



EFFECTIVE: JANUARY 2012 CURRICULUM GUIDELINES

A. Division: Academic **Effective Date:** January 2012

B. Department / Program Area: Faculty of Humanities & Social Sciences
Psychology **Revision** **New Course** **X**

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: PSYC 3309 **D: Critical Issues in Psychology** **E: 3**
 Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:

 This course covers critical historical and philosophical issues in the modern day practice of psychology. The purpose of the course is to help the student understand current critical debates in modern psychology by exploring their origin and the philosophical foundations upon which they rest.

<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>a) Lecture 80%</p> <p>b) Online reading and discussion 20%</p> <p>Number of Contact Hours:</p> <p>4 hours per week/ semester</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>PSYC 1100, PSYC 1200</p> <hr/> <p>I: Course Corequisites:</p> <p>NONE</p> <hr/> <p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p> <hr/> <p>K: Maximum Class Size:</p> <p>35</p>
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L: PLEASE INDICATE:

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

At the conclusion of the course the successful student will be able to:

1. Describe the historical development of the major schools of thought in psychology
2. Distinguish between the major schools of thought in psychology
3. Identify the philosophical and methodological commitments inherent to each of the major schools of thought in psychology
4. Explain the philosophy of science principles inherent to modern psychology
5. Explain the use of mental analogies in psychology and exactly how these analogies have changed and stayed the same since the inception of the discipline
6. Discuss current debates about the nature of mental disorders, intelligence, etc., within the modern discipline of psychology
7. Be able to give an accurate characterization of operationism and construct validity theory, and how each philosophy of science is relevant to modern psychology

N: Course Content:

1. Basic philosophy of mind concepts such as materialism, determinism, mechanism, reductionism, monism, dualism and epiphenomenalism
2. Basic theory and concepts in philosophy of science such as rationalism, empiricism, operationism, positivism, realism, construct validation, Kuhn's concept of scientific revolutions and Popper's concept of falsifiability
3. Critical historical developments in psychology such as the immediate pre-history of psychology, psychophysics, voluntarism, structuralism, functionalism, behaviorism and cognitive psychology
4. Coverage of some modern controversies in psychology such as the nature of mental disorders and intelligence, validity of measurement and the role of hypothetical constructs in psychology

O: Methods of Instruction:

The course will involve a number of instructional methods, such as the following:

- Lecture
- Videos
- Group discussion
- Online reading

P: Textbooks and Materials to be Purchased by Students:

Textbooks such as:

- 1) Schultz, D. P., & Schultz, S. E. (2011). *A history of modern psychology* (10th ed.). Belmont, CA: Thomson/Wadsworth.
- 2) Stanovich, K. E. (2010). *How to think straight about psychology* (9th ed.). Boston, MA: Pearson.
- 3) Classics in the history of psychology website selected papers

Q: Means of Assessment:

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and will include some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, computer based assignments, etc. The instructor will provide the students with a course outline listing the criteria for course evaluation.

An example of one evaluation scheme:

2 quizzes – multiple choice and short answer.	30%
2 online discussion forums	20%
1 final – short answer	20%
1 APA term paper	<u>30%</u>
	100%

<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>
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Course Designer(s): Jeremy Jackson, PhD

Education Council / Curriculum Committee Representative

Dean / Director: Catherine Carlson, PhD

Registrar