



MARBELLA
INTERNATIONAL
UNIVERSITY
CENTRE

Module Study Guide

Academic Year 2021–2022

Schools of Thought and Directions
in Psychology

Level: 3

Credits: 5 ECTS (10 UK credits)

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1 Module overview

1.1 Introduction

Welcome to the Schools of Thought and Directions in Psychology module. This is a Level 3 core module for the BA in Psychology. This module will guide you in exploring the origins and the historical development of psychology as a scientific and applied field, and will introduce you to the classical and contemporary psychological schools of thought, their development, similarities and differences, and the different approaches to questions and problems in psychology.

1.2 Module summary content and aims

The module will be structured around four blocks of contents:

- 1) Introduction to the study of Psychology as a science and the historical origins of psychological thought.
- 2) Development of Psychology in the XIX century, including key transformations in the field which led to modern psychology, as well as the early schools of thought in Psychology, known as Structuralism and Functionalism.
- 3) Schools of thought in Psychology throughout the XX century, including: Psychoanalysis, Behaviourism, Gestalt Psychology, Humanistic psychology, and Cognitive psychology.
- 4) Contemporary psychology.

This module will run throughout the semester (14 weeks). It will be taught through a combination of learning strategies, including among others: brief lectures delivered by the module leader, in which key ideas will be presented and questions for reflection will be posed; class discussions around specific questions, cartoons, topics, or selected materials (e.g., readings, videos, podcasts); collaborative activities (e.g., research on one specific topic, elaboration and delivery of brief presentations, elaboration of concept maps).

Throughout our class sessions, you will be expected to actively participate and engage in the suggested practical activities and in the class discussions. Also, throughout the semester you will be expected to engage in the activities proposed to be developed outside the class, such as the revision of the discussed contents, the coverage of readings, the exploration of selected materials and the individual or collaborative preparation of specific tasks to be later shared in class.

Likewise, you will be expected to engage in all the proposed formal assessments, which include:

- a) 4 Partial Assessments distributed throughout the 14 weeks of the semester:
 - Partial Assessments 1, 2, and 3 will have a weight of 10% of your final mark each, and will be elaborated at home and submitted through the virtual learning platform (NEOImS) in Week 4, Week 7, and Week 12 (specific date and time to be later confirmed).
 - Partial Assessment 4 will have a weight of 20% of your final mark, and will consist of an individual oral presentation scheduled for week 14, the last week of the module.
- b) 1 Final Assessment at the end of the semester

This is called Final Integrative Assignment and it will have a weight of 50% of your final mark. The specific guidelines will be provided by the module leader in the last week of classes of the

module (Week 14), and you will count with a period of two weeks in order to elaborate it at home. Then, you will submit it through the virtual learning platform (NEOImS) in Week 16.

The key principles of the teaching methodology adopted in the module will be active learning (through the above referred discussions and group activities), personalized leaning (enabled by work on small groups and one-to-one attention from the module leader), the connection between theory and practice, and the development of your critical thinking and self-direction.

The module will have its own page on a virtual learning platform (NEOImS), where you will have access to a wide array of sources relevant for your learning process (e.g., readings, presentations, videos, podcasts, links to websites, etc.), as well as to submit the referred assessments.

1.3 Learning outcomes to be assessed

On successful completion of this module, you will be able to:

LO1. Demonstrate knowledge and understanding of the foundations of the study of psychology as a science and the historical origins of psychological thought (Summative Assessments 1, 4 and 5).

LO2. Demonstrate knowledge and understanding of the early modern schools of thought in psychology (Summative Assessments 2, 4 and 5).

LO3. Demonstrate knowledge and understanding of the XX century schools of thought in psychology (Summative Assessments 3, 4 and 5).

LO4. Demonstrate knowledge and understanding of contemporary psychology (Summative Assessments 4 and 5).

LO5. Become aware of the importance of becoming familiar with the different theoretical and methodological approaches throughout the history of psychology as a science (Summative Assessments 1, 2, 3, 4 and 5).

LO6. Apply the principles of the schools of thought in psychology and/or of psychological concepts in order to understand people's experiences (Summative Assessments 3 and 5).

LO7. Take a critical view of the schools of thought in psychology and/or of psychological concepts when it comes to understand people's experiences (Summative Assessments 3 and 5).

LO8. Reflect on the own learning process throughout the module, engaging in a self-assessment process (Summative Assessments 1 and 4).

LO9. Demonstrate the ability to clearly communicate ideas in a specified written, verbal or visual form (Summative Assessment 1, 2, 3, 4 and 5).

1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	44 hours
Total Learning Hours	100 hours

1.5 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to NEOlms)
A1: Written Assignment (Partial Assessment 1)	Short essay 700 words (+/-10%)	n/a	10%	40	Week 4 (Date and Time TBC)	Via NEOlms & 10 working days after submission
A2: Written Assignment (Partial Assessment 2)	Open-ended questions 700 words (+/-10%)	n/a	10%	40	Week 7 (Date and Time TBC)	Via NEOlms & 10 working days after submission
A3: Written Assignment (Partial Assessment 3)	Application article 700 words (+/-10%)	n/a	10%	40	Week 12 (Date and Time TBC)	Via NEOlms & 10 working days after submission
A4: Oral Assignment (Partial Assessment 4)	Oral presentation 10 minutes	n/a	20%	40	Week 14 (Date and Time TBC)	Via NEOlms & 10 working days after delivery
A5: Written Assignment (Final Assessment)	Final Integrative Assignment 2500 words (+/-10%) & visual representation	n/a	50%	40	Week 16 (Date and Time TBC)	Via NEOlms & 10 working days after submission

1.6 Assessment brief including criteria mapped to learning outcomes

Assessment 1: Partial Assessment 1 - Short essay (10% of final mark)

In Week 4, you will elaborate a Partial Assessment consisting of writing a short essay including the following 2 issues:

- 1) A summary of the main contents addressed along the first three weeks of the module, which include:
 - An introduction to the study of psychology as a science (week 1).
 - An approach to the historical origins of psychological thought (weeks 2 and 3).
- 2) A description of your personal experience when engaging in the different types of learning activities that you were proposed (both in class and outside the class) during these weeks.

This Partial Assessment 1 will serve as:

- a) A first opportunity for you to engage in an assessment activity within the module.
- b) A first approach for the module leader to gain an idea of:
 - The quality of your understanding of the module contents addressed so far.
 - Your personal experience when engaging with the teaching methodology.
 - The quality of performance of your writing skills.

The short essay (700 +/-10% words) will be written at home and submitted through NEO virtual learning platform on a date and time within Week 4 to be confirmed.

Assessment criteria

Assessment criteria for Assessment 1 (LO1, LO5, LO8 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (50%).** The student is able to demonstrate a comprehensive knowledge and understanding of the study of psychology as a science and of the historical origins of psychological thought.
- ❖ **Self-assessment skills (30%).** The student is able to describe the own personal experience when engaging in the different types of learning activities that were proposed.
- ❖ **Communication skills (20%).** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

Assessment 2: Partial Assessment 2 - Open-ended questions (10% of final mark)

In Week 7, you will complete a Partial Assessment consisting of the response of various open-ended questions (closed-ended questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and elaboration and more than a simple one-word answer).

Those questions will be about the module contents addressed in weeks 4, 5 and 7 which entail the development of psychology in the XIX century, and specifically:

- The XIX century transformation of Psychology: towards modern psychology (week 4)
- Foundation of modern psychology and structuralism (week 5)
- Functionalism (week 6)

The open-ended questions will be answered (700 +/-10% words) at home and submitted through NEO virtual learning platform on a date and time within Week 7 to be confirmed.

Assessment criteria

Assessment criteria for Assessment 2 (LO2, LO5 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (80%).** The student is able to demonstrate a comprehensive knowledge and understanding of the development of psychology in the XIX century.
- ❖ **Communication skills (20%).** The student is able to communicate ideas fluently written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

Assessment 3: Partial Assessment 3 - Application article (10% of final mark)

In Week 12, you will complete a Partial Assessment consisting of the elaboration of an article aimed to address this question: "How can the key principles of one of the five modern schools of thought in Psychology discussed in the module* be applied to understand people's daily experiences?".

*The referred five modern schools of thought in Psychology will have been discussed in class throughout weeks 7, 8, 9, 10 and 11, and include: 1) Psychoanalysis, 2) Behaviourism, 3) Gestalt Psychology, 4) Humanistic Psychology, 5) Cognitive Psychology.

The specific school of thought to write the application article about will be randomly selected by the module leader and will be the same for all the students.

When writing the article, you are invited to imagine that it will be published on a website aimed to present psychological content to general public of the age group 15-25 in a simple and attractive way (as an inspiration, you can explore this website: www.verywellmind.com).

The application article will have the following structure:

1. *Introduction* (one paragraph): provide an overview of the key principles of the assigned school of thought.
2. *Body of the text* (three to five paragraphs): provide examples of real experiences of people that can be understood at the light of the principles of the assigned psychological school of thought.
3. *Conclusion* (one paragraph): provide a critical overview of how useful and/or how limiting the principles of the assigned psychological school of thought can be when it comes to understand people's daily experiences.

When elaborating the application article, you will have to demonstrate adaptation to the target audience (15-25 years old users who might be diving into the imaginary website) through:

- a) An adequate use of language, avoiding specialized jargon and using terms and expressions that can be familiar for the target age group.
- b) An attractive presentation of the article that promotes the potential readers' interest, including:
 - The use of a catchy title.
 - The application of an appealing format to the text (e.g., using wisely different font type, size, or colour, taking care not to be disruptive).
 - The inclusion of relevant images that can add meaning and value to the written text.

The application article (700 +/-10% words) will be written at home and submitted through NEO virtual learning platform on a date and time within Week 12 to be confirmed.

Assessment criteria

Assessment criteria for Assessment 3 (LO3, LO5, LO6, LO7 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (30%).** The student is able to demonstrate a comprehensive knowledge and understanding of the fundamentals of the indicated XX century school of thought in psychology.
- ❖ **Cognitive skills I (30%).** The student is able to establish connections between the key principles of the indicated XX century school of thought in psychology and people's daily experiences, giving evidence of application of knowledge.
- ❖ **Cognitive skills II (20%).** The student is able to provide a critical overview of how useful and/or how limiting the principles of the assigned psychological school of thought can be when it comes to understand people's daily experiences.
- ❖ **Communication skills I (10%).** The student is able to demonstrate adaptation to the target audience (15-25 years old readers) through the use of an adequate language and an attractive presentation of the article to promote readers' interest.
- ❖ **Communication skills II (10%).** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

Assessment 4: Partial Assessment 4 - Oral presentation (20% of final mark)

In Week 14, the last week of the module, you will engage in a fourth Partial Assessment consisting of a 10-minutes individual oral presentation that you will prepare in advance outside class.

The content of the oral presentation will be a self-assessment of your own learning process throughout the module, including the answer to the following 4 questions:

1. *What* have you learnt throughout the module, both in terms of...
 - a) ... knowledge?

- b) ... skills or competences?
- 2. *How* have you engaged in the different learning activities proposed in the module, both...
 - a) ... in the class sessions?
 - b) ... outside class?

Specific examples to illustrate that engagement should be provided.

- 3. *Why* do you believe that...
 - a) ... you have attained the referred learnings? (Question 1. *What you have learned*).
 - b) ... you have engaged in the referred way? (Question 2. *How you have learned*).
- 4. What are areas of improvement on your learning that you identify for the next semester?

You will have to use some kind of presentation software (for example, *Power Point*, [Prezi](#), [Canva](#), [Genially](#), etc.) to support your oral discourse.

Once a specific presentation software is selected, the format of the presentation will be open to your preferences. Anyhow, the following recommendations should be taken into consideration:

- Do not include too much text.
- Double check correct spelling and grammar of the text.
- Pay attention to the size, type and colour of the text font, making sure that the audience will read it easily.
- Include high-quality images that can add value to your message when relevant.

Each of you will have 10 minutes in class for doing the oral presentation, which will be followed by comments from the module leader and your classmates and by a joint dialogue between you all.

The presentation, whatever the format (e.g., file of Power Point presentation, link to a presentation on a website) will be submitted through NEO virtual learning platform.

Assessment criteria

Assessment criteria for Assessment 4 (LO1, LO2, LO3, LO4, LO5, LO8 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (30%).** The student is able to demonstrate a comprehensive knowledge and understanding of the contents covered throughout the module.
- ❖ **Self-assessment skills (40%).** The student is able to demonstrate critical self-assessment of the own learning process and engagement throughout the module as well as to identify possible areas of improvement.
- ❖ **Communication skills I (15%).** The student is able to use a presentation software in order to organize and communicate information successfully in its clarity, format and stylistic appropriateness.
- ❖ **Communication skills II (15%).** The student is able to communicate ideas fluently and effectively in oral form.

Assessment 5: Final Assessment - Final Integrative Assignment (50% of final mark)

The last week of the module (in Week 14), you will be introduced by the module leader the detailed guidelines for the elaboration of the Final Integrative Assignment, which will be elaborated at home and submitted through NEO virtual learning platform in Week 16.

The Final Integrative Assignment will consist of three activities related to the contents of the module. As a general description of the activities, you will be provided with different resources (such as specific readings, videos, podcasts or websites) that you will have to explore (read, watch or listen to) before addressing a number of proposed questions or tasks.

The goal of this Final Integrative Assignment is to provide you with an open space where to elaborate and make connections between the contents of the module and several selected resources and real-life experiences.

The Final Integrative Assignment will be 2500 (+/-10%) words long, and it will also include the elaboration of visual representations of knowledge (i.e., concept map). It will be submitted through the virtual learning platform in Week 16.

Assessment criteria

Assessment criteria for Assessment 5 (LO1, LO2, LO3, LO4, LO5, LO6, LO7 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding I (25%).** The student is able to demonstrate a comprehensive knowledge and understanding of the contents covered throughout the module.
- ❖ **Knowledge and understanding II (10%).** The student is able to demonstrate a comprehensive knowledge and understanding of the proposed resources.
- ❖ **Knowledge and understanding III (10%).** The student is able to demonstrate a comprehensive knowledge and understanding of the personally-selected trendy topic within contemporary psychology.
- ❖ **Cognitive skills I (20%).** The student is able to establish connections between the proposed resources and knowledge within the module, giving evidence of a fine-tuned application of pertinent knowledge.
- ❖ **Cognitive skills II (15%).** The student is able to establish connections between the proposed resources and the own personal experience.
- ❖ **Communication skills I (10%).** The student is able to organize information effectively in the form of a visual representation.
- ❖ **Communication skills II (10%).** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC NEOImS student guideline.

1.7 Learning materials

The reading list for this module is available on NEOlms in the module area.

1.7.1. Core reading

- Benjafield, J.G. (2015) *A History of Psychology*. 4th ed. Ontario, Canada: Oxford University Press [[Available in MIUC Library](#)].
- Hunt, M. (2007) *The story of psychology: updated and revised edition*. 2nd ed. New York: Random House [[Available in MIUC Library](#)].
- King, D.B., Viney W. and Woody, W.D. (2009) *A History of Psychology. Ideas and context*. 4th ed. Boston, MA: Pearson Education [[Available in MIUC Library](#)].

1.7.2. IT, audio-visual or learning technology resources

Here is a list of websites related to the content of the module that might be worthy to explore:

- A daily calendar of events in the history of psychology
<http://www.cwu.edu/~warren/calendar/datepick.html>
- Advances in the History of Psychology
<http://ahp.apps01.yorku.ca/>
- All about Psychology. History of Psychology
<https://www.all-about-psychology.com/history-of-psychology.html>
- BBC Programmes. History of Psychology
https://www.bbc.co.uk/programmes/topics/History_of_psychology
- Classics in the History of Psychology
<http://psychclassics.yorku.ca/>
- Cummings Center for the History of Psychology – The University of Akron
<https://www.uakron.edu/chp/>
- European Yearbook of the History of Psychology
<http://www.brepolonline.net/loi/eyhp>
- History of Psychology. APA Journal
<http://www.apa.org/pubs/journals/hop/>
- History of Psychology Centre (The British Psychological Society)
<https://www.bps.org.uk/about-us/history-psychology-centre>
- History of Psychology homepage
<http://psychology.okstate.edu/museum/history/>
- Podcasts: History of Psychology Podcast Series
<http://www.yorku.ca/christo/podcasts/>
- Psychology's Feminist Voices
<http://www.feministvoices.com/>
- Society for the History of Psychology
<http://historyofpsych.org/teacherstudentresources/teaching.html>
- Today in the history of psychology
<http://todayinpsychologyhistory.pbworks.com/w/page/124833663/Today%20in%20the%20History%20of%20Psychology>

1.7.3. Other recommended reading

Articles

- Milar, K. S. (2000) 'The first generation of women psychologists and the psychology of women'. *American Psychologist*, 55(6), pp. 616-619. doi: 10.1037/0003-066X.55.6.616
- Murray, D. J., Kilgour, A. R., and Wasylkiw, L. (2000) 'Conflicts and missed signals in psychoanalysis, behaviorism, and Gestalt psychology'. *American psychologist*, 55(4), pp. 422-426. doi: 10.1037/0003-066X.55.4.422
- Welch, L. (1945) 'The theoretical basis of psychotherapy: Psychoanalysis, behaviorism, and Gestalt psychology'. *American Journal of Orthopsychiatry*, 15(2), pp. 256-266. doi: 10.1111/j.1939-0025.1945.tb04939.x

Books

- Brennan, J.F. and Houde, K.A. (2017) *History and Systems of Psychology*. 7th ed. Cambridge, UK: Cambridge University Press.
- Farrell, M. (2014) *Historical and Philosophical Foundations of Psychology*. Cambridge, UK: Cambridge University Press.
- Greenwood, J.D. (2015). *A Conceptual History of Psychology. Exploring the Tangle Web*. 2nd ed. Cambridge, UK: Cambridge University Press.
- Hock, R. R. (2013) *Forty studies that changed psychology: Explorations into the history of psychological research*. 7th ed. Essex, UK: Pearson.
- Leahey, T. and Commonwealth, V. (2012) *A History of Psychology: From Antiquity to Modernity*. 7th ed. New York: Pearson.
- Schultz, D. P. and Schultz, S. E. (2011) *A history of modern psychology*. 10th ed. Waldsworth: Cengage Learning.
- Watson, R. I. (1979) *Basic writings in the history of psychology*. New York: Oxford University Press.
- Wertheimer, M. (2012) *A brief history of psychology*. 5th ed. New York and London: Taylor & Francis.

Remember to log into MIUC NEOlms daily to receive all the latest news and support available at your module sites!

2 Things you need to know

2.1 Engagement

During the academic year 2021-22, the health, welfare, and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

2.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [apply online for an extension](#) before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, [apply online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your

interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

2.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

2.4 Student support

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: student.life@miuc.org

Internship Support: TBC

Life Coaching Service: Ms. Ana Cantle, ana.cantle@miuc.org

Counselling Service: Ms. Eva Berkovic, eva@miuc.org

2.5 Module evaluation – have your say!

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module

Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

3 Appendix: Weekly Content

Block I. Introduction to the study of Psychology as a science and the historical origins of psychological thought

Week 1 – Introduction to the module

Key concepts/issues: introduction, students' expectations, implicit knowledge about psychology, organization aspects of the module, history of psychology, key debates in psychology

Literature for this week: Module Study Guide.

Description: On the one hand, the first week of the module will serve as an introduction. First, we will start by introducing ourselves and by exploring your motivations and expectations of both the module and the Bachelor programme in Psychology. Second, we will go in depth on your previous and implicit knowledge about psychology. Third, some general information and guidelines about organizational aspects will be provided to you. On the other hand, we will focus on some of the key debates in psychology (arising from philosophy), such as Rationalism VS Empiricism, Free Will VS Determinism or the Mind-Body problem. Likewise, we will focus on some other controversies, such as "the problem of causality" and we will reflect on some other relevant questions in the field, such as "what is the unit of study of psychology?".

Week 2 – The origins of psychological thought (I)

Key concepts/issues: origins of psychological thought, Greek period, Roman period, Middle Ages.

Literature for this week:

- Essential reading:
 - o Benjafeld (2015) Chapter 2. Touchstones: The origins of psychological thought: From Pythagoras to St. Thomas Aquina
- Possible further reading:
 - o Hunt (2007) Chapter 1. The conjecturers
 - o Hunt (2007) Chapter 2. The scholars
 - o King, Woody and Viney (2009) Chapter 3. Ancient psychological thought
 - o King, Woody and Viney (2009) Chapter 4. The Roman period and the Middle Ages

Description: Throughout the second week of the module, we will approach the origins of psychological thought by covering some of the main touchstones of the ancient psychological thought, the Greek period, the Roman period, and the Middle Ages. In this quest, some authors will be highlighted, such as for example Socrates, Plato, Aristoteles, Galen or St. Thomas Aquinas.

Week 3 – The origins of psychological thought (II)

Key concepts/issues: origins of psychological thought, Renaissance, Age of Enlightenment.

Literature for this week:

- Essential reading:
 - o Benjafield (2015) Chapter 3. Touchstones: from Descartes to Darwin
- Possible further reading:
 - o Hunt (2007) Chapter 3. The protopsychologists
 - o King, Viney and Woody (2009) Chapter 5. The Renaissance

Description: The third week of the module we will continue to address the origins of psychological thought, this time focusing on the Renaissance and period and the Age of Enlightenment. In this quest, some authors will be highlighted, such as for example René Descartes, Immanuel Kant or Charles Darwin.

Block II. Development of Psychology in the XIX century

Week 4 – The XIX century transformation of Psychology: towards modern psychology

Key concepts/issues: transformation of psychology in the XIX century, modern psychology, mesmerism, phrenology.

Literature for this week:

- Essential reading:
 - o Hunt (2007) *Chapter 4*. The physicalists
- Possible further reading:
 - o Benjafield (2015) Chapter 4. The nineteenth century transformation of psychology

Description: The fourth week of the module we will explore the transformation of psychology in the XIX century, which entailed the foundation of modern psychology. In doing so, we will approach several intellectual developments that contributed to the birth of modern psychology, including fields such as mesmerism or phrenology, and authors such as Ernst Einrich Weber or Gustav Theodor Fechner among others. This will provide a useful background for the contents to be explored in the following weeks.

Week 5 – Foundation of modern psychology and Structuralism

Key concepts/issues: Wilhelm Wundt, first psychology laboratory, Edward B. Titchener, Structuralism.

Literature for this week:

- Essential reading:
 - o Benjafield (2015) Chapter 5. Wundt and his contemporaries

- Possible further reading:
 - o Benjafield (2015) Chapter 8. Structure or function
 - o Hunt (2007) Chapter 5. First among equals: Wundt

Description: During the fifth week of the module, we will specifically focus on Wilhelm Wundt's foundation of the first psychology laboratory in Germany and the associated Würzburg school, which are taken for many as the first events in the history of modern psychology. Within this framework we will introduce Edward B. Titchener, one of Wundt's students, as the main exponent of Structuralism.

Week 6 – Functionalism

Key concepts/issues: William James, Functionalism.

Literature for this week:

- Essential reading:
 - o King, Viney and Woody (2009) Chapter 12. Functionalism
- Possible further reading:
 - o Benjafield (2015) Chapter 6. William James
 - o Benjafield (2015) Chapter 8. Structure or function
 - o Hunt (2007) Chapter 6. The psychologist Malgré Lui: William James

Description: This sixth week of the module we will approach the figure of William James as the exponent of the transition between the psychological stream of Structuralism and the psychological stream of Functionalism. In this connection, it will be highlighted how in a twenty-years period the major focal point of psychology moves from Germany to America.

Block III. Schools of Thought in Psychology throughout the XX century

Week 7 – Psychoanalysis

Key concepts/issues: Psychoanalysis, unconscious mind, Sigmund Freud.

Literature for this week:

- Essential reading:
 - o King, Viney and Woody (2009) Chapter 16. Psychoanalysis
- Possible further reading:
 - o Benjafield (2015) Chapter 7. Freud and Jung
 - o Hunt (2007) Chapter 7. Explorer of the depths: Sigmund Freud

Description: The seventh week will be the first out of six sessions during which we will approach XX century Schools of Thought and Directions in Psychology. To begin with, we will cover the Psychoanalytic framework, which moved the focus of psychology from the conscious to the unconscious mind. This was brought by Sigmund Freud's clinical work and his psychoanalytical

theory, which had a larger impact on XX century psychology, leading to psychodynamic psychology developed by authors such as Alfred Adler, Carl Gustav Jung, Karen Horney, Melanie Klein or Anna Freud.

Week 8 – Behaviourism

Key concepts/issues: Behaviourism, Ivan P. Pavlov, B. F. Skinner. John B. Watson.

Literature for this week:

- Essential reading:
 - o Benjafield (2015) Chapter 9. Behaviourism
- Possible further reading:
 - o Hunt (2007) Chapter 9. The behaviorists
 - o King, Viney and Woody (2009) Chapter 13. Behaviourism
 - o King, Viney and Woody (2009) Chapter 14. Other behavioural psychologies

Description: The eight week of the module we will approach Behaviourism, around authors such as Ivan P. Pavlov and his classical conditioning, as B. F. Skinner and his operant conditioning or John B. Watson.

Week 9 – Gestalt psychology

Key concepts/issues: Gestalt psychology, Max Wertheimer, Wolfgang Köhler, Kurt Koffka.

Literature for this week:

- Essential reading:
 - o Benjafield (2015) Chapter 10. Gestalt psychology and the social field
- Possible further reading:
 - o Hunt (2007) Chapter 10. The Gestaltists
 - o King, Viney and Woody (2009) Chapter 15. Gestalt psychology

Description: Along the ninth week of the module, we will address the Gestalt psychology around the Berlin School of Experimental Psychology and authors such as Max Wertheimer, Wolfgang Köhler or Kurt Koffka. Likewise, we will highlight its influence in the emergence of social psychology, around authors such as Leon Festinger, or Stanley Milgram.

Week 10 – Humanistic psychology

Key concepts/issues: Humanistic psychology, Carl Rogers, Abraham Maslow.

Literature for this week:

- Essential reading:
 - o King, Viney and Woody (2009) Chapter 17. Humanistic psychologies
- Possible further reading:

- Benjafield (2015) Chapter 14. Humanistic psychology

Description: The tenth week of the module we will explore Humanistic psychology, also known as the "third force in psychology", apart from psychoanalysis and behaviourism. Some of the ideas introduced were hand in hand with Carl Rogers' and Abraham Maslow's contributions.

Week 11 – Cognitive psychology

Key concepts/issues: Cognitive psychology, Noam Chomsky, George A. Miller, Jerome S. Bruner.

Literature for this week:

- Essential reading:
 - Benjafield (2015) Chapter 15. Cognitive psychology
- Possible further reading:
 - Hunt (2007) Chapter 16. The cognitivists

Description: In this eleventh week of the module, we will focus on Cognitive psychology, one of the predominant approaches in psychology nowadays. To do so we will get immersed in the cognitive revolution, we will explore the idea of "information processing", the metaphor of the mind as a computer, and we will introduce some authors such as Noam Chomsky, George A. Miller or Jerome S. Bruner.

Week 12 – Revision and integration of XX century psychology

Key concepts/issues: revision of XX century psychology, Psychoanalysis, Behaviourism, Gestalt psychology, Humanistic psychology, Cognitive Psychology.

Literature for this week:

- There are no specific readings to do prior this week, but it is highly recommendable to review the materials of weeks 7 to 11.

Description: Throughout the twelfth week of the module, we will do a revision and integration of the contents covered during the weeks 7 to 11, that is, the XX century schools of thought in psychology, including: Psychoanalysis, Behaviourism, Gestalt psychology, Humanistic psychology and Cognitive psychology.

Block IV. Contemporary Psychology

Week 13 – Contemporary psychology

Key concepts/issues: contemporary psychology.

Literature for this week:

- Essential reading:
 - o Benjafield (2015) Chapter 16. The future of the history of psychology
- Possible further reading:
 - o Hunt (2007) Chapter 19. Psychology today
 - o King, Viney and Woody (2009) Chapter 18. The rise of contemporary psychology

Description: This week students will do a revision and integration of the module's contents discussed throughout the semester.

Week 14 – Students' oral presentations

Key concepts/issues: students' oral presentations

Literature for this week:

- n/a

Description: This week students will be doing their oral presentations (Partial Assessment 4).