

**COURSE DATA****Data Subject**

<b>Code</b>	34411
<b>Name</b>	Introduction to social psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1310 - Degree in Sociology	Faculty of Social Sciences	1	First term
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	1	First term
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1310 - Degree in Sociology	4 - Social psychology	Basic Training
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	8 - Year 1 optional subjects	Optional
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	8 - Year 1 optional subjects	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
BERNAD I GARCIA, JOAN CARLES	306 - Social Psychology
MOLPECERES PASTOR, M. ANGELES	306 - Social Psychology



## SUMMARY

The subject *Introduction to Psychology* is part of the Social Sciences module together with other core subjects such as Politics, History, Anthropology or Economy. This module is aimed at providing students with knowledge and competences referred to diverse social sciences which approach the object of study of Sociology from a multidisciplinary perspective.

This subject is also part of the Basic Formation module, which consists of core subjects that belong to the Social and Legal Sciences branch and are taken during the first two academic years of the degree studies.

Social Psychology is the study of the social origins of behaviour, feelings, beliefs and mental processes such as perception, judgment or memory. Cognition, social representation social interaction and social influence are some of the basic processes. A specific disciplinary perspective suggests that the superior psychical processes

are related to the social context and the position of the individual in that context whereas the definition of said social positions are mainly determined by the membership and reference groups. Therefore, this discipline constitutes a *sui generis* perspective which articulates psychology and sociology and focuses on interrelations between human action and the reproductive and social transformation processes.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Relationship with other subjects of the same degree

No enrolment restrictions have been specified.

Other types of prerequisites

No specified prerequisites.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Work in a team with a multidisciplinary perspective.
- Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Learn independently and develop initiative in the field of sociology.
- Know and use secondary data sources useful for sociology.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.
- Understand the cultural diversity of societies.
- Know the tools to intervene in situations of social crisis and conflicts.
- Identify and measure social vulnerability factors.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Upon successful completion of the subject, students will be able to:

- Understand the main sociological theories to convey the processes of social representation, interaction and social influence.
- Acquire initial knowledge on the dynamics of the representation, interaction and social influence through which social reality is built and transformed.
- Critically evaluate the diverse theories and psycho-social approaches, identifying the logic that inspires them and the consequences of said knowledge on reproduction and social transformation.
- Understand the need for the sociologists' multidisciplinary formation and the complementary perspectives of the different social sciences whose complexity overflows the disciplinary limits of knowledge.



- Establish a meaningful connection between the field of social psychology and the main aspects and investigation perspectives characteristic of sociology. Understand and evaluate the contribution of social psychology to the work of professional psychologists.
- Identification, gathering, elaborating and interpreting information relevant to social processes and phenomena from diverse sources in a creative way.
- Know how to transmit arguments and communicate both orally and written by using terminology and theoretical references adequately, specifically those of social psychology.
- Develop the ability to work in group, organize and plan own work and solve problems.

## DESCRIPTION OF CONTENTS

### 1. The field of Social Psychology

Social psychology in the social sciences: the historical process of crystallization as a discipline. Main theoretical perspectives, fields of study and research methodologies in social psychology. Strengths and limitations.

### 2. Social thinking and knowledge

The representation of individuals: impression formation and attribution theories. Social context and cognitive dynamics: judgment heuristics, social inference, cognitive bias and social representations.

### 3. Dynamics of Prejudice

Representation of self and of social groups. Social status, stereotypes and prejudices. Theories on the origins of prejudice. Classical and modern prejudices. Effects of prejudice. Prejudice reduction strategies.

### 4. The construction of identity.

Sources of experience: from reflective consciousness to social interaction. Coherence and multiplicity in identity: from totalitarian ego to theatre actor. Identity and social categories: the notion of social identity.

### 5. Change of attitude.

The notion of attitude: concept, structure, formation and attitude dimension. Attitude and behaviour. Attitude change: persuasion processes and behaviour tactics. Cognitive dissonance.

**6. The processes of social influence.**

Majority influence: normalization, conformism and functional conceptions of social influence. Minority influence: innovation, conversion and genetic conceptions of social influence.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	30,00	0
Study and independent work	42,00	0
Readings supplementary material	10,00	0
Preparation of practical classes and problem	8,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Participatory lecture.

Case studies.

Debates.

Cooperative work.

Discussion sessions and group analysis from materials such as films, documentaries, exhibitions, conferences, etc..

Reading, synthesis, analysis and criticism of texts.

**EVALUATION**

The final grade will be based on both the final exam and the group work. Constructive participation in forums and other virtual tools as well as class participation will be positively considered and may be used to decide the final grade if it is uncertain.

1. Written exam: between 40% to 70%
2. Continuous assessment of theoretical and practical activities: between 20% to 50%
3. Regular attendance and active participation: from 0% to 10%





## REFERENCES

### Basic

- Aronson, E. (2000). El animal social (8ª edición). Madrid: Alianza Universidad. [Original, 1972/1999]
- Collier, G., Minton H.L. y Reynolds, G. (1996). Escenarios y tendencias de la psicología social. Madrid: Tecnos.
- Hogg, M. y Vaughan, G.M. (2010). Psicología social (5ª edición). Madrid: Panamericana. [Original, 2008]
- Ibáñez Gracia, T. (Coord.) (2003). Psicología social. Barcelona: Edicions UOC.
- Kassin, S., Fein, S. y Markus, H.R. (2010). Psicología social (7ª edición). México: Brooks Cole / Cengage Learning. [Original, 2008]
- Martín-Baró, I. (1983). Acción e ideología. Psicología social desde Centroamérica, vol. 1. San Salvador: UCA Editores.
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- Morales, J.F. (ed.) (1994). Psicología social. Madrid: McGraw-Hill.
- Morales, J.F. (ed.) (2003). Psicología social, 3ª edición. Madrid: McGraw-Hill.
- Moscovici, S. (ed.) (1985). Psicología social I y II. Barcelona: Paidós. [Original, 1984]
- Smith, E.R. y Mackie, D.M. (1997). Psicología social. Madrid: Panamericana. [Original, 1995]
- Tordera, N. et al. (2004). Temes de psicologia social. Valls, Tarragona: Cossetània Edicions.

### Additional

- Beauvois, J.L. (2008). Tratado de la servidumbre liberal. Análisis de la sumisión. Madrid: La Oveja Roja. [Original, 1994]
- Brown, R. (1998). Prejuicio. Su psicología social. Madrid: Alianza. [Original, 1995]
- Bruner, J. (1991). Actos de significado. Más allá de la revolución cognitiva. Madrid: Alianza. [Original, 1990]
- Gigerenzer, G. (2008). Decisiones instintivas. La inteligencia del inconsciente. Barcelona: Ariel. [Original, 2007]
- Hewstone, M. (1992). La atribución causal. Del proceso cognitivo a las creencias colectivas. Barcelona: Paidós. [Original, 1989]
- Ibáñez, T. (1988). Ideologías de la vida cotidiana. Barcelona: Sendai.
- Joule, R.V. y Beauvois, J.L. (2008). Pequeño tratado de manipulación para gente de bien. Madrid: Pirámide. [Original, 2002]



- Moscovici, S. (1981). *Psicología de las minorías activas*. Madrid: Morata. [Original, 1976]
- Pratkanis, A.R. y Aronson, E. (1994). *La era de la propaganda: uso y abuso de la persuasión*. Barcelona: Paidós. [Original, 1992]
- Turner, J.C., Hogg, M.A., Oakes, P.J., Reicher, S. y Wetherell, M.S. (1990). *Redescubrir el grupo social*. Madrid: Morata. [Original, 1987]
- Viladot, M.A. (2008). *Lengua y comunicación intergrupar*. Barcelona: UOC.
- Watzlawick, P., Bavelas, J.B. y Jackson, D.D. (1989). *Teoría de la comunicación humana*. Barcelona: Herder. [Original, 1967]

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. CONTENTS**

*Contents of the original teaching guide will be maintained.*

### **2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING**

*The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the semester.*

### **3. TEACHING METHODOLOGY**

*The course will consist of face to face sessions. Individual tutorials will be preferably individuals.*

*Regarding affected or vulnerable students, methodology will be adapted to the following activities non face-to-face: individual works, individual projects, study of specific bibliography or tutorials through videoconference as well as other options established by the teaching team.*

*If sanitary situation imposes on-line classes, all sessions will be substituted for materials in virtual classroom, synchronous videoconferencing, registered presentations or other options established by the teaching team. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teaching team will communicate these adaptations through virtual classroom.*

### **4. EVALUATION**

*The criteria of the teaching guide will be maintained regarding the estimation of each type of activity.*

*For vulnerable or affected students, group activities qualification will be considered in individual activities.*



*In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the following modality will be done: individual written proof synchronous in the virtual classroom.*

## **5. BIBLIOGRAPHY**

*The bibliography of the guide will be maintained.*

*If the sanitary situation imposes shutdown of libraries, the basic bibliography would be replaced by the following virtual access manual: *Psicología Social [Electronic resource]* / coordinators, J. Francisco Morales Domínguez ... [et al.]; co-authors, Ana Victoria Arias Orduña ... [et al.] Madrid: McGraw-Hill Interamericana de España, D.L. 2007.*