Gyanmanjari
Innovative University

Subject: History of Psychology - MATPY12511

Type of course: Major (Core)

Prerequisite:

Studying the history of psychology requires a strong grasp of foundational psychological concepts and theories is essential, as historical perspectives often serve as the roots from which contemporary psychological understanding has grown.

Rationale:

Studying the history of psychology serves as a critical endeavor in understanding the development, evolution, and current state of the discipline. Delving into the historical roots of psychology provides invaluable insights into the foundational theories, methodologies, and key figures that have shaped the field over time. Furthermore, exploring the historical context in which psychological theories and practices emerged allows for a deeper appreciation of the social, cultural, and intellectual forces that have influenced the trajectory of psychological inquiry.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
				Theory Marks		Practical Marks		CA	
CI	T	P	C	ESE	MSE	V	P	ALA	
4	0	0	4	60	30	10	0	50	150

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE - End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA-Active Learning Activities.

Course Content:

Sr. No	Course content	Hrs.	Weightage %
1	**Introduction** • Systems in Psychology: meaning and Typed • Evaluation of Systems of Psychology • Some Basic Issues in Psychology **Structuralism** • Titchener's Structural Psychology • Criticisms of Structuralism • A Comparative study of Wundt and Titchener • Fate of Structuralism	15	25

2	**Functionalism**
	• Antecedents of Functionalism
	• Chicago Functionalism
	  1) James Rowland Angell, 1867-1949
	  2) Harvey Carr, 1873-1954
	• Functionalism as a System
	• Columbian Functional Psychology
	  1) E. L. Thorndike, 1874-1949
	  2) J. M. Chattel, 1860-1944
	  3) R. S. Woodworth, 1869-1962
	• Criticisms of Functionalism
	• Distinction between Structuralism and Functionalism
	• Fate of Functionalism
		15	25

3	**Behaviorism**
	Watsonian Behaviorism as a system
	  1) Secondary Features of Watsonian Behaviorism
	  2) Criticisms of Watson's Behaviorism
	
	Later Behaviorism
	  1) Edwin R. Guthrie
	  2) Clark L. Hull
	  3) B.F. Skinner
	  4) E.C. Tolman
	Distinction between early behaviorism and later behaviorism
		15	25

| 4 | **Gestalt Psychology**
• **Foundation of Gestalt Psychology**
  1) Max Wertheimer
  2) Wolfgang Kohler
  3) Kurt Kofka
• **Basic Experimental contribution of Gestalt psychology**
  1) Perception
  2) Learning
• **Gestalt Psychology as a System**
• **Criticisms of Gestalt Psychology** | 15 | 25 |

Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	**Assignment:** Faculty will provide assignment according to Units and students have to Write assignment and submit on GMIU web Portal. **Note:** 5 points like writing assignment according to unit and uploading it on the model from which marks will also be calculated. Writing skill, Originality, Subjectivity, Presentation, Reference This consists of 5 points.	10
2	**Chart Making:** Students have to create an attractive chart, in which they add formation about different psychologists and their theories, and upload the image on GMIU web portal.	10
3	**Explore the History of Psychology:** Students have to trace the origin and development of psychology in history, as a distinct scientific discipline in the 19th century, and upload information on the web portal about the influence of structuralism and functionalism on early psychology. And upload it on GMIU web portal.	10
4	**Behaviorism and the rise of experimental psychology:** Students have to learn about the emergence of behaviorism and its key figures such as John B. Watson and B.F. Exploring Skinner. And upload it on GMIU web portal.	10

5	**The Role of Women in the History of Psychology:** Students have to Explore the contributions of women in the field of psychology throughout history. Highlight key figures such as Mary Whiton Calkins, Margaret Floy Washburn, and others. And upload it on GMIU web portal.	10
	Total	50

Suggested Specification table with Marks (Theory): 60

Distribution of Theory Marks **(Revised Bloom's Taxonomy)**						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage %	20%	40%	40%	-	-	-

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcome:

After learning the course the students should be able to:	
CO1	Define and Identify Psychological Systems and analyze basic issues in Psychology.
CO2	Understand key principles of functionalism, practical implications, and usefulness of historical context.
CO3	Analyze behaviorist experiments and compare behaviorism with other psychological perspectives.
CO4	Apply the Principles of Gestalt Psychology and Gestalt Concepts in Problem Solving.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, E-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

Reference Books:

[1] Do. Ashween Jansari and Do. Vrajesh Mistri (2022) History of Psychology., Akshar Publication,

[2] Arunkumar Sinh and Ashish Kumar Sinh (2009) History and system of Psychology. Delhi Motilal Banarsidass

[3] Wolman, B.B. 1995, Contemporary Theories and System in Psychology, New Delhi, Freedman book.

[4] Brennan, J. 2004, History and System of Psychology Sixth Edition, Delhi Pearson Education.

[5] Marx, M.H. 1964, Theory in Contemporary Psychology New York.

[6] Tiwari and Rani. 2001, History and System of Psychology, Hindi Granth Academy, M. P. Bhopal (In Hindi).