

Type: Major

Course Objectives

The aim of the course is to give a historical preview of the various schools of psychology, core concepts and development.

Course Contents

- **Historical Perspectives**
- **Voluntarism**
- **Wilhelm Wundt**

Selective attention, simple basic process, complex conscious, mediate, immediate experiences.

Elements of thought

Introspection

- **Structuralism**

Edward Titchener

Immediate Consciousness

Elements of Mind

Law of Contiguity

The Context Theory of Meaning

- **Functionalism**

William James

Stream of consciousness

Habit and Instincts

The Self

Hugo Münsterberg

Industrial Psychology

Forensic Psychology

Clinical Psychology

G. Stanley Hall

Recapitulation theory

James M. Cattell

Cattell and Applied Psychology

Robert S. Woodworth

E. L. Thorndike

Connectionism

The Laws of Exercise and Effect

- **Psychoanalytical Paradigm**

Sigmund Freud:

Basic concepts: hysterical paralysis, catharsis, transference and counter transference

Theory of Mind: Conscious, Unconscious and Subconscious

Theory of Personality: Id, Ego and Superego.

Psychosexual stages of development

Defense mechanisms

- **Carl Jung Theory of Personality**

Conscious and unconscious; Archetypes, Personality typology

- **Adler's Theory of Personality: Individual Psychology**

Basic concepts: Inferiority Complex, Striving for Superiority, Social Interest, Style of

Neo Freudian's Theory of Personality

- **Karen Horney**

Basic concepts: Basic Anxiety, Neurotic Needs, Use of Neurotic Strategies in solution to basic anxiety Idealized Self Image

Personality development

- **Erikson's Theory of Personality (Ego Psychology)**

Biographical sketch

Psychosocial Stages of Personality Development

- **Behavior Paradigm**

Classical Conditioning of Ivan Pavlov

Operant Conditioning Theory of Skinner

Positive reinforcement

Social Cognitive Learning Theory of Albert Bandura

Models and modeling

- **Cognitive Paradigm**

Theory of Kelly

Basic Concepts: Constructive Alternativism, Nature of Constructs and Construing, Fundamental Postulate and Corollaries

Jean Piaget

Cognitive development stages

Basic concepts by

Cognitive Behavioral Theory of Aron Beck

Basic concepts

Critical evaluation

Rational Emotive Behavior Theory of Albert Ellis

Basic concepts

Critical evaluation

- **Humanistic and Existential Paradigm**

Maslow Self Actualization Theory

Basic Concepts: Hierarch of Human Needs

Roger's Person Centered Theory

Basic Concepts: The Experiential World, Development of Self,

- **Gestalt Psychology**

- **Socio cultural Paradigm**

Learning Outcomes

Students will be able to critically analyze the similarities and differences of various schools of psychology and the development of psychology through different ages

Teaching-learning Strategies

Use of multimedia/slides

Assignments

Handouts

Group discussions

Reflective notes

Quiz

Sessional work

1. Assignment will be received before mid-term examination (8th week) on the psychological school of thoughts voluntarism, structuralism and functionalism. Assignment will be based on the basic concepts of these school of thoughts, contrast and comparison, their renowned theorists and critical evaluations of each school of thought.
2. Quiz/ Critical evaluations on the below mentioned theories before mid-term examination based on:
 - Harry Stack Sullivan: Structure of Personality: Dynamism, Personification and Cognitive Processes, Dynamics of Personality: Tension, Energy Transformation, Development of Personality: Stages of Personality and Critical Evaluation.
 - Henry Murray: Personology, Need Theory and Stages of development
 - Erick Fromm: The Productive and Nonproductive Character Types, The Basic Psychological Needs

Recommended Books:

- Allen, B. P. (2003). *Personality theories: Development, growth and diversity*. (4th ed.). Boston: Allyn & Bacon.
- Friedman, H.S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. India: Pearson.
- Fernald, D. (2008). *Psychology: Six perspective*. London: Sage Publication, Inc.
- Fuller, R., Walsh, N. & McGinley, P. (Ed.). (2014). *A Century of psychology: Progress, paradigms and prospects for the new millennium*. London: Routledge.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (2007). *Theories of personality*. (4th ed.). USA. John Wiley & Sons.
- Hayes, N., (2009). *Foundations of psychology: An introductory text*. London: Routledge
- Hergenhahn, B. (2009). *Introduction to the history of psychology*. (6th ed.). New York: Wadsworth, Cengage Learning.
- Leary, D., & Koch, S. (2009). *A century of psychology as science*. USA: American Psychological Association.
- Lawson, R.B., Graham, J.E, & Baker, K. M., (2009). *A History of psychology: Globalization, ideas, and applications*. India: Pearson.
- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.
- Robert, L., Graham, J & Baker, K. (2007). *History of psychology: globalization, Ideas and applications*. London: Pearson Public Education.
- Ryckman, R. M. (2004). *Theories of personality*. (8th ed.). USA: Thomas Wadsworth
- Schultz, D. P., & Schultz, S. E. (2010). *Theories of personality*. (9th ed.). USA: Thomas Wadsworth.