deadline: Week 17, 30<sup>th</sup> of April, 2012, by 2:00 PM***

Materials turned in after deadline will have 5 points deducted for each day it's late. There will be no rewrites. Please keep (hard and electronic) copies of your presentations for your own records.

#### ***Academic Integrity***

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University's Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

Anyone found to be academically dishonest is subject to receiving an "F" for the course.