



**LIST OF COURSES OFFERED TO INTERNATIONAL STUDENTS
NON-DEGREE PROGRAM
EVEN SEMESTER, ACADEMIC YEAR 2025/2026
Faculty of Psychology - Universitas Indonesia**

Course Name: Philosophy and History of Psychology

Degree	Bachelor's Degree
Department/Study Program	Psychology
Type of Class	International
Lecturer Name	Dr. Joevarian Hudyana, S.Psi., M.Si.
Course Structure	Lecture
Course Credits	4
Course Overview	Upon completion of this course, students are able to understand the philosophical assumptions made by some of the most influential people who have shaped psychology. Students will also learn about contemporary psychology theories and practices, including behaviorism, developmental psychology, cognitive psychology, sociobiology, neuropsychology, and cognitive neurobiology.
Course Key Words	Psychology; History of Psychology; Philosophy of Psychology
Learning Outcome	Students are expected to understand and apply concepts and theories from the philosophy and history of psychology to explain examples from everyday life. Students are expected to use their understanding of various schools of thought and historical developments in psychology to explain daily phenomena. Additionally, students should be able to reflect on that understanding when analyzing their own life experiences or events by the end of the semester.
Course Schedule	1. Introduction to the Philosophy and History of Psychology 2. Ancient Greece, Hedonism, Epicureanism, Eudaimonism Ethics 3. Ancient Rome & Dark Age, Renaissance, Stoicism Ethics. 4. Empiricism, Sensationalism, Positivism, Utilitarianism, Ethics 5. Rationalism, Deontology Ethics 6. Romanticism & Existentialism 7. Early Treatment of Mental Illness, Ethics for Psychological Practitioners 8. Midterm Period: Group Assignment (Infographic)



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	9. Physiology & Psychophysics, Early Experimental Psychology, Gestalt Psychology 10. Evolutionary Theory & Measurement Traditions, Functionalism 11. Psychoanalysis & Neo-psychoanalysis 12. Behaviorism & Neo-behaviorism, Ethics in Psychological Research 13. Humanistic & Existential Psychology 14. Cognitive Psychology & Psychobiology 15. Psychology Today, Psychology in Indonesia, Contemporary Ethics 16. Final Examination
Textbooks, References, and Supplementary Materials (Maximum 3)	• Henley, T., & Hergenhahn, B. R. (2023). History of psychology (11th ed.). Sage Publications. • Bertens, K. E. (2005). Etika. Jakarta: Gramedia Pustaka Utama.
Grading Component	1. Infographic - Group Assignment = 30% 2. Final Exam = 30% 3. Storytelling Part 1 = 20% 4. Storytelling Part 2 = 20%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	- Minimum attendance for in-person classes is 75% of the total sessions during the semester. Any absence must be accompanied by a formal excuse letter, which should be submitted to the instructor at least three days before the scheduled class. If it is not possible to provide the required documentation, please contact the instructor directly. - Students are required to uphold and practice academic integrity. Violations of academic integrity will be penalized according to the regulations of the Faculty of Psychology and the University of Indonesia. - Show Respect and Inclusivity Towards Differences: Demonstrate respect for diverse perspectives and backgrounds. Avoid making offensive comments related to sensitive topics such as race, religion, gender, or disability. - Avoid Using Sarcasm: Refrain from using sarcastic remarks, as they can be misunderstood and may detract from



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	constructive dialogue. - Provide Constructive Feedback: When responding to a peer's ideas, offer constructive feedback. If you agree with their viewpoint, explain why. If you disagree, present your perspective respectfully and thoughtfully. - Be Punctual: Arrive on time for classes and discussions to show respect for others' time and to ensure you don't miss important content. - Be Prepared: Come to class having completed the required readings and assignments, and be ready to engage in discussions. - Listen Actively: Pay attention when others are speaking, and avoid interrupting. Show that you are listening through appropriate body language and by acknowledging their contributions. - Use Technology Responsibly: If using electronic devices during class, ensure they are used in a manner that supports the learning environment, such as for note-taking or accessing course materials. Avoid distractions like texting or browsing unrelated websites. - Respect Confidentiality: When discussing personal experiences or sensitive topics, respect the privacy of others and keep the information shared within the classroom confidential unless permission is given to share.
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Course Name: Perceptual, Motor, Motivation and Emotion

Degree	Bachelor's Degree
Department/Study Program	Psychology
Type of Class	International
Lecturer Name	Ermanda Saskia Siregar, M.A.
Course Structure	Lecture
Course Credits	4
Course Overview	Students who successfully complete this course will be able to use theories and ideas about perceptual motors, motivation, and emotions in daily life at the individual, group, organizational, and community levels from the perspectives of psychology and behavioral neuroscience. The lecture technique will include individual learning as a prerequisite for attending lectures, interactive lectures, learning video screenings, small group discussions, as well as debate and feedback in large groups for a deeper comprehension of the subject matter. All techniques are used synchronously and asynchronously via online media or blended learning. English will be used as the language of instruction for this course. Quiz results, on-the-spot essays, mid-semester exams, final semester exams, final project projects involving the application of the material from this lecture and other courses in the same semester, as well as active participation in small group and large class discussions are all used to determine the cumulative grade of students taking this course.
Course Key Words	Sensation & Perception, Motor, Motivation, Emotion, General Psychology, Biopsychology, Biological Psychology
Learning Outcome	After successfully completing this course, students are expected to be able to apply theories and concepts related to perceptual and motor functions, motivations, and emotions in everyday life, whether it be at the individual, group, organizational, or community level, based on the perspectives of psychology and behavioral neuroscience. The topics that will be covered include: a) the structures, functions, processes, and coordination of the



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	nervous system; b) introduction to research methods in psychology and neuroscience; c) hereditary and environmental factors that influence the development and plasticity of the nervous system, and how they affect changes in behavior; d) the structures, functions, and processes of the sensory, perceptual, and motor systems; e) the neuroanatomical and neurophysiological bases of motivational and emotional behaviors. Methods of instructions include independent learning from pre-recorded videos and reading materials provided prior to attending lectures, small group discussions, questions-and-answers through online discussion forums, individual tasks and assignments, and an end-of-term group project.
Course Schedule	1. Introduction to Psychology and Behavioral Neuroscience: What's In It for Me? 2. How do the cells of the nervous system play a role in behavior? 3. Nerve Impulse: The pulse that makes me take action 4. Synapses: Communication between Nerve Cells 5. Organization of the Nervous System: Structures and Functions 6. Research Methods in Psychology and Neuroscience: An Introduction 7. The Visual System from the Perspectives of Psychology and Behavioral Neuroscience 8. Research Project Consultation 9. Midterm Examination 10. The Auditory System from the Perspectives of Psychology and Behavioral Neuroscience 11. The Somatosensory and Motor Systems from the Perspectives of Psychology and Behavioral Neuroscience 12. Nature vs. Nurture and Their Effects on Nervous System and Behavioral Changes 13. Motivation from the Perspectives of Psychology and Behavioral Neuroscience



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	14. Understanding Emotions 15. Research Project Consultation 16. Final Examination
Textbooks, References, and Supplementary Materials (Maximum 3)	- Kalat, James W. Biological Psychology, 13th edition. Cengage Learning, 2018. - Kalat, James W. Introduction to Psychology, 11th edition. Cengage Learning, 2016. - King, Laura. The Science of Psychology, 5th edition. Mc.Graw-Hill Education, 2019.
Grading Component	- Quizzes: 10% (Quiz 1: 5% + Quiz 2: 5%) - Midterm Examination: 20% - Final Examination: 20% - Essay on the spot (individual assignment): 15% - Film Analysis: 10% - End-of-term project (group assignment): 25%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	- Course attendance policy follows the university's policy on course attendance and absence. The university's policy on non-attendance penalty applies accordingly (i.e., a failing grade of "E" given to any student whose attendance record for the semester is less than 75% of the total class sessions). - Any tardiness exceeding 15 minutes from the start of class (or for online class meetings, logging in to the synchronous Zoom class session more than 15 minutes after the start of the session) without prior written notice and/or consent from the instructor will be treated as an absence and the tardy student will be marked as absent, although the student is nevertheless permitted to join the class session. - Make-up quizzes and exams will only be given to students who: (a) submit an official doctor's note explaining the reason for their absence (for a missed quiz/exam due to illness); or (b) submit a written documentation signed by a Faculty or University administrator explaining the reason for their



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	absence (for a missed quiz/exam while participating to represent the Faculty or University in an official Faculty- or University-approved activity). - Students who miss a quiz or an exam due to to unforeseen circumstances (e.g., health emergency in the family, force majeure, etc.) that make attendance impossible should notify their instructor immediately to schedule a make-up quiz/exam. - The format and content of make-up quizzes/exams MAY OR MAY NOT be the same as the original. - Cheating, plagiarism, and all other forms of academic dishonesty will not be tolerated. Students who are found engaging in any academic dishonesty will receive an “0” for the course component in which the dishonesty occurred, a failing grade of “E” for the final course grade, and will be reported to the Faculty and University for the appropriate disciplinary actions.
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Course Name: Theories of Personality

Degree	Bachelor's Degree
Department/Study Program	Psychology
Type of Class	International
Lecturer Name	Lia Mawarsari Boediman, M.S.C.P, Psy.D.
Course Structure	Lecture
Course Credits	4
Course Overview	Students who complete this course will be able to describe human personality using theories from the psychodynamics, attribute, cognitive-learning, humanistic positive psychology, and other modern theory groups. Active learning techniques, small group discussions, simulations, and case studies including both self-analysis of individual situations and other examples evaluated in groups will be used to convey the lecture material.
Course Key Words	Psychology, Personality
Learning Outcome	After completing this course, students are able to analyse human personality based on various theory of personality models: - Students are able to explain the characteristics of psychoanalytic, dispositional, cognitive-learning, humanistic/transpersonal and positive psychology theories of personality - Students are able to explain and compare the basic concepts of each figure in the psychoanalytic, dispositional, cognitive-learning, humanistic/transpersonal and positive psychology theories of personality - Students are able to explain and compare the concepts of cognitive-learning, humanistic/transpersonal, and positive psychology theories of personality in daily live activities (- Students are able to describe the relationship between concepts in the personality theories based on various theory of personality models



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	- Students are able to analyse personality using one of these personality theories: learning-cognitive, humanistic/transpersonal/contemporary, or positive psychology theories
Course Schedule	- Introduction to Personality: Definition of Personality, personality measurement - Sigmund Freud: 1. Level of Mental Life; 2. Provinces of Mind; 3. Dynamic of Personality; 4. Defense Mechanism; 5. Stages of Development; 6. Application of Psychoanalytic Theory - Carl G. Jung: 1. Levels of Psyche; 2. Dynamics of Personality; Psychological Types; 3. Development of Personality; 4. Jung's Method of Investigation; 5. Application of Jung's Theory - Alfred Adler: 1. Striving for Success or Superiority and Subjective Perception; 2. Unity and Self – Consistency of Personality; 3. Social Interest; 4. Style of Life and Creative Power; 5. Abnormal Development Application of Individual Psychology - Erich Fromm: 1. Basic Assumption; 2. Human Needs; 3. The Burden of Freedom; 4. Character Orientation; 5. Personality Disorder; 6. Psychotherapy - Karen Horney: 1. Introduction to Psychoanalytic Social Theory; 2. Basic Hostility and Basic Anxiety; 3. Compulsive Drives; 4. Intrapsychic Conflict; 5. Feminine Psychology - Gordon W Allport and Costa Mc Crae: 1. Allport's approach to Personality Theory; 2. Structure of Personality; 3. Motivation; 4. The Study of Individual - Evolutionary Theory: David Buss - Learning and Cognitive: BF Skinner and Bandura - Positive Psychology - Humanistic/Transpersonal: Rogers (Person-Centered Theory) - Humanistic/Transpersonal: Maslow (Holistic-Dynamic Theory) - Self Determination Theory - Personality Theory Contemporary: Transpersonal & Personal Growth



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Textbooks, References, and Supplementary Materials (Maximum 3)	Mandatory Textbook: Feist G., Roberts T., Feist J. (2018 or 2021). Theories of Personality (9th or 10th ed). New York: McGraw-Hill International Edition. Additional Textbooks: - Frager, R. & Fadiman, J. (2013). Personality and Personal Growth. Edisi Ketujuh. New Jersey: Pearson - Monte, C. F., & Sollod, R. N. (2003). Beneath the mask: An introduction to theories of personality (7th ed.). John Wiley & Sons Inc. - Seligman, M. E. P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press. - Ryan, R. M. & Deci, E. L. (2017). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness: The Guildford Press.
Grading Component	- Group Work: Presentation Analysis Famous/Influential people using personality theory – 20% - QUIZ 1 (Introduction, Freud, Jung, Adler) – 20% - Midterm (Horney, Fromm, Allport, Costa McCrae) – 20% - Quiz 2 (Buss, Skinner, Bandura, Seligman) – 20% - Final Midterm (Rogers, Maslow, SDT, Transpersonal) – 20%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: - Attend all classes regularly (minimum 75% attendance across all class sessions) and on time. - Participate actively in discussions and learning activities. - Maintain respectful behavior toward instructors and peers. - Avoid any form of academic dishonesty (e.g., plagiarism, cheating).



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Course Name: Social Psychology

Degree	Bachelor's Degree
Department/Study Program	Psychology
Type of Class	International
Lecturer Name	mgr Erita Narhetali, S.Psi.
Course Structure	Lecture
Course Credits	4
Course Overview	The goal of this course is to introduce the fundamental theories and ideas of social psychology. The premise of this course is that people find it challenging to live their lives in isolation from their social environments. Students in this course gain knowledge about how people think, feel, and act in social situations based on the findings of scientific studies. This course stresses the use of the scientific method to evaluate and develop conclusions and refers to scientific sources, both classical and contemporary, in an effort to comprehend human thoughts, feelings, and behavior.
Course Key Words	Social Psychology
Learning Outcome	Upon completion of the course students are able to analyze psychological problems at the individual, group, organizational, and community levels in various settings based on appropriate research and social psychology theories.
Course Schedule	1. Introduction to Social Psychology 2. Research Methods in Social Psychology 3. Social Self 4. Social Perception 5. Attitudes 6. Social Influences 7. Stereotypes, Prejudice, and Discrimination 8. Midterm Examination 9. Individuals in Groups 10. Group Processes 11. Interpersonal Relationship



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	12. Prosocial Behavior 13. Aggressive Behavior 14. Applied Social Psychology 1 15. Applied Social Psychology 1 16. Final Examination
Textbooks, References, and Supplementary Materials (Maximum 3)	Kassin, S., Fein, S. & Markus, H. R. (2017). Social psychology. 10th ed. International Edition. Wadsworth, Cengage Learning. Additional journal articles will be provided by course instructor as needed.
Grading Component	- Assignment 1: 5% - Assignment 2 (Article Review): 20% - Assignment 3 (Expository Essay): 25% - Midterm Examination: 25% - Final Examination: 25%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: - Attend all classes regularly (minimum 75% attendance across all class sessions) and on time. - Participate actively in discussions and learning activities. - Maintain respectful behavior toward instructors and peers. - Avoid any form of academic dishonesty (e.g., plagiarism, cheating).



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Course Name: Psychology of Family Education (tentative)

Degree	Bachelor's Degree
Department/Study Program	Psychology
Type of Class	Regular
Lecturer Name	Stephanie Yuanita Indrasari, S.Psi., M.Psi.
Course Structure	Lecture
Course Credits	3
Course Overview	This course is intended to introduce students to the application of Educational Psychology with a main focus on the role of the family, particularly by looking at the context of schools and society. The learning methods used are active learning methods, especially flipped classroom, presentations, discussions, interactive lectures, and using Indonesian or English. After completing this course, students should be able to examine the factors that can help family involvement in the teaching and learning process of children at school.
Course Key Words	Family; Education; Psychology
Learning Outcome	Students should be also able to: 1) identify the impact of ecology and socialization that affects the development of a child through Bronfenbrenner's theory; 2) identify how factors in the family affect the socialization of children; 3) identify how factors in schools affect the socialization of children; 4) identify how factors in society (mass media and technology) affect children's socialization; and 5) examine how parents and families are involved in the teaching and learning process of children related to physical, emotional & social development (including achievement motivation and social skills), Mathematics, Science and Social Sciences, Physical Education, Creative Arts & Music. At the end of the semester, students will be asked to design a simple activity about family involvement (especially parents) in



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	developing certain aspects (choose from one of: physical, emotional & social development (including achievement motivation and social skills), Mathematics, Physical Education, Science and Social Sciences, Creative Arts & Music) by utilizing social media.
Course Schedule	1. Ecology of a Child 2. Ecology of Socialization 3. Ecology of Family and Parenting 4. Ecology of Non-Parental Childcare 5. Ecology of School and Teacher 6. Ecology of Peer Group 7. Ecology of Mass Media and Community 8. Midterm Examination 9. Language & Literacy 10. Math 11. Science 12. Social Science 13. Physical Development 14. Creative Art 15. Music 16. Final Examination
Textbooks, References, and Supplementary Materials (Maximum 3)	- Berns, R.M. (2012). Child, Family, School, Community: Socialization and Support. 9th edition. California: Wadsworth Cengage Learning. - Henniger, M.L. (2015). Teaching young children: an introduction. 4th edition. New Jersey: Pearson Education, Inc.
Grading Component	- Reflection: 15% - Discussion: 30% - Presentation: 15% - Midterm Reflection: 20% - Final Education Project: 20%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: - Attend all classes regularly (minimum 75% attendance across all class sessions) and on time. - Participate actively in discussions and learning activities.



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	- Maintain respectful behavior toward instructors and peers. - Avoid any form of academic dishonesty (e.g., plagiarism, cheating).
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Course Name: Psychology of Women and Gender (tentative)

Degree	Bachelor's Degree
Department/Study Program	Psychology
Type of Class	Regular
Lecturer Name	Prof. Dr. Elizabeth Kristi Poerwandari, M.Hum.
Course Structure	Lecture
Course Credits	3
Course Overview	This course is intended to provide students with knowledge about various problems, challenges, and peculiarities of women's lives in particular, and humans in general, related to gender construction in society. After completing this course, students are expected to be able to design research and non-clinical interventions critically, innovatively, and ethically related to women's issues and gender relations/construction based on research principles and psychological theories. This course uses active learning methods, especially discussions, presentations, case-based learning, project-based learning, interactive lectures, and uses English as a language of instructions.
Course Key Words	Psychology; Women; Gender
Learning Outcome	After completing this course, students are expected to be able to design research and non-clinical interventions critically, innovatively, and ethically related to women's issues and gender relations/construction based on research principles and psychological theories.
Course Schedule	1. Why Study the Psychology of Women and Gender? 2. Theoretical Perspectives on Gender 3. Gender Stereotypes and Gender Differences 4. Gender and Communication 5. Gender and Emotion 6. The Psychology of Men and Masculinity 7. Gender and Sexual Orientation



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Textbooks, References, and Supplementary Materials (Maximum 3)	Mandatory: - Else-Quest, Nicole H. dan Hyde, Janet Shibley (2018). The Psychology of Women and Gender. Half the Human Experience. 9th ed. Boston: Houghton Mifflin Company. - Levant, Ronald & William Pollack (1995). A New Psychology of Men. New York: Basic Books. Rollins, Joan (1996). Women's Minds Women's Bodies. The Psychology of Women in a Biosocial Context. New Jersey: Prentice Hall. - Matlin, Margaret (2012). The Psychology of Women, 7th ed. Belmont: Thomson Wadsworth. Crawford, Mary. "Gender and language", in Unger (editor), 2001, Handbook of the psychology of gender, New Jersey: John Wiley & Sons, pp. 228 – 244 - Helgeson, Vicky (2012). The Psychology of Gender. Fourth Edition. Boston: Pearson. Additional: - Clarke Victoria; Sonja J. Ellis, Elizabeth Peel and Damien W. Riggs (2010). Lesbian, Gay, Bisexual, Trans and Queer Psychology. An Introduction. Cambridge: Cambridge University Press. - Tong, Rosemarie. (2018). Feminist Thought. Colorado: Westview Press.
Grading Component	- Analysis of Phenomenon: 10% - Situational Reflection: 15% - Mini-research: 15% - Midterm Examination: 20% - Final Intervention Project: 40%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: - Attend all classes regularly (minimum 75% attendance across all class sessions) and on time. - Participate actively in discussions and learning activities. - Maintain respectful behavior toward instructors and peers. - Avoid any form of academic dishonesty (e.g., plagiarism, cheating).

