

<b>Module code</b>	PSY421	<b>Level</b>	4
<b>Module title</b>	Origins of Psychology	<b>Credit value</b>	20
<b>Common/Core/Elective</b>	Core	<b>ECTS Credits</b>	10
		<b>Notional learning hours</b>	200
<b>Courses on which the module is taught</b>	BA (Hons) Psychology	<b>Teaching Period</b>	Spring

### 1. Module description

How does psychology intersect with evolutionary theory? What can we understand about human behaviour through the study of animals? What do we know about the human brain, cognition, and consciousness? Why do we also talk about the mind in psychology? In this module, you will learn about the material basis of psychology in the body, brain, and behaviour. Journeying through biological, neurological, comparative, and evolutionary psychology, you will explore the origins of behaviour in the architecture and functions of the brain, and how the brain and the body's activities are measured. You will learn about the biological and neurological origins of emotions, sex, and language, and explore classical and contemporary concepts and theories, such as fight or flight, neuroplasticity, epigenetics and philosophy of mind. Additionally, there will be a focus on non-Western (non-Cartesian, non-dualistic) concepts of mind-body relationships, for example those found within Buddhism.

### 2. Learning outcomes

*Upon successful completion of this module you will be able to:*

#### **Discipline Knowledge (MLO 07)**

Explain how psychological theories help us understand the body, behaviour, the brain and the mind.

#### **Interdisciplinary Perspectives (MLO 09)**

Identify and contrast different perspectives on human psychology through exploring examples.

#### **Human and Environmental Impact (MLO 10)**

Explore the impact of biology and the brain on behaviour and how people interact with their environment.

### 3. Learning and teaching methods

This module will use a range of academic and journalistic contemporary media learning materials, interactive practical activities, individual and group work, explorative workshop methods, and discussions and debates to scaffold your learning of principles, while building a sharp awareness of contemporary edges in psychology and its intersecting scientific and philosophical disciplines. These activities will help you understand and explain psychological theories, identify and contrast different perspectives, and explore impacts and interactions in psychology. You will practice presenting in class, to support you with your assessment.

<b>Learning hours</b>	
<b>Directed learning</b>	<b>48 hours</b>
Workshops/classes	48
<b>Guided/Self-guided learning</b>	<b>152 hours</b>
<b>Total</b>	<b>200 hours</b>

#### 4. Assessment, formative feedback and relative weightings

**Assessment: Presentation**

**Weight (%):** 100%

**Word Count or Equivalent:** 15 minutes

You will be given a case study example of a psychological situation and will present an understanding of this from two of the psychological perspectives you have learned this term, drawing out their similarities and differences. You may wish to compare and contrast a classical and contemporary perspective or choose one perspective that develops or opposes the other. The presentation will be followed by Q and A from the audience.

This summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

<b>Mapping of assessment tasks for the module</b>				
<b>Assessment tasks</b>	<b>MLO7</b>	<b>MLO9</b>	<b>ML10</b>	
Presentation	X	X	X	

#### 5. Indicative resources

- Barrett, L. (2011). *Beyond the brain. How body and environment shape animal and human minds*. Princeton University Press.
- Buss, D. M. (2016). *Evolutionary psychology: The new science of the mind*. (5th Edn.). New York: Routledge
- Carey, N. (2012). *The epigenetics revolution*. Columbia University Press.
- Dawkins, R. (2016). *The extended selfish gene*. Oxford University Press.
- Dietrich, A. (2007). *An introduction to consciousness*. Macmillan Higher Education.
- Gerhardt, S. (2014). *Why love matters: How affection shapes a baby's brain*. Routledge.
- [https://blog.feedspot.com/neuropsychology\\_blogs/](https://blog.feedspot.com/neuropsychology_blogs/)
- Ozawa De Silva, C., & Ozawa-De Silva, B. R. (2011). Mind/body theory and practice in Tibetan medicine and Buddhism. *Body & Society*, 17(1), 95-119.
- Pinel, J.P.J., & Barnes, S.J. (2021). *Biopsychology* (11th ed.). Pearson.
- Pinker, S. (1997). *How the mind works*. Norton: New York.
- Presti, D. (2019). *Mind beyond brain: Buddhism, science and the paranormal*. Columbia University Press.
- Stanford encyclopedia of philosophy <https://plato.stanford.edu/>
- Ted: Ideas worth spreading <https://www.ted.com/>
- Zeise, M. L. (2021). *Neuroscience for psychologists*. Springer International Publishing.