

Semester III

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|---|---|--------------------|----------|---------------------|---|
| Program | BS (4 Years) | Course Code | APSY-231 | Credit Hours | 3 |
| Course Title | Schools and Perspectives in Psychology | | | | |
| 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. | | | | | |
| Learning Outcomes | | | | | |
| On the completion of the course, the students will be able to: <ol style="list-style-type: none">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. | | | | | |
| Course Contents | | | | | |
| Schools of Psychology Brief history of psychology Structuralism Functionalism Greek contribution/ Significant Philosophers | | | | | |
| Introduction to Perspectives Major assumptions, major contributors and basic concepts | | | | | |
| Biological Perspective Heredity Genes and chromosomes Endocrine glands | | | | | |
| Psychodynamic Perspective Classical psychoanalysis (Sigmund Freud) Neo-Freudians (Jung, Adler, Horney, Erickson) | | | | | |
| Behavioristic Perspective Classical conditioning (Pavlov) Operant conditioning (Skinner) Social learning (Bandura) | | | | | |
| Cognitive Perspective Cognitive perspective by Aaron Beck Cognitive perspective by Albert Ellis | | | | | |

Cognitive perspective of appraisal and coping
Cognitive and behavioral model

Humanistic Perspective

Abraham Maslow
Carl Rogers

Existential Perspective

Thomas Szaz
Victor Frankel

Gestalt Perspective

Fritz Perls

Socio-Cultural Perspective

Islamic Perspective in the light of teachings of Quran & Sunnah

IbnSina, Al-Ghazali, Ashraf Ali Thanvi

Textbooks and Reading Material

2.1 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.
- Tavis, 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.

2.2 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.

Note: It is preferable to use latest available editions of books.

Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
3. Class participation /Presentation
4. Assignments/Class Projects
5. Quizzes

Assessment

| Sr. No. | Elements | Weightage | Details |
|---------|----------------------|-----------|--|
| 1. | Midterm Assessment | 35% | Written Assessment at the mid-point of the semester. |
| 2. | Formative Assessment | 25% | Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc. |
| 3. | Final Assessment | 40% | Written Examination 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. |