UAB
Universitat Autònoma de Barcelona

2022/2023

Social Psychology

Code: 100448
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	FB	1	2

Contact

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Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Teachers

Juan Manuel Muñoz Justicia

Cristian Carrer Russell

Prerequisites

None

Objectives and Contextualisation

1. Demonstrate understanding about social psychology foundations, their relationship with criminology and being able and critically reflect on them
2. Being able to use criminological methods to analize data on crime, conflict and social control and being able to reflect on possible responses to these problems,
3. Knowing the management of basic tools for working in multidisciplinary teams.

Competences

- Ability to analyse and summarise.
- Drawing up an academic text.
- Properly using the legal, psychological, pedagogical and sociological language.
- Students must demonstrate they know the psychological and sociological concepts and foundations of criminology.
- Using research methods in social sciences in order to diagnose criminality problems.
- Working autonomously.
- Working in teams and networking.

Learning Outcomes

1. Ability to analyse and summarise.
2. Applying the vocabulary of legal psychology.

3. Drawing up an academic text.
4. Laying the foundations for the psychological foundations of criminology.
5. Using research methods in those psychological fields related with criminology.
6. Working autonomously.
7. Working in teams and networking.

Content

PART I. INTRODUCTION
1. What is Social Psychology?
2. Social Psychology & Criminology

PART II. SOCIAL THOUGHT
3. Impression formation
4. Implicit theories of personality
5. Self-presentation and impression management
6. Cognitive biases and heuristics
i. Information input/heuristics bias
ii. Attribution biases
iii. Information output biases
7. Stereotypes

PART III. ATTITUDES AND SOCIAL INFLUENCE
8. Attitudes and influence(s) on them
9. Conformity and pressure for uniformity
10. Obedience and authority
11. Persuasion

PART IV. IDENTITY
12. Individual identity and social identity
13. Social categorization
14. Intergroup relations
15. Prejudice and social discrimination

PART V. HUMAN RESOURCES AND WORK TEAMS
16. Cohesion
17. Leadership

Methodology

EV1, EV2 and EV3. Individual deliveries. Analysis of own experiences and / or applying the theoretical readings in the classroom developed and extended with mandatory and recommended references.

EV4. Group Work. Design and implementation of group dynamics in the classroom.

EV5. Final exam. Multiple choice exam.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Lectures	18	0.72
Seminar	18	0.72
Type: Supervised		
Mentoring	1	0.04
Type: Autonomous		
Exam (EV5)	5	0.2
Individual Work (EV1, EV2, EV3)	66	2.64
Team work (EV4)	42	1.68

Assessment

1. **Evaluation model**
Continuous evaluation so that the students, together with the teachers, can monitor their degree of achievement of the teaching objectives and competences. In this way, students take an active role in guiding and promoting their own learning process.
The students will present 3 individual learning evidences and a group work. In the seminar will be carried out collaborative work, susceptible to be evaluated. At the end of the semester students will do a multiple choice exam on the contents worked on in the subject.
Attendance is mandatory at 80%, absence is not considered an absence due to justified cause.

2. **Conditions of the evaluation**
Assistance to lectures and seminars (minimum 80%).
Only evidences that follows the instructions contained in the evidence guide will be evaluated.

3. **Requirements to pass the subject**
It is necessary to obtain a minimum of 4 in each one of the items of the evaluation (individual works, group work and final proof).
The EV4 implies a dynamic in the classroom, with the rest of the work group, where each of the members is evaluated their ability as facilitators ofan activity. Attendance to this day is mandatory. If in case of force majeure, the day assigned to the group can not be revitalized, this task must be recovered individually at the end of the course (according to the calendar of the subject). In case of not being able to attend this recovery, it will imply a mark of "Non evaluable".

4. **Resit**
In case of filling some of the evidences, students will have the opportunity of a second chance. Professors will allow to repeat individual works during the teaching period once the teachers' feed-back has been received regarding the activities, according to the stipulated calendar. I case of filing the final exam, there will be an opportunity to repeat the exam in the day fixed by the faculty.

5. **Fraudulent conducts**
If there is evidence of plagiarism in works or cheating in exams, the mark will be "0", loosing the right of reassessment.

6. Punctuality

Sessions start on time. Late arrival and early departure are not allowed.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes

Exam (EV5)	35	0	0	2, 4, 1, 6
Group Work (EV4)	30	0	0	2, 4, 3, 1, 6, 7, 5
Individual Work (EV1, EV2, EV3)	35	0	0	2, 4, 3, 1, 6, 5

Bibliography

Mandatory readings:

Ibañez, T (coord.) (1997). *Psicologia Social*. Edicions de la Universitat Oberta de Catalunya (només els capítols relatius als continguts treballats a l'assignatura: Actituds i Influència social))

Feliu, J (Coord.); Calsamiglia, A., Cubells, J., Martínez, L., Pallí, C. i Pujal, M. (2019) *Bases psicosociales en Criminologia*. Ed. UOC (només els capítols relatius als continguts treballats a l'assignatura: Identitat i teories de l'atribució)

Complementary references:

Albert, L. i Simon, P. (1989). *Las relaciones interpersonales*. Herder.

Albert, L- i Simon, P. (1989). *Las relaciones interpersonales. Manual del animador*. Herder.

Barker, M. i Scheele, J (2017). *Queer. Una historia gráfica*. Ed. Melusina.

Burr, Vivian (1995). *Introducció al construccionisme social*. Edicions de la Universitat Oberta de Catalunya i Proa.

Cardona, P. (2011). *Cómo desarrollar las competencias de liderazgo*. Ed: EUNSA Ediciones Universidad de Navarra

Ibáñez, T. (2001). *Psicología Social Construccionista.* Universidad de Guadalajara.

Íñiguez, L. (2001). Identidad: de lo personal a lo social: un recorrido conceptual. En E. Crespo (Ed), *La constitución social de la subjetividad*. (pp. 209-225). Catarata.

Gordo, A. J. i Linaza, J. L. (Eds.) (1996). *Psicologías, discursos y poder*. Visor.

Moscovici, S. (1985). *PsicologíaSocial I i II.* Ediciones Paidós.

Sánchez, E. (2000). Teoría del liderazgo situacional en la administración local: validez del modelo. *Psicothema,* 12 (3), 435-439.

Shotter, J. (1993). *Realidades conversacionales. La construcción de la vida a través del lenguaje*. Amorrortu.

Software

The delivery of the evidence, the evaluation and feedback thereof will be carried out through the Moddle platform within the framework of the UAB Virtual Campus.