

**Social Psychology of Contemporary World**

Code: 102601  
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Teachers

Margot Pujal Llombart  
Joan Pujol Tarrés  
Martín Mora Martínez

## Prerequisites

It is recommended to have previously studied the subjects "The social dimension of the person" and "Social influence and groups".

The subjects "Social Psychology of the Contemporary World" (third year), "Social dimension of the person" (first year) and "Social influence and groups" (second year) prepare for the specialisation "Analysis and psychosocial intervention" and, in general, for understanding the psychosocial dimension of the person, present in all specialisations.

## Objectives and Contextualisation

The complexity and diversity of the contemporary world needs theoretical perspectives and methodological tools within the psychology that can analyse social phenomena and that, at the same time, take into account equality of rights and social diversity, in order to be able to develop specific analysis and intervention proposals leading to social inclusion.

In this subject, it is part of an intersectional perspective to account for the construction and the government of identity and subjectivity in the contemporary world, from a critical perspective that allows the identifying and analysis of the distinct axes of social inequality that lead, on the one hand, to precariousness in the quality of life of both the those considered as "others", the deviant, the abnormal, etc..., and on the other, the relational and social conflicts between people who occupy socio-centered positions and those who occupy peripheral positions.

Based on these premises, the following objectives are established for the subject:

- To analyse the problems of our social environment from the psychosocial perspective, through the review of case studies.
- To critically apply the tools of social psychology in order to address these problems.
- To develop an intersectional perspective that takes into account the different axes of inequality social (gender, class, ethnicity, sexuality, age, access to knowledge and technology, precariousness ...).
- To recognise the transversality of the sex/gender system in the production of social inequalities.
- To identify the effects of social inequality in the areas of health, sexuality, care, violence, interculturality, precariousness and access to technology.
- To develop a transversal and transdisciplinary perspective in the analysis of contemporary psychosocial phenomena.

## Competences

- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- Develop strategies for autonomous learning.
- Make systematic reviews of the different documentary sources in psychology to collect, order and classify research data and materials.
- Recognise and appreciate external assessment of personal actions.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Work in a team.

## Learning Outcomes

1. Analyse and compare concepts and psychosocial processes that show the social dimension of individual behaviour of the person.
2. Apply concepts and identify psychosocial processes in analysing the behaviour of the person in connection with their membership in social categories and their social context.
3. Apply concepts and identify psychosocial processes in analysing the elements that facilitate and hinder social communication.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Ask questions and give answers about psychosocial concepts and processes explained in class.
6. Develop strategies for autonomous learning.
7. Document concepts and psychosocial processes by finding examples in everyday life.
8. Identify the main techniques for finding information on documentary sources of social psychology.
9. Publicly present the analysis and results of psychosocial research.
10. Recognise and appreciate external assessment of personal actions.
11. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
12. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
13. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

14. Using the information collected and classified with previous techniques for playing classical experiences of psychosocial research.
15. Using the techniques of finding information on documentary sources of social psychology to produce different types of reports and scientific papers.
16. Work in a team.

## **Content**

### **PART I: THE GOVERNMENT OF DIVERSITY IN THE CONTEMPORARY WORLD.**

Living in diversity: technologies, genres, cultures.

Session 1: The effects of technology on the constitution of the subject.

Session 2: Sexual and affective diversity.

Session 3: Cultural diversity.

Session 3: Cultural diversity.

### **PART II: THE GOVERNMENT OF IDENTITY AND (IN)EQUALITY IN THE CONTEMPORARY WORLD: THE SEX/GENDER SYSTEM.**

Cultural system, sex/intersectional gender and psychological gaze.

Session 4: Sex/gender system, inequality and identity.

Session 5: Sex/gender system: violence, historical social models and policies for equality.

Session 6: Sex/Gender system, health and inclusive psychology.

### **PART III: THE GOVERNMENT OF CITIZENSHIP AND SOCIAL PROTECTION IN THE CONTEMPORARY WORLD.**

Crisis in the culture of care and precariousness.

Session 7: Psychosocial Problems in the Contemporary World: The Crisis of Cure.

Session 8: The concept of care: debates, dichotomies, levels and dimensions whose definitions are of particular significance.

Session 9: Towards social care: ethical questions and another definition of the subject of citizenship.

## **Methodology**

The subject is taught in large groups and in small groups.

Classes in large groups are master classes (conference type), while in small groups it is seminar classes on case studies in which group work will predominate.

Classes in large groups will be held in 1-and-a-half hour sessions, once a week, for 9 weeks (13.5 hours in total).

Classes in small groups will be held in sessions of 2 hours, once a week, for 12 weeks (24 hours in total).

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of practical cases (seminars; small groups)	24	0.96	7, 9, 5, 13, 11, 12
Theoretical classes	13.5	0.54	1, 2, 3, 5
Type: Supervised			
Tutorial	10	0.4	4
Type: Autonomous			
Preparation of group work	25	1	1, 4, 5, 13, 11, 12, 10, 16
Preparation of individual works	12	0.48	1, 4, 6, 12
Reading and analysis of texts	27	1.08	4, 6
Search for documentation	14.5	0.58	8, 14, 15
Study	22	0.88	1, 2, 4, 6

## Assessment

In order to pass this subject, students must obtain an overall grade equal to or greater than 5, this grade resulting from the calculation of the grades obtained from the four learning evidences (the sum of the grades proportional to the percentages indicated for each learning evidence), bearing in mind that EV4 shall be deemed in this average as representing 0 when its value is less than 4. Students obtaining a global average grade of less than 5 will be deemed to have failed the subject.

The grade of "No evaluable" ("not assessable") shall be given to students who submit fewer than 2 learning evidences; in all other cases, the grade indicated shall be that of the proportional calculation resulting from the number of evidences submitted.

In order to opt for re-assessment, students must have competed 3 or 4 evidences throughout continuous assessment and have obtained a final overall grade of between 3.5 and 4.9 in this phase. In the re-assessment test, students may have those evidences re-assessed that have previously been assessed as insufficient; these will be analogous to those submitted during the continuous-assessment process. The maximum grade that can be obtained from this re-assessment is 5.

Plagiarism or copying: if this is detected in any of the work submitted (work on case studies or written tests), the assessment grade for that work will be 0. If this occurs more than once, the subject as a whole will be awarded a Fail grade.

No unique final synthesis test for students who enroll for the second time or more is anticipated.

EV1	PRACTICAL CASE 1, Deliberly WEEK 5	25%	BOTH	COLEC
EV2	PRACTICAL CASE 2, Deliberly WEEK 8/9	25%	BOTH	COLEC
EV3	PRACTICAL CASE 3, Deliberly WEEK 14	25%	BOTH	COLEC
EV4	TEST on essays, group work	25%	WRITTEN	INDIVID

Link to the assessment guidelines of the faculty:

<https://www.uab.cat/web/estudiar/gradus/gradus/avaluacions-1345722625858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Group Report Practical Case 1	25%	0	0	1, 2, 4, 7, 9, 8, 11, 12, 16, 15
Ev2 Group Report Practical Case 2	25%	0	0	1, 2, 4, 7, 9, 5, 8, 13, 11, 16, 14
Ev3 Group Report Practical Case 3	25%	0	0	2, 3, 4, 7, 9, 11, 12, 10, 16
Ev4 Written test individually, type test	25%	2	0.08	1, 2, 3, 4, 6

## Bibliography

Readings of thematic block "**THE GOVERNMENT OF DIVERSITY IN THE CONTEMPORARY WORLD**"

Agamben, Giorgio (2011) ¿Qué es un dispositivo? *Sociológica (México)*, 26 (73), 249-264.

Fairbanks, Daniel J. (2015) *Everyone Is African: How Science Explodes the Myth of Race*. Amherst, New York: Prometheus Books.

García Dauder, Dau (2015) *Psicología Social de Género. Proyecto docente*. Madrid: Dykinson.

Montenegro Martínez, Marisela; Pujol Tarrés, Joan; & Vargas-Monroy, Liliana (2015) Miradas, formas de hacer y relaciones en la constitución de una investigación crítica. *Universitas Psychologica*, 14(5), 1833-1852.

Reverter-Bañón, Sonia (2016) Reflexión crítica frente al neurosexismo. *Pensamiento. Revista de Investigación e Información Filosófica*, 72(273), 959-979.

Readings of thematic block: "**THE GOVERNMENT OF IDENTITY AND (IN)EQUALITY IN THE CONTEMPORARY WORLD: THE SEX/GENDER SYSTEM**"

Carrasco, Cristina; Borderías, Cristina y Torns, Teresa (2011) "Introducción. El trabajo de cuidados: antecedentes históricos y debates actuales". En Cristina Carrasco, Cristina Borderías y Teresa Torns (Eds) *El trabajo de cuidados. Historia, teoría y políticas* (13-96). Madrid: Catarata.

Daly, Mary; Lewis, Jane (2000) The concept of social care and the analysis of contemporary welfare states. *British Journal of Sociology*, Nº 51: 281-298.

Dones i treball, Grupo (2003) *Malabaristas de la vida. Mujeres, tiempos y trabajos*. Barcelona: Icaria.

Gómez, Lucía; Martínez, Luz Mª; Jodar, Francisco (2006) Psicología, identidad e política nas tecnologias de governo neoliberais. *Psicologia & Sociedade*, 18, 1, 7-14.

Hoschild, Arlie Russell (2001) "Las cadenas mundiales de afecto y asistencia y la plusvalía emocional", en Anthony Giddens y Will Hutton (eds) *En el límite: la vida en el capitalismo global*. Barcelona: Tusquets.

Molinier, Pascale; Legarreta, Matxalen (2016) Subjetividad y materialidad del cuidado: ética, trabajo y proyecto político. *Papeles del CEIC*, vol. 2016/1, UPV/EHU.

Pérez Orozco, Amaia; López Gil, Silvia (2011). "El análisis de las cadenas: ¿reproducción de un régimen de cuidados injusto?" En *Desigualdades a flor de piel: cadenas globales de cuidados*. Madrid: ONU Mujeres.

Thomas, Carol (1993) De-constructing concepts of care. *Sociology*, 27(4), 649-669.

Readings of thematic block : **"THE GOVERNMENT OF CITIZENSHIP AND SOCIAL PROTECTION IN THE CONTEMPORARY WORLD"**

Carrasco, Cristina; Borderías, Cristina y Torns, Teresa (2011) "Introducción. El trabajo de cuidados: antecedentes históricos y debates actuales". En Cristina Carrasco, Cristina Borderías y Teresa Torns (Eds) *El trabajo de cuidados. Historia, teoría y políticas* (13-96). Madrid: Catarata.

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Gómez, Lucía; Martínez, Luz M<sup>a</sup>; Jodar, Francisco (2006) Psicología, identidad e política nas tecnologías de governo neoliberais. *Psicologia & Sociedade*, 18, 1, 7-14.

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Thomas, Carol (1993) De-constructing concepts of care. *Sociology*, 27(4), 649-669.

Complementary books:

Bauman, Zygmunt (2001) *Lapso modernidad y sus descontentos*. Madrid: Akal.

Beck, Ulrich; Beck-Gernsheim, Elisabeth (2003) *La individualización*. Barcelona: Paidós, 2003.

Elias, Norbert (1987) *El proceso de la civilización*. Madrid: Fondo de Cultura Económica.

Ehrenberg, Alain (2000) *La fatiga de ser uno mismo*. Buenos Aires: Nueva Visión.

Esping-Andersen, Gosta (1993) *Los tres mundos del estado del bienestar*. Valencia: Alfons el Magnànim.

Foucault, Michel (1976/1995). *Historia de la Sexualidad. 1. La voluntad de saber*. Madrid: Siglo XXI.

Lash, Christopher (1999) *La cultura del narcisismo*. Santiago de Chile: Andrés Bello.

Lipovetsky, Gilles (1995) *La era del vacío*. Barcelona: Anagrama.

Sennet, Richard (2000). *La corrosión del carácter*. Barcelona: Península.