**M. Sc. APPLIED PSYCHOLOGY**

**Course Title: History and Systems of Psychology**

|  |
| --- |
| **Course Category: XXXX Schedule of Offering: 1st Semester**  **Course Credit Structure: 4 Credits**  **Lecture: 4 Hours per week**  **Contact Hours per week: 4 Hours per week**  **Course Instructor: XXXX** |

1. **Introduction:**

One of the routes to understand and critically appreciate the contemporary Psychology is to look at its history. This course intends to provide a bird’s eye view of the emergence and development of Psychology as a formal scientific discipline. It traces the history of the origins of the discipline, in both ancient and modern times. It also traces the growth of the discipline in modern India.

**Course Objectives**

After completing the course the students will be able to:

1. To describe the key contributions of major figures in the history of psychology.
2. To relate the major perspectives in psychology with the individuals responsible for articulating them.
3. To understand how historical trends and events have influenced the development of psychology as a scientific discipline.
4. To demonstrate an understanding of major questions/ideas that have driven psychological thought throughout its history.
5. To examine the historical context including political and cultural contexts within which the development of psychology as a discipline has taken place.
6. To understand perspectives and current trends in psychology in India.
7. **Pre-requisites**

Registration as student in M. Sc. Applied Psychology program.

1. **References**

Brennan, J.F. (2003*). History and systems of psychology* (6th Edn.).New Delhi: Pearson Education Inc.

Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.

Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). *A history of Psychology: Globalizations, ideas and applications*. New Delhi: Prentice-Hall Inc.

Brown, S.D. & Stenner, P. (2009). *Psychology without foundations: History, philosophy and psychosocial theory*. New Delhi: Sage.

Heidbreder, E. (1933/1961). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.

Hunt, M. (2007). *The story of psychology*. New York: Anchor Books

Kim, U., Yang, K, S., Hwang, K, K. (2006) *Indigenous and Cultural Psychology: Understanding People in Context of International and Cultural Psychology*. New York: Springer Science Media.

Rao, K.R., Paranjpe, A.C., (2015). *Psychology in the Indian Tradition.* New Delhi: Springer India.

1. **Module-wise topics**

**Module 1:** **Historical Foundations of Psychology (10 hrs)**

* Understanding Science from historical perspective
* Notion of Systems in Science
* Psychology’s early historical foundations in ancient Greece, Rome, Middle Ages and Renaissance.

**Readings**:

Brennan, J.F. (2003*). History and systems of psychology* (6th Edn.).New Delhi: Pearson Education Inc.

Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.

Heidbreder, E. (1933/1961). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.

Hunt, M. (2007). *The story of psychology*. New York: Anchor Books

**Module 2: Birth of the Discipline (10 hrs)**

**Topics:**

* The emergence of modern science
* Background for the emergence of modern Psychology: The French, British and German tradition.

**Readings**:

Brennan, J.F. (2003*). History and systems of psychology* (6th Edn.).New Delhi: Pearson Education Inc.

Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.

Heidbreder, E. (1933/1961). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.

Hunt, M. (2007). *The story of psychology*. New York: Anchor Books

**Module 3: Nineteenth Century Bases for Psychology (10 hrs)**

**Topics:**

* Nineteenth century bases of Psychology.
* Physiology, Psychophysics and Evolution
* The founding of modern Psychology as Natural-Human science.

**Readings**:

Brennan, J.F. (2003*). History and systems of psychology* (6th Edn.).New Delhi: Pearson Education Inc.

Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.

Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). *A history of Psychology: Globalizations, ideas and applications*. New Delhi: Prentice-Hall Inc.

Brown, S.D. & Stenner, P. (2009). *Psychology without foundations: History, philosophy and psychosocial theory*. New Delhi: Sage.

Heidbreder, E. (1933/1961). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.

Hunt, M. (2007). *The story of psychology*. New York: Anchor Books

**Module 4: Major Systems (15 hrs)**

**Topics:**

* Voluntarism and Structuralism,
* Functionalism
* Gestalt psychology
* Psychoanalysis
* Behaviorism
* Humanistic Psychology.

**Readings**:

Brennan, J.F. (2003*). History and systems of psychology* (6th Edn.).New Delhi: Pearson Education Inc.

Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.

Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). *A history of Psychology: Globalizations, ideas and applications*. New Delhi: Prentice-Hall Inc.

Brown, S.D. & Stenner, P. (2009). *Psychology without foundations: History, philosophy and psychosocial theory*. New Delhi: Sage.

Heidbreder, E. (1933/1961). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.

Hunt, M. (2007). *The story of psychology*. New York: Anchor Books

**Module 5: Beyond the Systems: Contemporary Developments (15 hrs)**

**Topics:**

* Diversity in Psychology
* Globalization and the field of Psychology in 21st century.
* Constructive realism
* Indigenous Psychologies
* Cultural Psychology
* Decolonizing Psychology
* Psychology in the Indian tradition

**Readings**:

Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). *A history of Psychology: Globalizations, ideas and applications*. New Delhi: Prentice-Hall Inc.

Kim, U., Yang, K, S., Hwang, K, K. (2006) *Indigenous and Cultural Psychology: Understanding People in Context of International and Cultural Psychology*. New York: Springer Science Media.

Rao, K.R., Paranjpe, A.C., (2015). *Psychology in the Indian Tradition.* New Delhi: Springer India.

1. **Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

1. **Evaluation Pattern**

Both formative (periodic assignments and projects) and summative (mid semester and final examinations) evaluation will be used.

The breakdown of the evaluation shall be as follows.

Class Participation and Attendance …………………………… 5%

Term Paper ……………………………… 15%

Individual Assignment (including Presentations) …..…………. 20%

Group Assignments (including Presentation) ..……………….. 10%

Mid semester Examination …………………………………… 20%

Final Examination …………………………….. 30%

Total ………………………… 100%