



| <b>Short Course Description</b> | This course discusses the history of the development of psychology as a science and the influence of philosophy on psychology. Various schools of psychology, starting from Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis, and Humanistic Phenomenology and the history that forms each of these schools. The latest developments in psychology as a result of the influence of contemporary philosophy will also be discussed. |   |   |   |   |   |                       |
|---------------------------------|--|---|---|---|---|---|-----------------------|
| <b>References</b>               | <b>Main :</b>  |   |   |   |   |   |                       |
|                                 |  | 1. pedoman magang unesa   |   |   |   |   |                       |
| <b>Supporters:</b>              |  |   |   |   |   |   |                       |
|                                 |  | 1. King, L. A., & Hicks, J. A. (2021). The science of meaning in life. Annual review of psychology, 72, 561-584.                                      |   |   |   |   |                       |
| <b>Supporting lecturer</b>      | Dr. Miftakhul Jannah, S.Psi., M.Si., Psikolog<br>Dr. Umi Anugerah Izzati, M.Psi., Psikolog.<br>Siti Ina Savira, S.Psi., M.EdCp.<br>Onny Fransinata Anggara, S.Psi., M.Psi., Psikolog<br>Siti Jaro'ah, S.Psi., M.A.   |   |   |   |   |   |                       |
| Week-                           | Final abilities of each learning stage (Sub-PO)  | Evaluation  |   | Help Learning, Learning methods, Student Assignments, [ Estimated time] |   | Learning materials [ References ]   | Assessment Weight (%) |
|                                 |  | Indicator   | Criteria & Form   | Offline ( offline )   | Online ( online )   |   |                       |
| (1)                             | (2)  | (3)   | (4)   | (5)   | (6)   | (7)   | (8)                   |
| 1                               | Students are able to understand the brief history and development of psychology  | 1.can explain the basis of scientific development<br>2.can explain the contribution of Greek philosophers to the development of psychological science | <b>Criteria:</b><br>Score 4: very good<br>Score 3: good<br>Score 2: fair Score 1: poor<br><br><b>Form of Assessment :</b><br>Participatory Activities | Small Group Discussion (SGD)<br>1 X 50                                  | discussion on the vinesa<br>1x50 forum  | <b>Material:</b><br>chapter 5<br><b>References:</b><br><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i><br><br><b>Material:</b><br>chapter 3<br><b>References:</b><br><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i><br><br><b>Material:</b><br>chapter 1<br><b>References:</b><br><i>Wertheimer, M., &amp; Puente, AE (2020). A brief history of psychology. Routledge.</i> | 5%                    |
| 2                               | able to explain the chronology of the birth of modern psychology   | 1.can explain the chronology of the birth of modern psychology<br>2.can explain the influential figures in the birth of modern psychology             | <b>Criteria:</b><br>Score 4: very good<br>Score 3: good<br>Score 2: fair Score 1: poor<br><br><b>Form of Assessment :</b><br>Participatory Activities | Small Group Discussion/case study<br>85 minutes                         | Watch a 15 minute video showing examples of psychological research via Vinesa | <b>Material:</b><br>chapter 4<br><b>References:</b><br><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i><br><br><b>Material:</b><br>chapter 5<br><b>References:</b><br><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i><br><br><b>Material:</b><br>chapter 2<br><b>References:</b><br><i>Wertheimer, M., &amp; Puente, AE (2020). A brief history of psychology. Routledge.</i>                          | 5%                    |

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|---|---|--|--|---|---------------------------------|--|----|
| 3 | <p>1.Students are able to understand the development of structuralism</p> <p>2.able to understand the flow of functionalism</p> <p>3.able to understand influential figures and thoughts from structuralism and functionalism</p>   | <p>1.Be able to explain the definition of structuralism</p> <p>2.able to explain the definition of functionalism</p> <p>3.able to mention influential figures and their thoughts</p>                 | <p><b>Criteria:</b><br/>Score 4: very good<br/>Score 3: good<br/>Score 2: fair Score 1: poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                   | <p>Small Group Discussion/case study<br/>80 minutes</p> | <p>20 minute video</p>          | <p><b>Material:</b><br/>chapter 11<br/><b>References:</b><br/><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i></p> <hr/> <p><b>Material:</b><br/>chapter 7<br/><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p>  | 3% |
| 4 | <p>1.Students are able to understand the development of applied psychology</p> <p>2.able to understand the flow of functionalism</p> <p>3.able to understand the application of functionalism as the use of psychology for practical needs</p>  | <p>1.Be able to explain the definition of structuralism</p> <p>2.able to explain the definition of functionalism</p> <p>3.able to mention influential figures and their thoughts</p>                 | <p><b>Criteria:</b><br/>Score 4: very good<br/>Score 3: good<br/>Score 2: fair Score 1: poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                   | <p>Small Group Discussion/case study<br/>80 minutes</p> | <p>20 minute video</p>          | <p><b>Material:</b><br/>chapter 8<br/><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p> <hr/> <p><b>Material:</b><br/>chapter 3<br/><b>References:</b><br/><i>Wertheimer, M., &amp; Puente, AE (2020). A brief history of psychology. Routledge.</i></p>                    | 2% |
| 5 | <p>1.Students are able to understand the antecedents of the birth of behaviorism</p> <p>2.understand the background to the emergence of behaviorism</p> <p>3.understand the thinking of behaviorist figures and their contribution to the development of psychological science</p>          | <p>1.can explain the definition of behaviorism</p> <p>2.can explain the antecedents of the birth of behaviorism</p> <p>3.can explain the thinking of influential figures in behaviorism</p>          | <p><b>Criteria:</b><br/>1.Score 4: very good<br/>2.Score 3: good<br/>3.Score 2: sufficient<br/>4.Score 1: Poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>Small Group Discussion/case study<br/>80 minutes</p> | <p>20 minute learning video</p> | <p><b>Material:</b><br/>chapter 14<br/><b>References:</b><br/><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i></p> <hr/> <p><b>Material:</b><br/>chapter 10<br/><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p> | 5% |
| 6 | <p>1.Students are able to understand the antecedents of the birth of neobehaviorism</p> <p>2.understand the background to the emergence of neobehaviorism</p> <p>3.understand the thinking of neobehaviorism figures and their contribution to the development of psychological science</p> | <p>1.can explain the definition of neobehaviorism</p> <p>2.can explain the antecedents of the birth of neobehaviorism</p> <p>3.can explain the thinking of influential figures in neobehaviorism</p> | <p><b>Criteria:</b><br/>1.Score 4: very good<br/>2.Score 3: good<br/>3.Score 2: sufficient<br/>4.Score 1: Poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>Small Group Discussion/case study<br/>80 minutes</p> | <p>20 minute learning video</p> | <p><b>Material:</b><br/>chapter 11<br/><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p>  | 5% |

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| 7  | <p>1.Students are able to understand the Gestalt flow</p> <p>2.able to understand the antecedents of Gestalt flow</p> <p>3.able to understand the evaluation of gestalt flow</p> <p>4.able to understand the thoughts of important Gestalt figures and their contributions</p>                           | <p>1.Able to explain important concepts of Gestalt school of thought</p> <p>2.Able to explain the contribution of Gestalt figures to the development of psychological science</p> <p>3.Able to explain the antecedents of the emergence of the Gestalt school</p> | <p><b>Criteria:</b></p> <p>1.Score 4: very good</p> <p>2.Score 3: good</p> <p>3.Score 2: sufficient</p> <p>4.Score 1: Poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Small Group Discussion/case study<br>80 minutes | 20 minute learning video       | <p><b>Material:</b><br/>chapter 9</p> <p><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p>  | 5%  |
| 8  | master meeting material 1-7  | demonstrate mastery of 1. definition, functionalism vs structuralism, and the scope of psychology2. scientific approach in psychology3. perceptual sensation4. memory5. awareness6. learn7. thinking, intelligence, and language                                  | <p><b>Criteria:</b></p> <p>1.excellent: 85-100</p> <p>2.good : 75-84</p> <p>3.enough: 65-74</p> <p>4.less &lt;65</p> <p><b>Form of Assessment :</b><br/>Test</p>                               | written test<br>0                               | 100 minute online written test | <p><b>Material:</b> chp 3,4,5,7,8</p> <p><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p> <hr/> <p><b>Material:</b> chp 5.11</p> <p><b>References:</b><br/><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i></p>        | 20% |
| 9  | <p>1.Understanding the background to the birth of behaviorism</p> <p>2.understand the thoughts of influential behaviorist figures</p>  | <p>1.can explain the chronology of the birth of behaviorism</p> <p>2.can explain the thoughts of influential behaviorist figures</p>  | <p><b>Criteria:</b></p> <p>1.Score 4: very good</p> <p>2.Score 3: good</p> <p>3.Score 2: sufficient</p> <p>4.Score 1: poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Small Group Discussion/case study<br>80 minutes | 20 minute learning video       | <p><b>Material:</b><br/>definition of motivation and emotion; theories of motivation and emotion</p> <p><b>Bibliography:</b><br/><i>King, LA 2020. The science of psychology: An appreciative view . McGraw-Hill Education.</i></p>  | 5%  |
| 10 | <p>1.Understanding the background to the birth of neobehaviorism</p> <p>2.understand the thoughts of influential neobehaviorism figures</p>  | <p>1.can explain the chronology of the birth of neobehaviorism</p> <p>2.can explain the thoughts of influential neobehaviorism figures</p>  | <p><b>Criteria:</b></p> <p>1.Score 4: very good</p> <p>2.Score 3: good</p> <p>3.Score 2: sufficient</p> <p>4.Score 1: poor</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Small Group Discussion/case study<br>80 minutes | 20 minute learning video       | <p><b>Material:</b><br/>chapter 14</p> <p><b>References:</b><br/><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i></p> <hr/> <p><b>Material:</b><br/>chapter 10</p> <p><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p> | 3%  |
| 11 | <p>1.understand the chronology of the birth of gestalt psychology</p> <p>2.understand the contribution of gestalt psychology to the development of psychological science</p> <p>3.understand the core concepts of gestalt psychology</p> <p>4.understand the thoughts of influential gestalt figures</p> | able to explain the background to the emergence of neobehaviorism and the core thoughts of its influential figures  | <p><b>Criteria:</b></p> <p>1.Score 4: very good</p> <p>2.Score 3: good</p> <p>3.Score 2: sufficient</p> <p>4.Score 1: less</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Small Group Discussion/case study<br>80 minutes | 20 minute learning video       | <p><b>Material:</b><br/>chapter 9</p> <p><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p>  | 2%  |

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| 12 | <p>1.Students are able to understand the core thinking of Gestalt psychology</p> <p>2.understand the thinking of important figures from psychoanalysis and neo-psychoanalysis</p>   | <p>1.Able to explain the definition of social psychology</p> <p>2.Able to explain the scope of social psychology</p>  | <p><b>Criteria:</b></p> <p>1.Score 4: very good</p> <p>2.Score 3: good</p> <p>3.Score 2: sufficient</p> <p>4.Score 1: less</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>Small Group Instruction/case study<br/>100 minutes</p> |                                 | <p><b>Material:</b><br/>chapter 13<br/><b>References:</b><br/><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i></p> <hr/> <p><b>Material:</b><br/>chapter 12<br/><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p> | 5% |
| 13 | <p>1.understand the principles of phenomenological psychological thought, existentialism, humanistic psychology, and positive psychology</p> <p>2.understand the background to the emergence of phenomenological psychology, existentialism, humanistic psychology, and positive psychology</p> <p>3.understand the contributions of phenomenological psychology, existentialism, humanistic psychology, and positive psychology</p> <p>4.understand the thoughts of important figures from phenomenological psychology, existentialism, humanistic psychology, and positive psychology</p> | <p>1.Able to explain the principles of phenomenological psychological thought, existentialism, humanistic psychology, and positive psychology</p> <p>2.Able to explain the background to the emergence of phenomenological psychology, existentialism, humanistic psychology, and positive psychology</p> <p>3.able to explain the contributions of phenomenological psychology, existentialism, humanistic psychology, and positive psychology</p> <p>4.able to explain the thoughts of important figures from phenomenological psychology, existentialism, humanistic psychology, and positive psychology</p> | <p><b>Criteria:</b></p> <p>1.Score 4: very good</p> <p>2.Score 3: good</p> <p>3.Score 2: sufficient</p> <p>4.Score 1: less</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>Small Group Instruction/case study<br/>80 minutes</p>  | <p>20 minute learning video</p> | <p><b>Material:</b><br/>chapter 15<br/><b>References:</b><br/><i>Brennan, JF, &amp; Houde, KA (2022). History and systems of psychology. Cambridge University Press.</i></p> <hr/> <p><b>Material:</b><br/>chapter 13<br/><b>References:</b><br/><i>Goodwin, CJ (2015). A history of modern psychology. John Wiley &amp; Sons.</i></p> | 5% |

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|----|---|---|--|--|--------------------------------|--|-----|
| 14 | <p>1. understand the principles of contemporary psychological thought, namely cognitive psychology and evolutionary psychology</p> <p>2. understand the background to the emergence of contemporary psychology, namely cognitive psychology and evolutionary psychology</p> <p>3. understand the contributions of contemporary psychology, namely cognitive psychology and evolutionary psychology</p> <p>4. understand the thinking of important figures from contemporary psychology, namely cognitive psychology and evolutionary psychology</p> | <p>1. Able to explain the principles of contemporary psychological thought, namely cognitive psychology and evolutionary psychology</p> <p>2. Able to explain the background to the emergence of contemporary psychology, namely cognitive psychology and evolutionary psychology</p> <p>3. able to explain the contributions of contemporary psychology, namely cognitive psychology and evolutionary psychology</p> <p>4. able to explain the thinking of important figures from contemporary psychology, namely cognitive psychology and evolutionary psychology</p> | <p><b>Criteria:</b></p> <p>1. Score 4: very good</p> <p>2. Score 3: good</p> <p>3. Score 2: sufficient</p> <p>4. Score 1: less</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>             | Small Group Instruction/case study<br>80 minutes | 20 minute learning video       | <p><b>Material:</b><br/>chapter 15</p> <p><b>References:</b><br/>Brennan, JF, &amp; Houde, KA (2022). <i>History and systems of psychology</i>. Cambridge University Press.</p> <hr/> <p><b>Material:</b><br/>chapter 13</p> <p><b>References:</b><br/>Goodwin, CJ (2015). <i>A history of modern psychology</i>. John Wiley &amp; Sons.</p>                       | 5%  |
| 15 | <p>1. understand the background of major schools in psychology</p> <p>2. understand the development of major schools in psychology and their contribution to the development of psychology</p>  | <p>1. able to identify individual behavior from everyday phenomena</p> <p>2. able to identify individual mental processes from everyday phenomena</p> <p>3. able to explain the behavior of everyday phenomena and the underlying mental processes based on psychological theories and approaches</p>   | <p><b>Criteria:</b></p> <p>1. Good</p> <p>2. Enough</p> <p>3. not enough</p> <p><b>Forms of Assessment :</b><br/>Participatory Activities, Project Results Assessment / Product Assessment</p>                 | small group discussion/case study<br>80 minutes  | 20 minute learning video       | <p><b>Material:</b> chp 9-14</p> <p><b>References:</b><br/>Goodwin, CJ (2015). <i>A history of modern psychology</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b><br/>chapters 5, 11,13,14,15,16</p> <p><b>References:</b><br/>Brennan, JF, &amp; Houde, KA (2022). <i>History and systems of psychology</i>. Cambridge University Press.</p>             | 5%  |
| 16 | master meeting material 1-15  | can answer questions correctly  | <p><b>Criteria:</b></p> <p>1. Very good = A</p> <p>2. Good = A-</p> <p>3. Fair = B to C</p> <p>4. Less = C- to D</p> <p>5. Fail = E</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Tests</p> | written test<br>0                                | 100 minute online written test | <p><b>Material:</b><br/>chapters 3,4,8-14</p> <p><b>References:</b><br/>Goodwin, CJ (2015). <i>A history of modern psychology</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b><br/>chapters 5,11,13,14,15,16</p> <p><b>References:</b><br/>Brennan, JF, &amp; Houde, KA (2022). <i>History and systems of psychology</i>. Cambridge University Press.</p> | 20% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 67.5%      |
| 2. | Project Results Assessment / Product Assessment | 2.5%       |
| 3. | Test  | 30%        |
|    |   | 100%       |

## Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.