



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Storia della Psicologia - 1

2526-1-E2403P005-T1

Learning area

Learning Area n. 1. Knowledge and skills useful to understand, promote and change individual psychological functioning

Learning objectives

Knowledge and understanding

- Developments and main theories in the evolution of psychological knowledge;
- the epistemological status of psychology and its social role;
- providing a scientific and cultural background.

Applying knowledge and understanding

- Giving well-rooted and in-depth direction to the current psychological knowledge;
- Interdisciplinarity;
- Recognising the relationships between different fields of psychological knowledge.

Making of judgements

- Development of critical analysis, evaluation, and synthesis of new and complex ideas through guided reading of texts from the Western psychological tradition, group discussions, and seminar activities.

Communication skills

- Development of the ability to communicate information, ideas, problems, and solutions clearly and consciously to specialist and non-specialist audiences in various educational and work contexts.

- Development of solid active listening, negotiation, and teamwork skills, including interdisciplinary teamwork, as well as the ability to understand and critically analyse different points of view.

Learning skills

- Development of the ability to continue one's studies independently, based on greater critical awareness and specific theoretical, conceptual, and methodological sensitivity.

Contents

The course aims to present an overview of the problems related to the birth of scientific psychology, promoting a critical reflection on the theoretical, methodological and epistemological assumptions and on the social conditioning that have historically guided its development. It will focus on the origin, evolution and transformation of the main perspectives of research from the mid-nineteenth Century up to the present day, placing them in their proper historical context and highlighting their dominant research program.

Detailed program

- The “long past” of psychology in ancient, medieval and modern thought;
- The rise of experimental psychology in Germany and in other countries during the second half of the nineteenth century;
- Early American psychology between structuralism and functionalism;
- The phenomenological tradition and Gestalt psychology;
- Psychodynamic approaches and psychoanalysis;
- The Cultural-Historical perspective;
- Behaviourism and reflexology;
- From behaviourism to cognitive psychology.

Prerequisites

None.

Teaching methods

28 in-person lecture-based classes (delivery mode). The teaching methods will include direct exposure, group discussion, analysis of historically and scientifically relevant texts, the conduct of eventual in-depth seminar discussions.

The course is delivered in Italian. Class attendance is strongly recommended.

In order to facilitate those students who do not attend classes, the teaching material (slides) is made available on the e-learning webpage of the course.

Assessment methods

The verification of learning will be carried out through a written test, divided into a part with multiple-choice questions and a part with open questions. The questions are aimed at testing the effective acquisition of the topics illustrated during the course, as well as to ascertain the ability to manage the contents of the proposed bibliography and the capability to critically deal with them.

Non sono previste prove in itinere.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Textbooks and Reading Materials

Mecacci, L. (2008). *Manuale di storia della psicologia*. Firenze: Giunti. Capitoli: 1, 2, 3, 4 (pp. 10-143).

Mecacci, L. (2019). *Storia della psicologia. Dal Novecento a oggi*. Roma-Bari: Laterza. Capitoli: I (pp. 3-23); II, paragrafi 1-3 (pp. 24-76); III, paragrafi 1-5 (pp. 84-135); IV, paragrafi 1-4 (pp. 172-215); V, paragrafi 1-3, 5, 7 (pp. 224-243; 251-265; 270-296); VI, paragrafi 1, 3 (pp. 301-303; 316-340); VII, paragrafi 1-2, 4-5 (pp. 359-371; 377-407).

Sustainable Development Goals

QUALITY EDUCATION
