LEARNING COMPLEX SYSTEMS. WHY SOCIAL SCIENCES AND HUMANITIES EDUCATION NEEDS TO INTEGRATE COMPLEXITY

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Complexity is a paradigm whose relevance is currently expanding beyond the domain of „hard" sciences. Humanities and social sciences could greatly benefit from using it as an antidote to reductionism, as these fields demonstrate a great need of defragmentation and a broader theoretical perspective. The epistemological importance of complexity can hardly be overestimated, yet the education system ignores it to the point where most social science students and young researchers regularly propose simple solutions to describe social issues by using reductive statements and identifying a single source of causation and, even worse, mistaking correlation for causation. Complex systems theory provides powerful conceptual analytical tools, and students should be encouraged to conduct observations, experiments and research to help them build and integrate a complexity based understanding of social and psychological phenomena. This paper attempts to offer a schematic outlook of this theory and its main points, explaining what complex

systems are, what are the components of social complex systems and, finally, why it cannot be excluded from any social sciences and humanities undergraduate curriculum.

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