

Subject Description Form

Subject Code	APSS 5062														
Subject Title	Historical Foundations of Psychology														
Credit Value	3														
Level	5														
Pre-requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation/ Quizzes</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Individual Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Assignments/ Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation/ Quizzes	50%	--	2. Individual Paper	30%	--	3. Assignments/ Presentation	20%	--
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Objectives	<p>This subject provides students with an overview of historical and modern perspectives to psychology. The students can examine salient features and issues of psychology as a scientific and theoretical discipline in social science, arts and/or science for studying human behaviours and mental processes. They can also critically review selected classic psychological schools of thoughts and their philosophical roots; and evaluate the contributions and limitations of representative work in the contemporary psychological theoretical approaches and related investigations. The subject ultimately enables students to develop reflective thoughts on the classical and contemporary issues of psychology, particularly comparing and contrasting psychological concepts and development in the western and Chinese cultural contexts.</p>														

Intended Learning Outcome	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) acquire knowledge of classic psychological schools of thoughts and their philosophical, historical and scientific roots predominantly based on the western (Euro-American) models; and b) evaluate and criticize representative work, salient research findings in various areas of contemporary psychology; and new psychological ideas in the 21st Century; and c) compare and contrast with in-depth reflection on the classical, recent and future trends and developments of psychology; and d) develop reflective thoughts on how psychology adapts in the western evolutionary contexts, and extends historical foundations to modern lives, and integrates into the Chinese cultural context. e) Apply findings for argument, evaluation and suggestion in clinical, educational, social and community settings and in Chinese context.
Subject Synopsis/ Indicative Syllabus	<p><u>Part I Historical Perspective of Psychology</u></p> <ol style="list-style-type: none"> 1. <u>Psychology, Science, and History: Past for Present</u> Why study History? Understanding Science; Psychology and Science, Psychology and History 2. <u>Eastern Traditions in Psychology: Ancient Psychological Thoughts</u> China, India, Babylonia, Egypt, Persia and the Middle East, The Hebrews 3. <u>The Classic World: Origins of Philosophy and Psychology in Ancient Greece</u> Philosophical Issues, Philosophy and Psychology, The Growing of Greek Philosophy, Value and Contributions of Psychology to Human Life 4. <u>The Roman Period, The Middle Ages and Renaissance: Spirituality and Individualism</u> Roman Philosophy in the Medieval Context, Roman Medicine, The Fall of Rome, Impact of Christianity, The Dark Ages: The Eastern Empire, Islamic Civilization, The Feudal West, The Crusades, The Reawakening of Intellectual Life, The Challenge to Authority, Psychological Thought in the Renaissance 5. <u>The Seventeenth Century: The Scientific Revolution and The Creation of Consciousness</u>

The Emergence of Empiricism, Associationism, Utilitarianism, Advances in Philosophy: Rationalism, Theory of the Active Mind, Deduction vs. Induction, The Psychology Invented, Psychology and Human Affairs, Mechanization and Quantification, Philosophy Enfranchising Curiosity

6. **The Eighteenth Century: *Enlightenment and Counter-enlightenment in the French, British and German Traditions***

Advances in Mathematical and Natural Science Disciplines, Sensationalism and Positivism in the French Tradition, Mental Passivity in the British Tradition: Emergence of Empiricism, Mental Activity in the German Tradition, The Skeptical Crisis of Rationalism, The Moral Crisis and Existentialism.

7. **The Nineteenth Century: *The Threshold of Psychology and Competing Models***

Neurophysiology: General and Advances in Physiology, the Brain and Sensations, Psychophysics: Weber, Fechner, Helmholtz, Evolutionary Theory: Darwin, Spencer, Galton; Romanticism: The Reassertion of Emotion and Intuition as Romantic Revolt, Naturalism, Humanitarian Reform, Psychopathology: Understanding of Mental Illness and Mental Deficiencies

Part II Founding Psychology

8. **The Formal Founding of Scientific Psychology: *Early Developments in Physiology and the Rise of Experimental Psychology***

Psychology as a **Natural Science**: Structuralism, Wundt; Psychology as a **Human Science**: Act Psychology; Alternative Scientific Approaches: Dilthey, Bergson, Külpe and The Würzburg School

9. **American Functionalism : *An Early Approach to Psychology***

Background: The Legacy of Nineteenth-Century British Thought, American Character; The Early American Psychology, Functional Psychology: Chicago Functionalism, Columbia Functionalism; Women in Early American Psychology

10. **The Gestalt Movement in Germany: *An European and/or American Movement?***

Two Immediate Precedents in Germany: The Würzburg Legacy, German Phenomenology;
The Founding of Gestalt Psychology: Wertheimer, Köhler, Köffka
Intellectual Background of Gestalt Psychology, Implications of Gestalt Psychology

- 11. Psychology of the Unconscious: Sigmund Freud and Psychoanalysis**
The Formation of Psychoanalysis, Freud and Scientific Psychology, Classical Psychoanalysis, Revising and Extending Psychoanalysis: The Disciples, The Neo-Freudian Theorists or Post-Freudian Analytic Psychologists e.g. Adler, Jung, Horney, Sullivan, Fromm; Social Psychoanalysis
- 12. The Rise of Behaviorism in U.S.A.: Ascendants and Developments of Behaviorism**
From Mentalism to Behavioralism, Psychology and Society: Formal Founding of American Behaviorism, Building on William James, From Philosophy to Biology: Functional Psychology, New Directions in Animal Psychology, Rethinking Mind, Discarding Consciousness. The Golden Age of Behaviorism, Major Formulations of Behavioralism, Early Behavioristic Psychologists, Watsonian Behaviorism, Neo-Behaviourism, Further Contributions to Applied Psychology from Neo-behaviorism
- 13. Eclectic Psychology: The Sunsets on Behaviorism**
Troubles with Behaviorism, Are Theories of Learning Necessary? The Roots of Cognitive Science
- 14. The Rise and Development of Applied Psychology: Psychology and Society**
The Rise of Applied Psychology, Psychologists in Social Controversy, The Mental Testing Movement, Psychology's first market, - education, Flaming Youth and the Reconstruction of the Family, Looking Ahead to the Psychological Society

Part III Psychology Since World War II: Contemporary Systems of Psychology at the Twentieth-Century

- 15. Cognitive Science and Connectionism: From Behaviorism to Years of Turmoil**
The Rise of Cognitivism, Erosion of the Foundations: Cognitivism, Antecedents Outside Psychology, Philosophical Issues, Basis of Mainstream Cognitive Psychology, Cognitive Science and Connectionism, The Expansion of Cognitivism, Challenges to Scientific Psychology, Professional Controversies
- 16. Humanistic Psychology: The Third Force Movement**
Historical Roots, Formal Emergence of Humanistic Psychologies : Third Force Movement in U.S.A., Different Forms of Humanistic Psychologies: Carl Roger's Self Theory, Abraham Maslow's Theory of Self-Actualization and Motivation Theory; Other Conceptions of

	<p>Humanistic Psychology: Existential Psychology; Overview of Third-Force Psychologies: Major Positions and Criticisms</p> <p>17. <u>Social Psychology and Social Constructionism: <i>The Roots and Development</i></u> The Roots of Social Psychology, What is a Social Constructionist Psychology? <i>Volkerpsychologie</i> and Beyond, Varieties of Social Constructionism in Psychology, Is there a Limit to Social Constructionism?</p> <p>18. <u>The Psychology of Adaptation: <i>Psychology in Evolutionary Context</i></u> Evolution and Psychology, The Beginnings of the Psychology of Adaptation in Britain, Psychological Ideas in the New World, Establishing The New American Psychology</p> <p><u>Part IV Contemporary Psychology at the Late-Twentieth-Century Developments</u></p> <p>19. <u>The Nature and Role of Contemporary Psychology: <i>Academic, Professional or Popular?</i></u> Academic Psychology, Professional Psychology, The Neglect of Everyday Psychology, Everyday Psychology and Social Psychology, Scientific Psychology, Academic and Popular Psychology</p> <p>20. <u>Epilogue: <i>The Legacies of the Past and Projections into the Future</i></u> The Systems of Psychology in Retrospect: An Integration, The Mind-Body Problem, Methodological Issues; Psychology as a Science, a Behavioral Science, a Human Science or Philosophy? The Future: A Critical Perspective to Cognitive Psychology, The Emergence of Neuropsychology, The Growing Significance of Developmental Psychology, The Need of Evaluative Research in Social Psychology, Professional Controversies of Psychotherapy, Diversity and Pluralism in Modern Psychology</p>																									
Teaching/Learning Methodology	Face-to-face and Web-assisted Lectures Seminars (Tutorials) and Web-assisted Self Learning TOTAL		27 hours <u>3 hours</u> 30 hours																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th data-bbox="505 1682 873 1814">Specific assessment methods/tasks</th> <th data-bbox="873 1682 1024 1814">%</th> <th colspan="5" data-bbox="1024 1682 1446 1814">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <td></td> <td></td> <th data-bbox="1024 1814 1109 1879">a</th> <th data-bbox="1109 1814 1193 1879">b</th> <th data-bbox="1193 1814 1278 1879">c</th> <th data-bbox="1278 1814 1362 1879">d</th> <th data-bbox="1362 1814 1446 1879">e</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>					Specific assessment methods/tasks	%	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e							
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	1. Participation/ Quizzes	50%	√	√	√	√	√
	2. Individual Paper	30%	√	√	√	√	√
	3. Assignments/ Presentation	20%	√	√	√	√	√
	Total	100 %					
	<p>The followings apply to the overall grade:</p> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Students must pass all components so as to pass the subject. <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> • the assignments and quizzes assess students' basic knowledge in the different school of thoughts and major research findings. • the presentation provides an opportunity for students to compare and contrast classics and recent models of psychology. • the individual paper requires students to develop reflective thoughts on how psychology adapts in modern lives. 						
Student Study Effort Expected	Class contact:						
	• Lecture		27	Hrs.			
	• Seminar		12	Hrs.			
	Other student study effort:						
	• Self-study		50	Hrs.			
	• Preparation for seminar and paper		50	Hrs.			
	Total student study effort			139	Hrs.		
Reading List and References	<u>Recommended Textbooks</u>						
	Henley, T. B. (2019). <i>Hergenhahn's an introduction to the history of psychology</i> (8th ed.). Boston: Cengage Learning Solutions.						

Jones, D., & Elcock, J. (2001). *History and the theories of psychology: A critical perspective*. London: Arnold.

Schultz D.P., & Schultz, S.E. (2008). *A History of Modern Psychology* (9th edition). Belmont: Thompson Learning.

Viney, W., & King, D.B. (2003). *History of psychology: Ideas and context*. Boston, MA: Allyn & Bacon.

References

Bayne, R., & Horton, I.E. (Eds.). (2003). *Applied psychology: Current issues and new directions*. London: Sage Publications.

Bem, S., & Lorren de Jong, H. (1997). *Theoretical issues in psychology: An introduction*. London: Sage Publications.

Burman, J.T. (2018). What Is History of Psychology? Network Analysis of *Journal Citation Reports*, 2009-2015. Sage Opens (online first).

Danziger, K. (2013). Psychology and its history, *Theory & Psychology*, 23(6), 829–839

Kardas, D. (2000). *Psychology resources on the world wide web*. Belmont, CA: Wadsworth/ Thomson Learning. (with CD-ROM).

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Pawlik, K., & Rosenzweig, M.R. (Eds.). (2000). *The international handbook of psychology*. London: Sage Publications.

Rutherford, A. (2017). B. F. Skinner and Technology's Nation: Technocracy, Social Engineering, and the Good Life in 20th-Century America. *History of Psychology*, 20 (3), 290–312.

Smith, J.A., Harré, R., & Langenhove, L.V. (Eds.). (1995). *Rethinking methods in psychology*. London: Sage Publications.

Thorne, M. (2001). *Connections in the history and systems of psychology*. Boston, NY: Houghton Mifflin.

高尚仁（主編）（2002）。*心理學新論*。香港：商務印書館。

曾文星（主編）（1997）。華人的心理與治療。臺北：桂冠圖書股份有限公司。

編譯組與社會研究中心（編譯）（2002）。中譯心理學詞。香港：香港中文大學出版社。