COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	*Undergraduate*		
COURSE CODE	**PSY-1102**	**SEMESTER**	2th
COURSE TITLE	History of Psychology		

TEACHING ACTIVITIES	**WEEKLY HOURS**	**ECTS**
Lectures, video	**3**	**5**

COURSE TYPE	Background (Compulsory)
PREREQUISITES COURSES:	
INSTRUCTION/EXAM LANGUAGE:	Greek
OFFERED TO ERASMUS STUDENTS	YES (independent study of English literature and term paper)
COURSE WEB PAGE (URL)	https://elearn.uoc.gr/course/view.php?id=279

2. LEARNING OUTCOMES

Learning Outcomes

Upon completion of the course students should:
 	
  - be familiar with the historical development of psychological ideas
 	
  - highlight the socio-cultural and cognitive context of the formation of psychological ideas
 	
  - have understood the importance of studying primary sources in the history of psychology
 	
  - demonstrate an understanding of the contemporary basic trends and directions of psychology.

General Competences

During the course, students should acquire the following skills and abilities:
 	
  • ability to work autonomously
 	
  • critical and creative thinking
 	
  • the ability to examine psychological phenomena in a historical way

3. COURSE CONTENT

1. The subject matter and method of historiography of psychology 2. Traditional and "new" history of psychology 3. Transition from the primitive, mythological concepts to the first scientific knowledge of

the soul

4. The emergence of first forms of psychological knowledge in the Ancient World (China, India, Greece)

5. The formation of the philosophical background of psychological knowledge during the period of Modernity (Descartes, Spinoza, Locke, etc.)

6. The creation of the natural- scientific conditions for the emergence of Psychology as an independent science (phrenology, psychophysics, Darwinism, etc.)

7. National cultural traditions and paths of the emergence of psychology (Germany, Great Britain, France, USA, Russia)

8. The formation of the main forms of psychological research in late 19th century (Wundt's introspection, Galton's psychometric research model, clinical research)

9. The social context of the formation of behaviourism

10. The social and cognitive context of the formation of psychoanalysis

11. The main ideas of Gestalt Psychology

12. Basic trends and directions of development of psychology during the 20th century

4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	In class		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of ICT in teaching Support for learning through the E-learn online platform		
TEACHING ORGANIZATION	*Activity*	*Semester Work load*	*ECTS credits*
	Lectures	39	1,56
	Writing a reflexive essay	40	1,60
	Independent Study	54	2,20
	Course Total	*133*	*5,36*

STUDENT EVALUATION	Evaluation is in Greek and in English for Erasmus students.
	
	Student assessment is based on:
	
	  I. Final exam (70%)
	
	  II. A reflective essay (30%).
	
	Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.		

5. BIBLIOGRAPHY

Dafermos, M. (2010). *Το ιστορικό γίγνεσθαι της Ψυχολογίας [The historical development of psychology]*. Athens: Gutenberg.

Danzinger, Z. (1990). *Constructing the Subject: Historical Origins of Psychological Research*. Cambridge: Cambridge University Press.

Hergenhahn, B. (2001). *An introduction to the history of Psychology*. Stamford – London: Wadsworth Thomson Learning.

Leahey, T. (1996). *A History of Psychology*. New Jersey: Prentice Hall.

Viney, W. & King, D. (2003). *A history of psychology: ideas and context*. Boston: Allyn & Bacon.

Wertheimer, M. (2000). *A Brief History of Psychology*. Fort Worth, TX: Harcourt College Publishers.