UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Practical Class: Pschological Characteristics of Deafness and Sign Languages

2526-2-F5107P027

Learning area

Models and techniques for assessing psychological functioning

Learning objectives

Knowledge and understanding
• human language modalities
• history of signing communities
• different approaches to deafness

Applying knowledge and understanding
• critical analysis of scientific texts
• critical analysis of video materials
• correct use of terminology on deafness

Making judgements
Development of critical thinking regarding theoretical models and clinical approaches to deafness and signed languages, with specific attention to cognitive, cultural, and communicative aspects. Ability to independently evaluate textual and multimedia content, recognizing implicit biases and stereotypes.

Communication skills
Consolidation of the ability to clearly and respectfully convey information, observations, and reflections related to deafness and sign languages, using up-to-date and culturally informed terminology. Development of skills for critical dialogue and collaboration within group and interdisciplinary settings.

Learning skills
Strengthening of autonomous learning skills through the analysis of scientific texts, video materials, and seminar-based discussions. Acquisition of theoretical and practical tools to integrate linguistic, cognitive, and cultural knowledge in future professional practice in clinical psychology.

Contents

During the classes, the concept of human language modalities will be introduced, and from this, the focus will be on sign language communities, dealing with their history and reflecting on their heterogeneity. Various approaches to deafness will also be discussed, with a focus on the different educational approaches used with deaf children.

Detailed program

1. The language faculty: spoken and sign languages
2. History of sign communities in Italy and the world
3. Prejudices related to sign communities
4. The Milan congress and the stigma of deafness
5. Different perspectives and approaches to deafness
6. Education of deaf people: history and current affairs

Prerequisites

Nessuno

Teaching methods

Interactive teaching: Starting from books, articles or films, we will discuss different aspects related to the course topics. Everyone will be invited to share their opinions. Meetings with experts on topics related to deafness will also be organised during the course.

All the lessons will be held in presence

Assessment methods

The participation in 70% of the lessons is required.
Active participation in classroom discussions. Critical discussion of a scientific article of your choice (power point presentation).

Textbooks and Reading Materials

We will base our discussions on the following texts (or parts of them):
Branchini, C. e Mantovan, L., 2020. A Grammar of Italian Sign Language (LIS). Lingue Dei Segni e Sordità. Solo Part 1. Socio-Historical Background (OPENACCESS)
Marziale, B. e Volterra, V. (Eds.), 2016. Lingua dei segni, società, diritti. Carrocci Faber.
Volterra, V. (2014). Chi ha paura della lingua dei segni?. Psicologia clinica dello sviluppo, 18(3), 425-427.
Sacks, O., 2014. Vedere voci. Adelphi Edizioni
Trovato, S., & Folchi, A. (Eds.). (2022). The Social Condition of Deaf People: The Story of a Woman and a Hearing Society (Vol. 16). Walter de Gruyter GmbH & Co KG.
Further reference articles will be indicated on e-learning during the lecture period

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES