Cultural and Communication Psychology

Code: 102564
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

Name: José Luis Lalueza Sazatornil

Email: joseluis.lalueza@uab.cat

Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Joan Pujol Tarres

Joel Feliu Samuel Lajeunesse

Marisela Montenegro Montenegro Martinez

Silvia Camps Orfila

Prerequisites

There are no official prerequisites and / or necessary knowledge to follow the subject correctly.

Objectives and Contextualisation

This subject is part of both the Psychosocial Analysis and Intervention Minor and the Psychoeducational Intervention Minor.

Communication is a central process in social and personal construction; a process in which meaning is produced and traded within a constitutive cultural context and constituted by the same communication processes. We are in a context where people live with multiple cultural traditions (intercultural context) and belong to multiple social categories (intersectional context). The subject focuses on the analysis of the current models of coexistence and proposals to improve coexistence and social inclusion, as well as the legitimization of cultural, societal and sexual diversity.

This course aims to develop theoretical and methodological tools that allow us to understand personal and identity development in a complex and multiple context. For this reason, the basic theories about the production of meaning and the ways of approaching the concept of culture are reviewed. An analysis of the general cultural context is carried out, taking into account the processes of globalization, cultural imperialism and the consolidation of the consumer society. The establishment of specific cultural fields will be looked at, such as sexual minorities, ethnic minorities or virtual communities. Finally, the effects of this cultural context on the constitution of the person will be reviewed. The course is based on a critical perspective that identifies the factors that structure the current ways of living and explores communication processes that allow us to transform the current cultural hegemony.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use adequate tools for communication.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse different socialization practices.
2. Analyse the phenomenon of social communication in the contemporary context.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply concepts and identify processes in analysing the behaviour of the person in connection with their membership of social categories and their social context.
5. Apply concepts and identify psychosocial processes in analysing the elements that facilitate and hinder social communication.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Identify concepts and psychosocial processes that show the social and cultural dimension of behaviour.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
12. Recognise different theories related to social communication processes.
13. Relate the different socio-historical and cultural factors that enable the development of human beings.
14. Use adequate tools for communication.
15. Use different ICTs for different purposes.
16. Use the tools of information and communications technology for understanding its influence communication processes today.
17. Work in a team.

Content

Contents of theoretical seminars

- Cultural and Communication Psychology. Conceptual frameworks: classical, modern and postmodern theories

- From Cognitive Psychology to Cultural Psychology.

- From cultural differences to the cultural explanation of the mind. Narrative and identity

- Cultural-Historical approach to social phenomena and Activity Theory.

- Cultural diversity and minority development.

- Signs and meanings. Communication processes and methods of interpretation in the social sciences.

- Ideology, hegemony, gender and power. Cultural and communication processes.

- ICTs and communication. New technologies and new spaces for subjective definition of social and gender relations.

. Cultural and communication processes in the global world. Globalization and the consumer society.

- Post colonialism and decolonial thinking. Cultural imperialism and minorities. Development of critical thinking and gender perspective

Contents of practical seminars

Classroom practice focuses on the analysis of social and cultural practices through ethnography.

Methodology

Theory seminar (whole group) in which the theoretical elements of the subject will be developed. Each theme will be introduced by a master class, and developed through participation in virtual forums and debates promoted by students from an oral presentation.

Practical seminars in small groups in which the research process will be carried out using the methodology of ethnography. Based on the methodological tools in the field of self-ethnography, students will have to record and analyse different aspects of their cultural insertion taking into account the communication processes typical of their cultural environment. All this will be done based on the study of some features of other cultural groups. Assessment will be based on class attendance and participation, compulsory individual writing exercises and the optional presentation of a final, individual or group assignments at the end of the semester, in which it will reflect on the experience, based on the theoretical tools of cultural psychology and communication.

Autonomous work will consist of the bibliography material and the undertaking of assessment work.

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.*

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			
Practical seminars in small groups	12	0.48	1, 4, 5, 9, 13
Theory seminar (whole group)	24	0.96	1, 2, 4, 5, 9, 12, 13, 17, 14, 16
Type: Supervised			
Participation in virtual forum	22	0.88	2, 12, 15, 14, 16
Type: Autonomous			
Evaluation works	50	2	1, 2, 4, 5, 9, 12, 13, 17, 14, 16
Preparation of oral presentations	20	0.8	2, 12, 17, 15, 14, 16

Reading and analysis	22	0.88	1, 2, 4, 5, 9, 12, 13, 16

Assessment

The competences will be assessed through the assessment: Ev1 individual contributions to the discussion forums (at least 4 in order to be assessed in this assessment), Ev2 an oral presentation of one of the topics of the subject (compulsory) Ev3, activity in ethnographic practices. Without successfully completing each of these three assessments, the subject cannot be passed.

Ev1 Participation in virtual forums (40%). Each week there is a reading necessary for students to be able to follow the next class. In total there are 10 readings. On an individual basis, students must do, at least, and within the established deadlines, 4 contributions to the virtual forums, discussing relevant aspects of the corresponding reading. They are only allowed to make one contribution for each of the subjects and the contribution cannot be made with reference to the topic on which the oral presentation is made. The grade for this activity will be the result of the arithmetical average of the 4 best contributions of each student.

Ev2 Oral Presentation (20%). Group presentation using an oral presentation tool (power point, video, games, drama, etc.) of one of the 10 topics of the course. Each student will have to present this event on a date corresponding to the topic to be presented.

Ev3 Practical reports (40%). They consist of three parts:

Ev3a: Record of the activity with a weight of 20% of the final mark, 5 compulsory writing exercises.

Ev3b: Participation with a weight of 8%. It is assessed continuously.

Ev3c: Final synthesis work, with a weight of 12%. The submission will take place in week 17.

To pass this subject, the student must show that they have gained the competencies assessed. He/she must have a grade equal to or greater than 5 in each of the three assessment activities: the 4 participations in the virtual forum, the oral presentation and the overall grade in practice sessions.In the event of not meeting these requirements, the maximumgrade that can be obtained is 4.5 points.

In order to consider a student as assessable, they must have completed at least 40% of the assessment activities.

The student will have the right to resits if they have taken assessment activities with at least 2/3 of the total weight, if they have obtained a grade higher than 3,5 in the total of the assessments of the subject and have one assessment not passed. In resits students will submit new assessment instead of the one that they have previously failed. In the case of practice sessions, only Ev3c can be re-assessed, since the continued participation in the practice activities (Ev3a and Ev3b) cannot be substituted by any other test. Re-assessment, if passed, allows students to obtain a 5 in the final grade.

The assessment system of this subject has been prepared in accordance with the requirements set forth in the Guidelines for the assessment of the degrees of the Faculty of Psychology, which can be consulted at https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1	40	0	0	1, 2, 4, 5, 9, 12, 13, 17, 14, 16
Ev2	20	0	0	2, 7, 12, 17, 15, 14, 16

Bibliography

1. Bibliography of compulsory reading in the practices

Barley, Nigel (1989). *El Antropólogo inocente: notas desde una choza de barro.* Barcelona: Anagrama.

Cerreruela, Emilio; Crespo, Isabel et al. (2001*). Hechos gitanales. Conversaciones con tres gitanos de Sant Roc.* Barcelona: UAB.

Lakoff, George i Johnson, Mark (1980/2017). *Metáforas de la vida cotidiana* (pp.39-90). Madrid: Cátedra.

Mendoza, Eduardo (1991). *Sin noticias de Gurb.* Barcelona: Seix Barral.

2. Bibliography necessary to follow theory classes

Buraschi, Daniel & Aguilar-Idáñez, María-José (2017). Herramientas conceptuales para un antirracismo crítico-transformador. *Tabula Rasa 26,* 171-191 https://doi.org/10.25058/20112742.193

Esteban Guitart, Moisès (2010). *Geografías del desarrollo humano. Una aproximación a la psicología cultural.* Madrid: Editorial Aresta

Figueroa, Heidi (2017). *Imaginarios de sujeto en la era digital. Post (identidades) contemporáneas*. Quito: Ediciones CIESPAL.

Lalueza, José Luis (2012). *Modelos psicológicos para la explicación de la diversidad cultural. Cultura & Educación 24(*2), 149-162 https://doi.org/10.1174/113564012804932119

Mezzadra, Sandro y Neilson, Brett (2013). *La frontera como metodo o la multiplicación del trabajo.* Madrid: Traficantes de sueños.

Noguera, Albert (2011). La teoría del Estado y del poder en Antonio Gramsci. Claves para descifrar la dicotomía dominación-liberación. *Nómadas, 29.* http://www.redalyc.org/src/inicio/ArtPdfRed.jsp?iCve=18118941013

Sebastiani, Luca (2015). La Colonialidad del poder y del saber en las políticas públicas de la Unión Europea: reflexiones a partir de una investigacion sobre "inmigracion" e "integracion". *Revista de antropología experimental*, 15: 535 - 552.

3. Additional bibliography for presentations

Bruner, Jerome S. (1991).: Actos de significado. Alianza. Madrid. Capítulo I: El estudio apropiado del hombre.

Cole, M. (1999). *Psicología Cultural.* Madrid: Morata.

Lasén, Amparo (2014). Remediaciones moviles de subjetividades y sujeciones en relaciones de pareja. En Amparo Lasén y Elena Casado. *Mediaciones tecnológicas. Cuerpos, afectos y subjetividades.* (19 - 35). Madrid: CIS.

Gutierrez, Encarnación (2015). Espacios transculturales - (Des)encuentros afectivos. Una perspectiva descolonial sobre intimidad translocal, migracion latinoamericana y trabajo domestico en Alemania. *Clivajes. Revista de Ciencias Sociales 4*, 12 - 27.

Mager Hois, Elisabeth Albine (2010). Ideologia y poder. *Multidisciplina 5*, 46 - 60.

Montenegro, Marisela; Ramírez, Álvaro; Planas, Francina y Álvarez, Catalina (2017). *Construint un mapa de la solidaritat a Catalunya: difractant les comprensions sobre la "crisi dels refugiats"*. Barcelona: Departament de Psicologia Social (UAB). https://cartografiasolidaritat.cat/documents/

Montenegro, Marisela; Ramírez, Álvaro; Planas, Francina y Álvarez, Catalina (2017). *Recomanacions i línies d'acció per lluitar contra els imaginaris de discriminació cap a persones immigrants i refugiades*. Barcelona: Departament de Psicologia Social (UAB). https://cartografiasolidaritat.cat/documents/

Poveda, D. (2001). La educación de las minorías étnicas desde el marco de las continuidades-discontinuidades familia-escuela. *Gazeta de Antropología*, *17*, 17-31.

Verges, Núria (coord.) (2017). *Redes sociales en perspectiva de género: una guía para conocer y contrarrestar las violencias de género on-line*. Sevilla: Instituto Andaluz de Administración Pública.

Vich, Victor (2005). Las políticas culturales en debate: lo intercultural, lo subalterno y la dimensión universalista. En Victor Vich. *El Estado está de vuelta: desigualdad, diversidad y democracia*. (265 - 278) Lima: CLACSO.

Rogoff, Barbara (2003). *The Cultural Nature of Human Development*.Oxford NY: Oxford University Press.

Shweder, R. A. (1986). Anthropology's romantic rebellion against the enlightenment, or there's more to thinking than reason and evidence. In R. A. Shweder & R. A. Le Vine (Eds.). *Culture Theory. Essays on mind, self and emotion.* Cambridge. University Press.

4. Cours

Arriazu Muñoz, R. (2016). La publicidad de tabaco en Argentina (1935-2012): Un análisis semiótico de los valores sociales asociados a su consumo. Revista Prisma Social, 0(17), 268-293.

Baecker, D. (2017). Teorías sistémicas de la comunicación. Revista Mad, 37, 1-20.

Chacón, P., & Morales, X. (2014). Infancia y medios de comunicación: El uso del método semiótico cultural como acercamiento a la cultura visual infantil [Childhood and mass media: the use of the cultural semiotic method to get close to the child´s visual culture]. ENSAYOS. Revista de la Facultad de Educación de Albacete, 29(2), 1-17. https://doi.org/10.18239/ensayos.v29i2.332

Karczmarczyk, P. D. (2010). Las condiciones y la naturaleza del discurso crítico: El debate entre hermenéutica y teoría crítica. Discusiones Filosóficas, 11(16), 99-147.

Rizo García, M. (2020). La noción de "comunicación" en algunos manuales de teorías de la comunicación en español. Exploraciones de un concepto polisémico y equívoco. Revista científica de invormación y comunicación, 17, 191-225.

Software

No specific software is required for this subject