

References for CHIP course, Steve Draper lectures

Steve Draper, March 2011

Sample exam questions and outline answers relevant to my lectures in CHIP are available at:

<http://www.psy.gla.ac.uk/~steve/courses/examchip.html>

References (for Steve Draper lectures)

[Apart from the first ref (the textbook chapters) I am not particularly recommending that everyone read these, but I did mention them in lectures for those who wish to follow up those points.]

Brysbart & Rastle (2009) *Historical And Conceptual Issues In Psychology* (Harlow : Pearson/Prentice Hall)
[Lib: Psychology B351 BRY] chs.8 and 9

Kuhn, Thomas S. (1962) *The Structure Of Scientific Revolutions*

Nield, T (2007) *Supercontinent: Ten Billion Years in the Life of Our Planet*

Perkins, K.K. and Wieman, C.E. (2005) "The Surprising Impact of Seat Location on Student Performance" *The Physics Teacher* vol.43 January pp.30-33

Henry Petroski (1985) *To Engineer Is Human: The Role of Failure in Successful Design*

Henry Petroski (2008) *Success through Failure: The Paradox of Design*

Popper, K. (1934) *The logic of scientific discovery* ()

Veyne, P. (1976) *Bread and circuses* ()

Slightly revised aims and objectives (for Steve Draper lectures)

Content

- The basic elements of experiments and science: theory, calculated predictions, observed data. Theories of its power (Popper, Kuhn).
- Types of evidence: behaviour, self-report, physiological. Some classic weaknesses in psychology experiments: cultural assumptions, giant leaps from the actual experimental manipulation to the theoretical description of what matters about the difference in the treatments.
- Types of explanation. Reductionism. The different kinds of thing psychology struggles to explain: others' actions, their physiology, what they say, how this relates to our feelings (our empathetic understanding). Theories of emotion as a case study of this. The frequent dissociation between an individual's prediction of what they will do, their behaviour, and how they explain it afterwards.
- Differing scientific subcultures, and the argument formats each favours. The contrast between pure and applied science, and what this means for designing experiments and drawing conclusions.
- Disciplinary differences. How psychology relates to other disciplines.
- Overall assessment of psychology: as an approach vs. in terms of its results. What makes it distinctive?

Aims The overall aim is equip students to critique psychology "from the outside" in various ways; i.e. not only by the current technical standards of the discipline.

Objectives

Students will be able to:

- debate the validity of the concepts introduced, and apply them to examples not given in the lecture
- critically discuss example areas in psychology with respect to the overall disciplinary features dealt with