UAB
Universitat Autònoma de Barcelona

Social Dimension of the Person

Code: 102579
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502443 Psychology	FB	1

Contact

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Teachers

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Teaching groups languages

You can view this information at the end of this
document.

Prerequisites

This course does not require previous knowledge of other subjects. On the contrary, it serves, together with the
second-year course Social Influence and Groups, as a useful preparation for following many of the other
subjects that make up the Psychology curriculum at UAB, which has a large social component. These include
the third-year subjects Organisational Psychology and Social Psychology of the Contemporary World. The set
of these four compulsory subjects is the basis for enrolling on the Optional Specialisation in Analysis and
Intervention in Social Psychology or in Work and Organisational Psychology, but also it allows students to
obtain knowledge about the social dimension of individuals, which they will need in every other psychology
specialisation.

Objectives and Contextualisation

This course offers an approach to the social, relational, cultural and historical nature of psychological
processes, it introduces the relevance of social processes in understanding and explaining human behaviour
and it provides the necessary concepts to allow a psychosocial approach to the analysis of everyday life.
Specifically, its goals are:
- To approach the discipline known as Social Psychology
- To understand that psychological phenomena are not private phenomena emerging from within people, but,
on the contrary, that they are phenomena that take place in the relationship between people.
- To acquire a critical sensitivity towards psychological studies, theories and methods.

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.
- 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 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 collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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 the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply concepts and identify psychosocial processes in analysing the elements that facilitate and hinder social communication.
3. Assess how stereotypes and gender roles impact professional practice.
4. 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.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Formulate questions and answers about concepts and psychosocial processes explained in class.
8. Identify some of the psychosocial concepts and processes that show the social dimension of individual behaviour in a person.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Illustrate concepts and psychosocial processes by finding examples in everyday life.
11. Outline in writing, classical texts of social psychology.
12. Psychosocial concepts and processes inferred from classic watch experiences of social psychology.
13. Publicly present the analysis and results of psychosocial research previously worked on in class.
14. Recognise and appreciate external assessment of personal actions.
15. Reorganise audio-visual material in classics experiments of social psychology.
16. Report psychosocial concepts and processes that enable the understanding and explanation of social interaction between people.
17. 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.
18. Work in a team.

Content

0) What is Social Psychology? Basic concepts. Main currents
1) Attitudes. Definition. Measurement. Attitude-behaviour relationship. Functions of attitudes. Attitude formation. Change of attitudes. Theory of persuasive communication. Theory of cognitive dissonance.
2) Communication & Language. Society of communication. Definitions and communication problems. Verbal and non-verbal communication. Realistic, representationist and constructionist conceptions of language. Language and discourse as constructors of realities. Speech and social practices.
3) The Social and Cultural Factors of Perception. New look in Perception. Incidence of cultural and social factors in perception. Incidence of categorization processes. Formation of impressions
4) Emotions, culture & society. Theories and models in the study of emotions. The social construction of emotions. Historicity, cultural relativism and emotional scenarios. Emotions and social control.

5) Violence & Aggression. Explanatory theories: ethology, frustration-agression theory, reinforcement learning, vicarious learning, social norms, a sociohistorical vision in the definition and study of aggression.
6) Solidarity & Pro-social behaviour. Explanatory theories: sociobiology, social exchange, norms, vicarious learning. Factors that mediate pro-social behaviour.
7) Interpersonal attraction & Gender Relations. Explanatory theories: social exchange and reinforcement, norms and sociohistorical aspects. Social factors that mediate interpersonal attraction. Gender relations in a patriarchal world.
8) Identities: Social identity and personal identity. Goffman and impression management. Identity in Symbolic Interactionism. Status. Roles. Social categorization. Effects of the construction of identities: prejudice and discrimination. Gendered identities. Socio-historical aspects of identity.
9) Remembering: Memory as a social action: Background: Frederic C. Bartlett and Maurice Halbwachs. Memory as a social construction: present time, discourse and multiple versions. The "material world" and commemorations.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Formal lectures in large groups	34.5	1.38	6, 1, 2, 8, 9, 16, 12, 3, 4
Problem-Based Learning (PBL) seminars	18	0.72	1, 5, 7, 13, 9, 10, 17, 14, 15, 18, 4
Type: Supervised			
Follow-up and tutoring of text reading, oral presentation and final group work report	9	0.36	5, 7, 11, 9, 10, 17, 4
Type: Autonomous			
Peer group work	7.5	0.3	5, 9, 17, 14, 18, 4
Reading	38	1.52	6, 1, 7, 11, 9, 10, 3, 4
Reading for assessments	3	0.12	6, 7, 11, 10, 4
Search of information	7	0.28	6, 11, 9, 15
Studying	30	1.2	6, 1, 2, 8, 9, 16, 12, 3, 4

The course is taught in two group types: macro-groups or large groups and seminar groups.

Classes in large groups are lectures of two kinds: a) formal lectures and b) flipped classes, where material will have to be read prior to the class and will be commented and discussed in the classroom among everybody.

Classes in large groups will be held in sessions of one and a half hours twice a week for arround 12 weeks (totalling 34.5 hours).

Small group classes are practical classes using Problem Based Learning (PBL) methodology in work teams.

Classes in seminar groups will take place in two-hour sessions, once a week for 9 weeks (totalling 18 hours).

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev. 1. Individual examination. Multiple-choice test from the reading of a Social Psychology classic book or a Social Psychology article (off-line, individual, first assessment period)	28,33%	1	0.04	6, 7, 11, 10, 4
Ev. 2A. Peer group oral presentation of the group work done in the seminar sessions (off-line, group presentation, 11th Week aprox.)	19,165%	0	0	5, 13, 17, 14, 18
Ev. 2B: Peer group work final report (Peer group work report, on-line, 14th Week aprox.)	19,165%	0	0	5, 7, 10, 12, 17, 14, 15, 18
Ev. 3. Individual examination. Multiple options test on the contents lectured and the compulsory readings (off-line, individual, second assessment period)	43,33%	2	0.08	1, 2, 8, 9, 16, 3, 4

Learning evidences and their respective weights in the final grade:

In order to pass, it is necessary to demonstrate the acquisition of the course competences through the presentation of the 3 compulsory learning evidences detailed in the table below.

CONDITIONS

Evidence #2 (practical) consists of two exercises, and the overall mark for the evidence is the average of their marks. There is not a minimum mark requirement in each of the exercises to pass this evidence. This allows students to offset a possible bad mark in the first exercise with a better mark in the second exercise. For this reason, this evidence is excluded from any possible resit examination at the end of the semester.

Each evidence (#1, #2 and #3) is compulsory and must be presented in the corresponding week. Not submitting any of these evidences or submitting them with an unjustified delay or obtaining a 0 due to plagiarism in evidences 2a and 2b implies failing the subject as there is no possibility to resit these evidences.

A student will be considered "Not Assessable" if he/she presents assessment activities that together do not have a weight of 40% in the final grade.

Students need to obtain a minimum mark of 4 in Evidence #3 (final examination) to pass the course. The course will be considered passed if they obtain a final grade equal to or greater than 5. If these two requirements are not met, the maximum grade in the course will be 4.5.

If the final grade obtained is higher than 10 (since the percentages add up to 110%) there is a cap of 10 on the maximum possible grade.

RESIT EXAMINATION
In order to pass the course, it is mandatory to submit all evidences. If any evidence is not delivered, even if the

final average of the delivered ones exceeds 5, the final grade will have a stop point of 4.5 and, therefore, the course will be considered failed without the possibility of a resitexamination.

If all the evidences have been delivered and a final average grade of less than 5 has been obtained or an average of 5 or more is obtained but in evidence #3 a mark of less than 4 has been obtained, evidences #1 and/or #3 can be resubmitted in order to reach an average final grade equal to or greater than 5 and/or obtain a mark equal to or greater than 4 in evidence #3. To consider the course passed after the resit examination, the same criteria of the continuous assessment will be applied. The new marks will replace any previous mark and the total qualification will be recalculated with the criteria aforementioned.

ABOUT THE SYNTHESIS TEST
For students of 2nd or later enrolment in this course, we will provide the possibility of being assessed through means of a single non-recoverable synthesis test on all the subjects of the course.

ABOUT THE SINGLE ASSESSMENT

Due to the fact that part of the assessment takes place during the semester through Problem-Based Learning seminars, this course does not include a single assessment system.

CLASS ATTENDANCE:

Teamwork Competence (T06) will be assessed during peer work in seminar groups.

Part of the mark students get, both in the oral presentation (Exercise A of Evidence #2) and in the final report (Exercise B of Evidence #2), will be the result of students' teamwork. For this reason, the whole team will get the same mark, regardless of any differences in individual contribution. It is therefore the responsibility of the whole team to achieve their target grade in each exercise, regardless of the contribution of each one of the team members.

Also for this reason, attendance at seminar sessions is mandatory: any absence must be justified with the pertinent documentation and more than two justified absences (2 out of 9 is 20%) are not accepted. Of course, there cannot be any unjustified absence. Having more than two justified absences or one or more unjustified absences implies failing to pass evidence #2 and therefore the course.

Class attendance is monitored through signatures. The falsification of an absent peer's signature will entail that the peer will fail the course and will be submitted to other possible disciplinary measures by the faculty administration.

PLAGIARISM OR COPYING

Plagiarism, copying or abusive use of artificial intelligence tools, which in any evidence imply the non-authorship of the students or the non-originality of their work, implies a fail mark for that evidence. To avoid plagiarism, you can consult the following guide:
http://blogs.uab.cat/suportcampus/files/2018/03/Alumnat.-Citar-per-a-Evitar-el-Plagi.pdf

Link to the assessment guidelines of the Faculty of Psychology:
https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

TRANSLATION OF THE EXAMS

Examination papers are in Catalan. Exams in Spanish will only be given to those who, for reasons such as being on an exchange programme with the UAB or living in Catalonia for a short period, request this during week 4 by filling in the appropriate form (more information can be found on the Faculty's website).

Bibliography

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Software

We encourage the use of free and open source software for ethical and political reasons. We recommend students to use free operating systems (e.g. Linux distributions...), to produce their work in free software (e.g. LibreOffice and similars) and to deliver it in open formats (e.g. .pdf, .odt, .odp., ods...).

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed