UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Storia della Psicologia - 1

2627-1-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 within the evolution of psychological knowledge;
- the issue of epistemological status of psychology and its social role;
- provide an essential and qualifying scientific and cultural background.

Applying knowledge and understanding

- Provide depth, direction, and foundations to current psychological knowledge;
- capacity for dialogue with other disciplines;
- grasp the relationships between different fields of psychological knowledge.

Making judgements

- Development of skills in critical analysis, evaluation, and synthesis of new and complex ideas, achieved both through guided readings of texts from the Western psychological tradition, and through group discussions and potential seminar-based activities.

Communication skills

- Development of the ability to communicate information, ideas, problems, and solutions clearly and mindfully

to both specialist and non-specialist audiences across various educational and professional contexts;
- development of solid skills in active listening, negotiation, and teamwork (including interdisciplinary collaboration), as well as the comprehension and critical analysis of different viewpoints.

Learning skills

- Development of the ability to pursue one's studies independently, grounded in greater critical awareness and a specific theoretical-conceptual and methodological sensitivity.

Contents

The course aims to present an overview of the issues surrounding the birth of scientific psychology, promoting a critical reflection on the theoretical, epistemological, and methodological assumptions, as well as the social factors, that have historically guided its development. Particular attention will be paid to the origin, evolution, and transformation of the main research traditions from the mid-nineteenth century to the present day, placing them within their respective historical contexts and highlighting their dominant research paradigms.

Detailed program

- The “long past” of psychology in ancient, medieval and modern thought;
- the emergence of experimental psychology in Germany and national contexts during the second half of the nineteenth century;
- early American psychology between structuralism and functionalism;
- the phenomenological tradition and Gestalt psychology;
- the psychodynamic perspective and psychoanalysis;
- the historical-cultural school;
- the behaviorist perspective and reflexology;
- the transition from behaviourism to cognitivism.

Prerequisites

None in particular.

Teaching methods

28 two-hour lectures delivered in person. Teaching methods will include direct lectures, group discussions, the analysis of historically and scientifically significant texts, and potential seminar-based in-depth studies.
The course is taught in Italian. Lecture attendance is highly recommended.

Part of the teaching materials (slides) will be made available on the course e-learning platform to ensure accessibility for non-attending students.

Assessment methods

Learning outcomes will be assessed through a written exam, divided into a multiple-choice section and an open-ended questions section. The questions aim to verify the effective acquisition of the topics and authors presented, the ability to navigate the texts included in the bibliography, and the capacity to engage with them critically.
There are no mid-term exams (in-itinere tests).

The final grade is based on the following assessment criteria:
• 18 - 21 (Pass / Sufficient): Mnemonic or fragmented knowledge of the course contents; limited ability to historical or conceptual contextualization; presentation is correct but basic.
• 22 - 24 (Fair / Satisfactory): Satisfactory knowledge of the subject matter, but predominantly descriptive; initial ability to establish critical connections between different authors or theoretical models; overall appropriate use of language.
• 25 - 27 (Good): Good knowledge and understanding of all the topics in the syllabus; sound capacity for critical analysis and historical-epistemological contextualization; mature and articulate command of the language.
• 28 - 30 (Very Good / Excellent): In-depth and comprehensive knowledge of the exam material; strong argument, synthesis, and personal critical processing skills; rigorous use of specialized and discipline-specific vocabulary.
• 30 with honors / Cum Laude (Outstanding): Outstanding and detailed knowledge of the contents; extraordinary capacity for critical orientation and epistemological discussion; brilliant, fluent, and flawless academic presentation.

Erasmus students may contact the professor to arrange a bibliography in English and/or the possibility of taking the exam in English.

Textbooks and Reading Materials

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

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

Detailed information regarding other teaching materials will be published on the e-learning page.

Sustainable Development Goals

QUALITY EDUCATION