



5.00 credits

30.0 h

Q1

Teacher(s)	Garcia Penafiel Mauricio ;
Language :	French
Place of the course	Bruxelles Saint-Louis
Learning outcomes	<p>At the end of this learning unit, the student is able to : At the end of the course, students will be able to:</p> <p>The aims of the course are:</p> <ol style="list-style-type: none"> 1. Report on key aspects of the various psychological currents. 2. Have a comparative understanding of the different psychological theories. 3. Use the major concepts of psychology in a technical sense and not just in a common sense. 4. Know and apply different approaches to communication and language in psychology to analyse various individual, interpersonal and social situations. 5. Know and apply elements of psychopathology and of the structural theory of personality. 6. Visualise the contribution of psychology to the understanding of social phenomena, especially in the field of education. 7. Know certain psychological approaches to the analysis of a story and literary text.
Evaluation methods	Written examination. The assessment will focus on the course and syllabus, including the minimal bibliography attached. The assessment will include three or four questions. The type of question will be: comparative theoretical, application and / or more targeted conceptual questions.
Teaching methods	Ex cathedra presentations
Content	<p>The course seeks to convey the most important orientations of psychology and show its different fields of application. Therefore the course will deploy an overview of the psychological discipline, but also provide a more in depth study of some issues, particularly approaches of language and communication, as well as the field of clinical psychology, in particular the fundamental axes of psychopathology and of the personality structure. Finally, the course offers some psychoanalytic approaches to narration and literature.</p> <p>Course outline:</p> <ol style="list-style-type: none"> 1. The definitions of psychology related to epistemological conflict of Human sciences 2. The major theoretical models of psychology: <ol style="list-style-type: none"> 2.1 Behaviorism 2.2 Cognitivism 2.3 Psychoanalysis 2.4 Systemic 3. The fields of Psychology <ol style="list-style-type: none"> a. The Developmental Psychology b. The Educational Psychology and School Psychology c. The Psychology of Work and organisational Psychology d. Experimental Psychology e. Social Psychology f. Clinical Psychology 4. The bases of psychopathology <ol style="list-style-type: none"> 2.1 Is psychological distress a set of "problems", "symptoms", or does it have basic structures? 2.2 The structural perspective <p>Neuroses: hysteria, phobia, obsessional neuroses</p> <p>Psychoses: schizophrenia, paranoia, mood disorders</p> <p>Psychopathy: sexual perversions, social psychopathy</p> <p>Borderline states.</p> 5. Communication and language <ol style="list-style-type: none"> 5.1 The development of language and thought from traditional research in cognitive psychology 5.2 The theory of information versus the pragmatism of communication: a systemic approach 5.3 The function of Speech and Language in Psychoanalysis 5.4 Communication, Language and Culture

	<p>Proxemics Social representations Cultural representations and subjectivity 6. Psychological analysis of the narrative 6.1 Freudian approach to literary texts 6.2 Anthropological-psychoanalytical approach to cultural representations of suffering. 7. Issues under debate (may change each year): Youth violence in schools</p>
<p>Bibliography</p>	<p>Voici un aperçu de la bibliographie du cours. Elle peut changer chaque année, du moins partiellement.</p> <p>Freud, Sigmund :</p> <ul style="list-style-type: none"> - (1901) <i>Le rêve et son interprétation</i>, Paris, Gallimard, 1925 - (1912) « Du rabaissement généralisé de la vie amoureuse (contributions a la vie amoureuse II) », dans : <i>Œuvres Complètes</i>, vol. XI, Paris : PUF, 1998, pp. 129-141. - (1919) « L'inquiétante étrangeté », dans <i>Œuvres Complètes</i> <p>Garcia, Mauricio : « La perte et le deuil déguisés en possession : considérations ethno-psychanalytiques sur la maladie du susto au Chili », dans : <i>Mélancolie : entre souffrance et culture</i>, Presses universitaires de Strasbourg, 2000, pp. 141-166.</p> <p>Garcia Mauricio : « La violence des jeunes et le drame de la reconnaissance », dans : <i>La revue nouvelle</i>, n°12, Décembre 2008, pp. 40-49.</p> <p>Lipovetsky, Gilles : « Narcisse ou la stratégie du vide », dans : <i>L'ère du vide. Essais sur l'individualisme contemporain</i>, Paris, Gallimard, 1983, pp. 70-113.</p> <p>Skinner, B. F. : <i>Pour une science du comportement : le behaviorisme</i>. Neuchâtel – Paris : Delachaux et Niestlé, 1979, pp. 171-209.</p> <p>Todorov, Tzvetan: <i>La vie commune. Essai d'anthropologie générale</i>, Paris, Seuil, 1995, pp. 9-13 et 95-133.</p> <p>Watzlawick, P., Hemick Beavin, J. & Jackson, D. : <i>Une logique de la communication</i>, Paris : Seuil, 1972, pp. 45-116.</p> <p>Bibliographie complémentaire</p> <p>Laplanche, J. & Pontalis J – B. : <i>Vocabulaire de la Psychanalyse</i>, Paris, PUF, 1997.</p> <p>Freud, S. : (1921) « Psychologie des masses et analyse du moi », dans : <i>Œuvres Complètes</i>, vol. XVI, Paris : PUF, 1991, pp. 5-72.</p> <p>Piaget, Jean : <i>Six études de psychologie</i>, Paris : Denoël, 1964, pp. 11-101.</p> <p>Vigotsky, L. S. :</p> <ul style="list-style-type: none"> - (1962) « Les racines génétiques du langage et de la pensée » dans : Bronckart, J. P. et al : <i>Vigotsky aujourd'hui</i>. Neuchâtel-Paris : Delachaux et Niestlé, 1985, pp.49-65. - (1962) « La pensée et le mot », dans : Bronckart, J. P. et al : <i>Vigotsky aujourd'hui</i>. Neuchâtel-Paris : Delachaux et Niestlé, 1985, pp. 67-94.
<p>Other infos</p>	<p>None</p>
<p>Faculty or entity in charge</p>	<p>PHLB</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Philosophy	FILB1BA	5		
Bachelor in French and Romance Languages and Letters	ROMB1BA	5		
Bachelor in History	HISB1BA	5		