UAB
Universitat Autònoma de Barcelona

Social Psychology of Contemporary World

Code: 102601
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502443 Psychology	OB	3

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Luz Maria Martinez Martinez

Blanca Callen Moreu

Teaching groups languages

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

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.

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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

Block I: Governmentality, diversity and inclusion

- Session 1: The government of subjectivity.

- Session 2: Discipline and desire.

- Session 3: Security and critical perspective.

Block II: The Government of Identity/Subjectivity and Gender (Un)Equality: the Gender System

- Session 4: Gender system as a device of power and mental health.

- Session 5: Social models of gender and psychology for equity and diversity.

- Session 6: Gender system: systemic violence and policies for equality.

Boque III: The government of citizenship and social protection in the contemporary world

- Session 7: Psychosocial problems of the contemporary world: the care crisis.

- Session 8: The concept of care: debates, dichotomies, levels, and dimensions notable in its definition.

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of practical cases (seminars; small groups)	24	0.96	7, 12, 21, 23, 24, 25
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, 22, 23, 24, 25, 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

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1a Group Report Practical Case 1	15%	0	0	1, 2, 3, 4, 6, 8, 9, 12, 13, 14, 15, 16, 20, 21, 23, 24, 27, 29
Ev1b Contribution to the Case Study 1 forum	5%	0	0	1, 3, 4, 5, 6, 7, 8, 10, 12, 17, 20, 21, 22, 23, 24, 25, 27, 28, 29
Ev2a Group Report Practical Case 2	15%	0	0	1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 25, 26, 28, 29
Ev2b Contribution to the Case Study 2 forum	5%	0	0	1, 3, 4, 5, 6, 7, 8, 10, 12, 17, 20, 21, 22, 23, 24, 25, 27, 28, 29
Ev3a Group Report Practical Case 3	15%	0	0	1, 4, 5, 6, 8, 11, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24, 28, 29
Ev3b Contribution to the Case Study 2 forum	5%	0	0	1, 3, 4, 5, 6, 7, 8, 10, 12, 17, 20, 21, 22, 23, 24, 25, 27, 28, 29
Ev4 Written test individually, type test	40%	2	0.08	2, 3, 4, 5, 6, 15

To pass the subject, you must obtain an overall grade equal to or higher than 5 (sum of grades proportional to the percentage of each evidence of learning). The subject will be passed if the student achieves an overall mark of more than 5 points.

Subdivisions of a piece of evidence are considered part of the same piece of evidence. In this sense, the subject has four evidences (Ev1, Ev2, Ev3, Ev4). Evidences Ev1-2-3 are divided into two sub-evidences.

The grade of "Not Assessable" shall be given to students who submit less than 2 learning evidences (less than 40% of the total mark).

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 enrol for the second time or more is anticipated.

Summary table of learning evidences, including evidence code, name, week of completion and/or delivery, percentage weight, format of presentation (oral, written or both), authorship (individual, collective or both), way of presentation (face-to-face, virtual or both). Depending on the schedule of practical sessions, the week for submittingthe case study may vary. For this reason, two possible delivery weeks appear in case studies 2 and 3.

Code	Name	Week	Weight	Format
Ev1a	PRACTICAL CASE 1	5	15%	BOTH

Ev1b	Forum contribution PRACTICAL CASE 1	1-5	5%	WRITTEN
Ev2a	PRACTICAL CASE 2	10 o 11	15%	BOTH
Ev2b	Forum contribution PRACTICAL CASE 2	6-11	5%	WRITTEN
Ev3a	PRACTICAL CASE 3	16 o 17	15%	BOTH
Ev3b	Forum contribution PRACTICAL CASE 3	10-17	5%	WRITTEN
Ev4	TEST EXAM	2on assessment period	40%	WRITTEN

Note: Team work is a specific skill worked out in the subject. For this reason, the working groups are randomly created at the beginning of the course and vary in each evidence (Ev1a, Ev2a, Ev3a). The change of group is allowed on specific and justified occasions.

Single assessment: The single assessment will take place on the same day and place as the examofthe second assessment period of the subject. All the contents of the subject will be evaluated under similar conditions of format and authorship for each learning evidence. For evidence 1, 2 and 3 (practical cases), they will be delivered and/or presented in groups or individually (to be determined), with an individual written question for each, to verify individual learning and a reflection on the contents of the forums of each practical case. Evidence 2, evaluation of oral skills, will be carried out in group o individual format (to be determined). Evidence 4 (written test) will be the same for all students.

SINGLE ASSESSMENT

Name and description of the evidence	Weight	Duration in hours of the fa
Ev1a: Delivery of group or individual report of PRACTICAL CASE 1 + individual written question about the practical case.	15%	Individual written question CASE 1, 15 minutes
Ev1b: Written report about the evaluations in the PRACTICAL CASE 1 forum.	5%	
Ev2a: Group/Individual Oral Presentation PRACTICAL CASE 2 (face-to-face or recorded presentation or role-playing) + Individual written question about the practical case.	15%	Group/individual presentati CASE 2, 15 minutes Individual written question CASE 2, 15 minutes
Ev2b: Written report about the evaluations in the PRACTICAL CASE 2 forum.	5%	

Ev3a: Delivery of group or individual report of PRACTICAL CASE 3 + individual written question about the practical case.	15%	Individual written question I CASE 3, 15 minutes
Ev3b: Written report about the evaluations in the PRACTICAL CASE 3 forum.	5%	
Ev4: WRITTEN TEST	40%	Individual written test, 1 hou

The retake system will be the same as the continuous assessment.

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

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Software

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

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	211	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	212	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	213	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	214	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	311	Catalan/Spanish	second semester	morning-mixed

(SEM) Seminars	312	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	313	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	314	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	511	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	512	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	513	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed