

Course Code: APSY-352
Course Title: Schools and Perspectives in Psychology

Credit Hours: 3
(Foundation Course)

Introduction

This module is designed to help students reflect on their studies of psychology by focusing on the historical foundations of the psychology and familiarize them with different schools and perspectives of psychology that offer basis for the modern approaches in psychology. Students will examine the scientific and conceptual underpinnings of psychology, tackling questions about the nature of scientific investigation and other fundamental debates through the history of psychology such as the relation of the mind to body, or how humans flourish.

Course Objectives

The main objectives of this course are to:

1. familiarize the students with history and foundations of psychology and also to familiarize them with different perspectives in Psychology.
2. provide students a comprehensive understanding of theoretical basis of human behavior i.e. basic concepts and application of major perspectives: Psychodynamic, Behavioristic, Cognitive, Humanistic, Existential, Gestalt and Islamic.

Learning Outcomes

Upon completion of this course, the students will be able to:

1. understand the basic concepts and application of different perspectives enabling them better understand explanation of human behavior as proposed by different perspectives.
2. apply theoretical knowledge about human behavior in the context of general and in their area of specialization in particular.
3. apply theoretical framework in their research projects.

Contents

Unit-I

1.1 Schools of Psychology

- 1.1.1 Brief history of psychology
- 1.1.2 Structuralism
- 1.1.3 Functionalism
- 1.1.4 Greek contribution/ Significant Philosophers

Unit-II

2.1 Introduction to Perspectives

- 2.1.1 Major assumptions, major contributors and basic concepts

Unit-III

3.1 Biological Perspective

- 3.1.1 Heredity
- 3.1.2 Genes and chromosomes
- 3.1.3 Endocrine glands

Unit-IV

4.1 Psychodynamic Perspective

- 4.1.1 Classical psychoanalysis (Sigmund Freud)
- 4.1.2 Neo-Freudians (Jung, Adler, Horney, Erickson)

Unit-V

5.1 Behavioristic Perspective

- 5.1.1 Classical conditioning (Pavlov)
- 5.1.2 Operant conditioning (Skinner)
- 5.1.3 Social learning (Bandura)

Unit-VI

6.1 Cognitive Perspective

- 6.1.1 Cognitive perspective by Aaron Beck
- 6.1.2 Cognitive perspective by Albert Ellis
- 6.1.3 Cognitive perspective of appraisal and coping
- 6.1.4 Cognitive and behavioral model

Unit-VII

7.1 Humanistic Perspective

- 7.1.1 Abraham Maslow
- 7.1.2 Carl Rogers

Unit-VIII

8.1 Existential Perspective

- 8.1.1 Thomas Szaz
- 8.1.2 Victor Frankel

Unit-IX

9.1 Gestalt Perspective

- 9.1.1 Fritz Perls

Unit-X

10.1 Socio-Cultural Perspective

Unit-XI

11.1 Islamic Perspective in the light of teachings of Quran & Sunnah

- 11.1.1 IbnSina, Al-Ghazali, Ashraf Ali Thanvi

Unit-XII

12.1 Current Trends

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements		Details
1.	Midterm Assessment		It takes place at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings:

• Books:

Brennan, F. J. (2003). *History and system of psychology*. USA: Prentice Hall.

Campo, J. E. (2009). *Encyclopedia of Islam*. USA: Info base Publishing

Hergenhahn, B. R. (2008). *An Introduction to the history of psychology*. (5th ed.). UK: Cengage Learning

Leahy, T. A. (1998). *History of modern psychology*. (2nd ed.). New Jersey: Prentice Hall.

Pervin, L.A. (2003). *The science of personality*. (2nd ed.). UK: Oxford University press.

Schultz, D.P. & Schultz, S. E. (2007). *A history of modern psychology*. Orlando, USA: Harcourt Brace College press.

Sharif, M. M. (1983). *A history of Muslim philosophy*. Germany: Alinger Hcmalrerlag, New York: Harcourt Press.

Tavris, C. & Wade, C. (2001). *Psychology in perspective*. (3rd ed.). USA: Prentice Hall

Ymey, W. & King, D. B. (2003). *A history of psychology: Ideas and context* (3rd ed.). Boston: Harcourt Press.

• Journal Articles / Reports:

DeRobertis, E. M., & Bland, A. M. (2020). Lifespan human development and “the humanistic perspective”: A contribution toward inclusion. *The Humanistic Psychologist*, 48(1), 3.

Feest, U. (2021). Gestalt psychology, frontloading phenomenology, and psychophysics. *Synthese*, 198(9), 2153-2173.

Novick, J. M., Bunting, M. F., Engle, R. W., & Dougherty, M. R. (Eds.). (2019). *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development*. Oxford University Press, USA.

- Pill, S., & Hyndman, B. (2018). Gestalt psychological principles in developing meaningful understanding of games and sport in physical education. *Journal of Teaching in Physical Education*, 37(4), 322-329.
- Strle, G. (2021). Realist and Cognitive Perspectives on Meaning and Semantics. *Traditiones*, 50(2), 17-34.
- Tan, H. S. G., & House, J. (2018). Consumer acceptance of insects as food: Integrating psychological and socio-cultural perspectives. In *Edible insects in sustainable food systems* (pp. 375-386). Springer, Cham.
- Wong, P. T. (2020). Existential positive psychology and integrative meaning therapy. *International Review of Psychiatry*, 32(7-8), 565-578.