



Code: M-STO/05

Credits: 9

Matter: History of Science and Techniques

Main language of instruction: Italian

Other language of instruction: English

Teaching Staff

Head instructor

Prof. Silvia Degni - silvia.degni@unicusano.it

Dr. Chiara Pollice - chiara.pollice@unicusano.it

Introduction

1. Objective of the course :

The teaching of the course aims to:

- 1) introduce the student to the main topics of the history of science;
- 2) to achieve rigorous learning on the methodological and critical tools that promote a conscious attitude towards the relationship between science and society;
- 3) to introduce the student to the knowledge of an important chapter in the history of science: the development of psychology in the broader context of the evolution of the human sciences.

The course will focus on introduction about the most significant "research traditions" elaborated in psychology from its foundation as a science, paying particular attention to the ways in which these have established relationships with society and the culture of the time. Every "research tradition" will be outlined in the motivations that have founded it, in its specific theoretical and methodological characteristics and in its historical evolution within the most complex and articulated contemporary cultural and scientific panorama.

Objectives

2. Course Structure:

The first part of the course will present the main problems of the history of science (methods and languages of historical-scientific investigation, conceptions, categories and historiographical approaches), to pass - through the use of these tools - to provide an overview of the main research programs that have characterized the evolution of the psychological discipline in the international contest. After examining the historiographical question of the birth of the discipline - focusing on the long "philosophical" history of psychology and on the fundamental contribution of various disciplines to the constitution of scientific psychology - will be examined the Wundtian approach, structuralism and American functionalism, psychology in Russia (Bechterev, Secenov, Pavlov); the historical-cultural school in the Soviet Union (Vigotskij, Lurija), Gestalt psychology (Wertheimer,

Kohler, Koffka), behaviorism and its different phases (Watson, Hull, Tolman, Skinner), the affirmation of the cognitivist paradigm and the cognitive science, Freud is the psychoanalytic and psychodynamic tradition.

Competencies:

- To know the main methods of historiographical classification.
- To know the traditions of scientific research, the main research traditions of scientific psychology (structuralism, functionalism, Gestalt psychology, historical-cultural school, psychodynamic perspective, behaviorism, cognitivism, cognitive sciences).
- To know the main protagonists of scientific psychology and of the evolution of the main concepts and themes of the discipline in its theoretical and applicative aspects.
- To know the specific theoretical and methodological characteristics, the different contexts and fields of application and the genesis and evolution of the different "research traditions".
- To know how to apply acquired knowledge for the purpose of comprehension of manuals and basic texts of the discipline.
- To formulate an independent opinion about the results of research conducted on the course topics.
- To be able to apply critical tools and exercise independent judgment regarding the relationship between contemporary science and society.
- To use the psychological lexicon understanding the theoretical meaning underlying the terms.
- To read the original sources in a critical way and to adequately evaluate the psychological literature including it in the historical and cultural context of reference.
- To acquire the ability to construct a global profile of a tradition of scientific research, integrating a multiplicity of data obtained from the main sources of information.

Syllabus

3. Programme of the course:

Subject 1. Introduction to methods and conceptions of the history of science

History of Psychology: the "research traditions"

The birth of psychology as a science: historiographical questions

For an epistemological history of psychology: objects and methods

The conditions for the birth of scientific psychology

The foundation of the human sciences: associations and ideologists

The German Philosophy: Kant and Herbart

Subject 2. The psychology of origins in Europe

The contributions of the other sciences: physiology and psychophysics

The contributions of the other sciences: astronomy and biology

Wundt and the Leipzig school

Psychology in Germany beyond Wundt

Brentano and the doctrine of psychic phenomena



Subject 3. The Psychology of the origins in the United States

The philosophical roots and the American social context

The Pragmatism

The Contribution of William James

The Functionalism

Titchener's Structuralism

Subject 4. Russian Psychology

Sečenov's Physiology and Bechterev's Reflexology

Theory of higher nervous activity: Pavlov

Vygotskij's theory

Cultural Historical Theory of the 30th and Activity Theory

Lurija's theory of cerebral functional systems

Subject 5 . Gestalt Psychology

Origins of the Gestaltpsychologie

The key concepts of the Gestalt

The laws of perceptual organization

The field Theory, the critique of empiricism and the principle of isomorphism

Research on thought and memory

Lewin and the topological Psychology

Subject 6. The behaviorist tradition

Behaviorism: origins and characteristics

Neo-positivism and Operationism

Watson's Behaviorism

Neo-behaviorism

The operating conditioning paradigm: Skinner

Subject 7. The Psychoanalytic tradition

Freud and Psychoanalysis

From the topographical model to the structural model

The analytic psychology: Jung

The individual Psychology: Adler

Subject 8. The Cognitivist Tradition

The characteristics of Cognitivist tradition

Precursors and sources of the Cognitivism

Piaget's Theory

Cognitivism

The crisis of the Cognitivism and Cognitive science

Evaluation system and criteria

This exam will have an objective test or multiple choice answers (30 item), the student should tick the right answer.

Bibliography and resources

4. Materials to consult:

The teaching material on the platform is organized into 8 subjects. The course develops through pre-recorded audio-video lessons, slides and handouts available on the platform. Alongside this educational material, self-assessment tests are proposed, of asynchronous type, which allow the student to verify both the comprehension and the degree of acquired knowledge of the contents of the lessons.

5. Recommended bibliography:

- Cimino G. Ferreri A. M. (2002) (Eds.), The classics of the history of Psychology, Roma, Edizioni Psicologia.
- Cimino G., Dazzi N. (1998) (Eds.), Psychology in Italy: the protagonists and the scientific, philosophical and institutional problems (1870-1945), 2 voll, Milano, LED.
- Cimino G., Degni S., Ferreri A. M. (2012) (Eds.), The "manifesti" of American psychology between the 19th and 20th centuries, Milano, Angeli.
- Cimino G., Foschi R. (2010), Features of the history of Italian psychology, Roma, Edizioni Psicologia.
- Degni S. (2013), At the origin of Italian scientific psychology: Gabriele Buccola between positivist philosophy and psychiatric tradition, Milano, Angeli.
- Govoni P. (2010), What is it History of Science, Carocci, Roma.
- Kragh H. (1990), Introduction to Historiography of Science, Zanichelli, Bologna.
- Legrenzi P.(1999) (a cura di), History of Psychology, Il Mulino, Bologna.
- Luccio R. (2001), Psychology: An Historic Profile, Laterza, Roma.
- Luccio R. (2013), History of Psychology: An Introduction, Laterza, Roma.
- Lück H. (2002), Brief History of Psychology, Il Mulino, Bologna.
- Mecacci L. (1992), History of Psychology, Laterza, Roma.
- Smith R. (2004), History of Psychology, Il Mulino, Bologna.