PHIL1060 - Introduction to Philosophy of Psychology
Course Outline

Course Co-ordinator: Dr. Robert Farrell
Room: MC: 111
Ph: (02) 49215185
Email: Robert.Farrell@newcastle.edu.au
Consultation hours: by appointment via email

Semester 2 - 2009
Unit Weighting 10

Teaching Methods
Lecture
Tutorial

Brief Course Description
This course introduces students to the philosophical issues that arise from the theory and practice of Psychology. It has been specifically designed to meet the requirements of the Bachelor of Psychology degree. Topics covered will include the scope of psychology's subject matter, the biology versus culture debate, the mind/body problem, the nature and function of worldviews, scientific method, science and psuedo-science, schools of psychological thought, and professional ethics.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials will commence in week 2.

Course Objectives
On completion of this course students will be able to:
(1) Demonstrate an understanding of the basic philosophical issues within Psychology.

(2) Demonstrate an understanding of the issues arising from (i) the diversity of psychology's subject matter, and from (ii) psychological research and practice in general.

(3) Demonstrate an understanding of (i) professional ethics, (ii) where and why professional ethics apply in the professional practice of psychology, and (iii) how general professional ethical principles are applied to particular situational cases.

(4) Demonstrate an understanding of the 'big picture' framework from which the various schools of psychological theory and practice have emerged.

Course Content
Content will be organised around the following topics:

(1) Basic problems in Philosophy of Psychology (e.g. the biology/culture debate, the mind/body problem, worldviews, determinism, rationalism, reduction).

(2) Philosophical bases of classical schools of Psychology (e.g. behaviourism, functionalism, psychoanalysis, cognitivism).

(3) Philosophy of scientific method (including deductive and inductive reasoning, empiricism, falsification, Kuhn, science and psuedo-science)

(4) Professionalism and Professional ethics.

Although the topics explored are philosophical in nature, the focus is on how decisions made at the philosophical level shape the theory and practice of Psychology.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay 1 (1500 words) 30%</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay 2 (1500 words) 30%</td>
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<tr>
<td>Examination: Take Home</td>
<td>Take Home Examination (2000 words) 40%</td>
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Assumed Knowledge
Qualification for entry to Bachelor of Psychology or other relevant degrees.

Callaghan Campus Timetable
PHIL1060
INTRO TO PHILOSOPHY OF PSYCHOLOGY
Enquiries: School of Humanities and Social Science
Semester 2 - 2009

Lecture and Tutorial
- Friday 13:00 - 15:00 [MCTH] Commencing Wk 2
- Wednesday 13:00 - 14:00 [V102] Commencing Wk 2

or
- Wednesday 14:00 - 15:00 [SRR205A] Commencing Wk 2
- Thursday 10:00 - 11:00 [MC132] Commencing Wk 2
- Thursday 11:00 - 12:00 [V103] Commencing Wk 2
- Thursday 14:00 - 15:00 [MCLG42] Commencing Wk 2
- Thursday 15:00 - 16:00 [MCLG42] Commencing Wk 2
- Thursday 14:00 - 15:00 [V03] Commencing Wk 2
- Friday 9:00 - 10:00 [MC132] Commencing Wk 2
- Friday 11:00 - 12:00 [GP130] Commencing Wk 2
**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a
copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

· whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

*Note:* different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability).

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.
Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

**To check or change your enrolment online go to myHub**: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

### STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

**The Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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<tr>
<th>City Precinct</th>
<th>Singapore students</th>
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<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
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<tr>
<th>Central Coast Campus (Ourimbah)</th>
<th>Other Contact Information</th>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td><strong>Faculty Websites</strong></td>
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<tr>
<th>Rules Governing Undergraduate Academic Awards</th>
<th>General enquiries</th>
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<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td><strong>Callaghan, City and Port Macquarie</strong></td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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<tr>
<th>Rules Governing Professional Doctorate Awards</th>
<th>Ourimbah</th>
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<tr>
<th>Online Tutorial Registration:</th>
<th>The Dean of Students</th>
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<tr>
<td>Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - <a href="http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm">http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm</a></td>
<td><strong>Deputy Dean of Students (Ourimbah)</strong></td>
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<tr>
<td></td>
<td>Phone: 02 4921 5806;</td>
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<td></td>
<td>Fax: 02 4921 7151</td>
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<td></td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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NB: Registrations close at the end of week 2 of semester.
Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Purpose of Course

This course introduces students to some of the philosophical issues arising from the theory and practice of psychology but focuses in particular on the issue of the extent to which psychology can be considered ‘a science’ as opposed to ‘an art’.

Broadly speaking, psychology is considered ‘a science’ to the extent its theories and methods are consistent with the theories and methods of the paradigmatic sciences (physics and chemistry) and ‘an art’ to the extent its theories and practices are not consistent with the theories and methods of the paradigmatic sciences. But, in order to determine the extent to which its theories and practices are consistent with the theories and practices of the paradigmatic sciences, we first need to determine what the theories and practices of the paradigmatic sciences are, and what it is about their theories and practices that renders them paradigmatically scientific.

On the basis of these initial determinations, we proceed to (i) distinguish those aspects of psychological theory and practice which are more properly considered ‘science’ from those which are more properly considered art; (ii) identify the limitations of psychological science; (iii) distinguish between pseudo-psychological science and psychological art, and (iv) explore the domain of human thinking and behaviour over which psychological art has (for the time being at least) exclusive jurisdiction.

The course includes an examination of the professional ethics which apply (or should apply) in the fields of psychological research and clinical psychological practice, and the foundations upon which these professional ethics are founded.

Summary of Assessment Items, Word Lengths, Weightings and Due Dates

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Word Length</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1 Essay 1</td>
<td>1500</td>
<td>30%</td>
<td>Friday September 4th</td>
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<tr>
<td>2 Essay 2</td>
<td>1500</td>
<td>30%</td>
<td>Friday October 23rd</td>
</tr>
<tr>
<td>3 Take Home Exam</td>
<td>2000</td>
<td>40%</td>
<td>Friday November 20th</td>
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Essay Questions

Essay 1

The first essay covers the course content for weeks 2-5.

Question: Use Giere’s six-step strategy to analyse two consecutive psychological experiments. Are the experiments scientific? Justify your answer.

Essay 2

The second essay covers the course content for weeks 6-10.

Question: To what extent are computer analogies helpful in understanding the relationship between the human brain and the mind?

Take Home Exam

The Take-Home Examination will be made available in the week 13 lecture and will be posted on Blackboard immediately thereafter. From the point at which it is posted, students will have two weeks in which to complete and return it; i.e, submission must be made by the 20th of November.

Course Readings

Most of these books, chapters and articles are held in Short Loan in either hard copy or electronic form.

“Determinism and Modern Psychiatry” in The Encyclopaedia of Philosophy.
Gardner, H., ‘Scientific Psychology: Should We Bury or Praise it?’ in Sternberg, R. J. (Ed), Unity in Psychology: Possibility or Pipedream, American Psychological Association, 2005.
Holmes, J., Between Art and Science, Routledge, 1993


“National statement on ethical conduct in research involving humans” (extracts) National Health and Medical Research Council, June 1999.


Sternberg, R. J. (Ed), Unity in Psychology: Possibility or Pipedream, American Psychological Assoc., 2005.


<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Tutorial</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>1  July 27</td>
<td>Introductory Lecture</td>
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<tr>
<td>2  Aug 3</td>
<td><strong>Reading:</strong> Hergenhahn, B. R. “Introduction” to <em>An Introduction to the History of Psychology</em></td>
<td>Part A: Science: What is science? the scientific (hard-soft) spectrum; spectrums within spectrums.</td>
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<tr>
<td>3  Aug 10</td>
<td>Science – the hard-soft spectrum Psychology and Science <strong>Reading:</strong> Gardner, H., ‘Scientific Psychology: Should We Bury it or Praise it?’</td>
<td>Empiricism and observation</td>
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<tr>
<td>4  Aug 17</td>
<td>Empiricism and observation <strong>Reading:</strong> Chalmers, A. F. “Deriving Theories from the Facts: Induction”; Giere, R., “Argument and Justification.”</td>
<td>Falsificationism and experimental testing</td>
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<tr>
<td>5  Aug 24</td>
<td>Science and Pseudo-Science <strong>Reading:</strong> Popper, K. “Science: Conjectures and Refutations”; Giere, R. “Understanding and Evaluating Theoretical Hypotheses”</td>
<td>Paradigms and pluralism</td>
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<tr>
<td>6  Aug 31</td>
<td>Discussion of psychological paradigms; discussion of first essay.</td>
<td>Science: spectrums revisited; reductionism and emergence. What is the mind?</td>
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<tr>
<td>7  Sep 7</td>
<td>Psychology as science <strong>Reading:</strong> Pinker, S., ‘Silly Putty’ and ‘The Last Wall to Fall’ (Chs. 2 and 3 of <em>The Blank Slate</em>)</td>
<td>Psychology as Science: hard-soft psychology; The mind-brain-body problem;</td>
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<tr>
<td>8  Sep 14</td>
<td>The Mind-Brain-Body problem <strong>Reading:</strong> As for Week 7.</td>
<td>computer analogies; views of the world and worldviews.</td>
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<tr>
<td>Week</td>
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<td>Topic</td>
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<td>10</td>
<td>Oct 12</td>
<td>Worldviews: facts, values, beliefs and ideals; discussion of Second Essay.</td>
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<tr>
<td>11</td>
<td>Oct 19</td>
<td>Closed and open worldviews and their psychodynamics; the scientific worldview and problems of ‘modernity’.</td>
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<tr>
<td>12</td>
<td>Oct 26</td>
<td>Western societies, liberalism and the ethics of liberalism; discussion of ‘Gay Muslims’</td>
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