## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 290203 **Name:** History of Psychology

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** ANTHROPOLOGY, PROFESSIONAL HISTORY AND DEONTOLOGY

**Subject Matter:** HISTORY OF PSYCHOLOGY **Type:** Compulsory

**Department:** Personality Psychology, Treatments, and Methodology

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:**  Spanish

**Lecturer/-s:**

| | | |
|---|---|---|
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# Module organization

## ANTHROPOLOGY, PROFESSIONAL HISTORY AND DEONTOLOGY

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|---|---|---|---|
| ANTHROPOLOGY | 6,00 | Anthropology | 6,00 | 1/2 |
| SCIENCE, REASON AND FAITH | 6,00 | Science, Reason and Faith | 6,00 | 2/2 |
| SOCIAL MORAL-PROFESSIONAL DEONTOLOGY | 6,00 | Social Morality-Professional Deontology | 6,00 | 4/1 |
| HISTORY OF PSYCHOLOGY | 6,00 | History of Psychology | 6,00 | 2/2 |

# Recommended knowledge

It is recommended to be familiar with basic concepts related to psychological processes that have been acquired during the first year.

# Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1      Knowledge on the historical development of Psychology, in its general scheme, and the contributions and development of the different trends, schools and most important authors.

R2      Analytic and Reading comprehension skills of texts by eminent authors in the History of Psychology both individually and in groups.

R3      The ability to produce a reflective and critical written essay on a work of historical revision of Psychology.

R4      The ability to use relevant bibliographic documents on the History of Psychology.

# Competencies

**Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):**

| GENERAL | | Weighting | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CG2 | The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards. | x | | | |

| SPECIFIC | | Weighting | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE28 | To know the functions, characteristics and limitations of the different theoretical models of Psychology. | | | | x |

| TRANSVERSAL | | Weighting | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CT1 | Capacity to analyze and synthesize. | | | | x |
| CT2 | Capacity to organize and plan. | | | x | |
| CT3 | Mastering Spanish oral and written communication. | | x | | |
| CT6 | Capacity to manage information (capacity to look for and analyze information coming from different types of sources) | | | | x |
| CT9 | Capacity to work in team. | | x | | |
| CT14 | Critical capacity. | | | x | |
| CT18 | Capacity to produce new ideas (creativity). | x | | | |

# Assessment system for the acquisition of competencies and grading system

## In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|---|---|
| R1, R4 | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| R1, R2, R3, R4 | 20,00% | Presentation of practical activities. |
| R1, R2, R3, R4 | 20,00% | Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher. |

## Observations

INFORMATION NOTE ON THE FINAL EVALUATION TESTA written exam will be carried out with multiple choice questions that may be combined with practical or development assumptions. Under adequate justification it could be replaced by an oral test.
CRITERIA FOR PASSING THE SUBJECTTo pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam).
CRITERIA FOR THE GRANT OF HONOR REGISTRATIONIt is granted as a sign of academic exceptionality and with restrictions as to the amount per number of students imposed by the legislation.The grant is subject to the professor's discretion, and as long as the student who opts for it would have been qualified a minimum grade in the subject of 9 points.

## Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|---|---|
| R1, R2, R4 | 80,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| | 0,00% | Submitted tasks |
| | 0,00% | Periodical assessment through questionnaires |
| R1, R2, R3, R4 | 20,00% | Attendance and participation in synchronic communication activities. |

**Observations**

INFORMATION NOTE ON THE FINAL EVALUATION TESTA written exam will be carried out with multiple choice questions that may be combined with practical or development assumptions. Under adequate justification it could be replaced by an oral test.
CRITERIA FOR PASSING THE SUBJECT
To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam).
CRITERIA FOR THE GRANT OF HONOR REGISTRATIONIt is granted as a sign of academic exceptionality and with restrictions as to the amount per number of students imposed by the legislation.The grant is subject to the professor's discretion, and as long as the student who opts for it would have been qualified a minimum grade in the subject of 9 points.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1    Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2    Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M6    Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7        Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8        Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9        Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11       Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12       Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13       Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14       Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15       Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16       Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17       Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18       Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19       Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

**Course guide**

## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| **ON-CAMPUS CLASS**<br>Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.<br>M1, M7 | R1, R2, R4 | 25,00 | 1,00 |
| **PRACTICAL CLASSES**<br>Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.<br>M2, M6 | R1, R2 | 25,00 | 1,00 |
| **GROUP WORK EXHIBITION**<br>Application of multidisciplinary knowledge.<br>M2, M8 | R1, R2, R3, R4 | 2,50 | 0,10 |
| **OFFICE ASSISTANCE**<br>Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc.<br>M6, M8 | R1 | 2,50 | 0,10 |
| **ASSESSMENT**<br>Set of oral and/or written tests used in initial, formative or additive assessment of the student.<br>M7, M8, M9 | R1, R3 | 5,00 | 0,20 |
| **TOTAL** | | **60,00** | **2,40** |

# Course guide

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| **GROUP WORK**<br>Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform<br>M2, M6 | R1, R2, R3, R4 | 50,00 | 2,00 |
| **INDEPENDENT WORK**<br>Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.<br>M6, M9 | R1, R2, R3, R4 | 40,00 | 1,60 |
| **TOTAL** | | **90,00** | **3,60** |

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Virtual session (distance learning)<br>M11, M13, M18, M19 | R1, R2 | 25,00 | 1,00 |
| Virtual practical session (distance learning)<br>M11, M12, M13, M16, M19 | R1, R2 | 25,00 | 1,00 |
| In-person or virtual assessment (distance learning)<br>M14, M15 | R1, R3 | 5,00 | 0,20 |
| Individual tutoring sessions (distance learning)<br>M16 | R1, R2, R4 | 2,50 | 0,10 |
| Discussion forums (distance learning)<br>M12, M18 | R1, R2, R4 | 1,20 | 0,05 |
| Continuous assessment activities (distance learning)<br>M12, M13, M18 | R1, R2, R4 | 1,30 | 0,05 |
| **TOTAL** | | **60,00** | **2,40** |

### ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Individual work activities (distance learning)<br>M15, M17, M19 | R1, R2, R4 | 40,00 | 1,60 |
| Teamwork (distance learning)<br>M12, M17, M18, M19 | R1, R2, R3, R4 | 50,00 | 2,00 |
| **TOTAL** | | **90,00** | **3,60** |

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

## Theoretical contents:

| Content block | Contents |
| --- | --- |
| 1. History, science, and psychology | History of Psychology, a historical discipline. Functions of the History of Psychology. Historiographical models in Psychology. Brief historical panoramic of the History of Psychology. A general historical panoramic of the Psychology. |
| 2. Psychological ideas in the Western philosophical tradition and relevant scientific contributions | Psychological ideas in Western philosophical tradition and relevant scientific contributions. Platonic and Aristotelian psychology. Saint Augustine of Hippo's and Saint Thomas Aquinas' psychology. Some relevant psychological ideas from Descartes to Beneke. |
| 3. Psychophisics, psychophysiology, and evolutionism. | The birth of scientific psychology: Psychophysics. Classical psychophysics: Ernst Heinrich Weber and Gustav Theodor Fechner. Evolutionism. Some contributions of the physiology of the nervous system. |
| 4. Ganzheit psychology and structuralism | Ganzheit Psychology: Wilhem Maximilian Wundt. Structuralist Psychology: Edward Bradford Titchener. |
| 5. American functionalism | Consciousness as a function: The functionalist psychology. Structuralism vs. Functionalism. William James' pragmatism and psychology. John Dewey's psychology. Edward Lee Thorndike's psychology. |
| 6. Gestalt psychology | Consciousness as a perception of Gestalten: The Gestalt psychology. The conflict with Wundt. The Stumpf-Wundt conflict. The Graz psychological school. The Berlin psychological school. Max Wertheimer. Kurt Koffka. Wolfgang Köhler. Kurt Lewin. |

| | |
|---|---|
| 7. Psychoanalysis | Sigmund Freud: A bio-bibliographic outline. What is psychoanalysis? Some criticisms to Freudian psychoanalysis. Carl Gustav Jung's analytical psychology. Alfred Adler's individual psychology. Other post-Freudian psychoanalyses. |
| 8. Behaviorism | What is behaviorism? The precursors: Russian reflexology and Thorndike's functionalism. Classical behaviorism: John Broadus Watson. Proactive behaviorism: Edward Chace Tolman. Clark Leonard Hull's deductive behaviorism. Burrhus Frederick Skinner's radical behaviorism. |
| 9. Humanistic and existential psychology | Humanistic and existential psychology: Basic issues and principles. Abraham Maslow self-realization theory. Viktor Emil Frankl's logotherapy. Existential psychology: Rollo May, Irvin Yalom. |
| 10. Cognitivism | The cognitive perspective in psychology. Stages in the development of cognitivism: The computer metaphor, the connectionism, the emotional cognitivism. Some criticism to cognitive psychology. |

## Course guide

## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---|---|---|
| 1. History, science, and psychology | 2,00 | 4,00 |
| 2. Psychological ideas in the Western philosophical tradition and relevant scientific contributions | 4,00 | 8,00 |
| 3. Psychophisics, psychophysiology, and evolutionism. | 3,00 | 6,00 |
| 4. Ganzheit psychology and structuralism | 3,00 | 6,00 |
| 5. American functionalism | 3,00 | 6,00 |
| 6. Gestalt psychology | 3,00 | 6,00 |
| 7. Psychoanalysis | 3,00 | 6,00 |
| 8. Behaviorism | 3,00 | 6,00 |
| 9. Humanistic and existential psychology | 3,00 | 6,00 |
| 10. Cognitivism | 3,00 | 6,00 |

## References

**Basic References**
Tortosa, F. y Civera, C. (2006). Historia de la Psicología. McGraw-Hill Interamericana.

**Supplementary references**
Ferrándiz, A., Lafuente, E. y Loredo, J. C. (2014). Lecturas de Historia de la Psicología. UNED.
Sáiz, M. (2011). *Historia Básica de la Psicología*. Síntesis.
Tejerina, J., Lafuente, E., Loredo, J. C. y Pizarroso, N. (2017). Historia de la Psicología. UNED.

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