

Social Psychology of Contemporary World

Code: 102601
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	3	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Juan Pujol Tarres

Cristina Pradillo Caimari

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Lidia Arroyo Prieto

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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse and compare concepts and psychosocial processes that show the social dimension of individual behaviour of the person.
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 psychosocial processes in analysing the behaviour of the person in connection with their membership in social categories and their social context.
5. Apply concepts and identify psychosocial processes in analysing the elements that facilitate and hinder social communication.
6. Apply knowledge, skills and acquired values critically, reflexively and creatively.
7. Ask questions and give answers about psychosocial concepts and processes explained in class.
8. Assess how stereotypes and gender roles impact professional practice.
9. 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.
10. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
11. Critically analyse the principles, values and procedures that govern the exercise of the profession.
12. Document concepts and psychosocial processes by finding examples in everyday life.
13. Identify situations in which a change or improvement is needed.
14. Identify the main techniques for finding information on documentary sources of social psychology.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
17. Propose new experience-based methods or alternative solutions.
18. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
19. Propose projects and actions that incorporate the gender perspective.
20. Propose viable projects and actions to boost social, economic and/or environmental benefits.
21. Publicly present the analysis and results of psychosocial research.
22. Recognise and appreciate external assessment of personal actions.
23. 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.
24. 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.
25. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
26. Using the information collected and classified with previous techniques for playing classical experiences of psychosocial research.
27. Using the techniques of finding information on documentary sources of social psychology to produce different types of reports and scientific papers.
28. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
29. 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: the government of subjectivity.

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: Social Models of Gender, Health and Psychology for equity and diversity

Session 6: Sex/Gender system, systemic/structural violence and equality policies.

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.

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			
Analysis of practical cases (seminars; small groups)	24	0.96	12, 21, 7, 25, 23, 24
Theoretical classes	13.5	0.54	2, 4, 5, 7
Type: Supervised			
Tutorial	10	0.4	6
Type: Autonomous			
Preparation of group work	25	1	2, 6, 7, 25, 23, 24, 22, 29

Preparation of individual works	12	0.48	2, 6, 24
Reading and analysis of texts	27	1.08	6
Search for documentation	14.5	0.58	14, 26, 27
Study	22	0.88	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). Students obtaining a global average grade of less than 5 will be deemed to have failed the subject.

The grade of "No avaluable" ("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 below 5 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.

Evidence Code	Delibery of Jobs	Wheight	Format (oral, written, both)	Author
EV1	PRACTICAL CASE 1, Delibery WEEK 5	20%	BOTH	COLEI
EV2	PRACTICAL CASE 2, Delibery WEEK 8 i 10	20%	BOTH	COLEI
EV3	PRACTICAL CASE 3, Delibery WEEK 15	20%	BOTH	COLEI

Single evaluation: The single evaluation will be carried out on the same day and place as the test of the second evaluation period of the subject. All the contents of the subject will be evaluated under similar conditions of format and authorship, if possible (individual or collective) for each of the tests. For tests 1, 2 and 3, linked to practical cases, the requested work will be delivered and presented in groups or individually (to be determined), adding an individual written question for each of them, to check individual learning achieved. Test 2, for the evaluation of oral skills, will be carried out in a group/individual format (to be determined), with presentation and oral or recorded dramatization. Paper 4 (multiple choice written test) will be the same for all students.

SINGLE EVALUATION TABLE

Name and description of the evidence	Weight	Duration in hours (of the face-to-face act)	Deliver
	20%	Individual written question PRACTICAL CASE 1, 10 minutes	Second evalu

Ev1: Delivery Group/individual Report (to be determined) PRACTICAL CASE 1 + Individual written question about the Case

EV2: Group/Individual Oral Presentation PRACTICAL CASE 2 (to be determined) (oral or recorded presentation or role plays exposició) + Individual written question about the Case	20%	Individual written question PRACTICAL CASE 2, 10 minutes Group/individual presentations PRACTICAL CASE 2, 15 minutes
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EV3: Delivery Group/individual Report (to be determined) PRACTICAL CASE3 +Individual written question about the Case	20%	Individual written question PRACTICAL CASE 3, 10 minutes
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EV4: Written test individually, type test	40%	Written test individually, type test (EV4), 1 hour
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Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Group Report Practical Case 1	20%	0	0	2, 3, 1, 4, 6, 12, 21, 16, 15, 14, 13, 20, 23, 24, 29, 27, 8, 9
Ev2 Group Report Practical Case 2	20%	0	0	11, 2, 3, 1, 4, 6, 10, 12, 21, 7, 16, 15, 14, 13, 28, 17, 19, 25, 23, 22, 29, 26, 9
Ev3 Group Report Practical Case 3	20%	0	0	11, 1, 4, 5, 6, 12, 21, 16, 13, 28, 17, 18, 20, 23, 24, 22, 29, 8
Ev4 Written test individually, type test	40%	2	0.08	2, 3, 4, 5, 6, 15

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.

Gandarias Goikoetxea, Itziar (2017). ¿Un neologismo a la moda?: Repensar la interseccionalidad como herramienta para la articulación política feminista. *Investigaciones Feministas*, 8(1), 73-93-93. <https://doi.org/10.5209/INFE.54498>

Garcés, Marina (2005). La vida como concepto político: Una lectura de Foucault y Deleuze. *Athenea Digital. Revista de pensamiento e investigación social*, 1(7), 87-104. <https://doi.org/10.5565/rev/athenead/v1n7.183>

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 (INEQUALITY 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 M^a; Jodar, Francisco (2006) Psicología, identidad e política nas tecnologías de governo neoliberais. *Psicología & 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**"

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

Thomas, Carol (2019). Times Change, but Things Remain the Same. *Disability and Society*, 34(7-8), 1040-1041.

Complementary books:

Bauman, Zygmunt (2001) *Lapostmodernidad 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.

Software

This subject encourages the use of free software for ethical and political reasons. We recommend that students use free operating systems.