

## Social Influence and Groups

Code: 102602  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2502443 Psychology	OB	2

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### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

It is recommendable to have previously studied the course "The social dimension of the person."  
It is recommendable to attend simultaneously the courses of the second year of the first semester.

### Objectives and Contextualisation

In the first year course *The social dimension of the person*, subjects such as identity, attitudes, attraction, aggression, etc. have been studied. In this second course, the second one that the student will take linked to the area of Social Psychology, other psychosocial processes of influence will be looked at and students will be introduced to theoretical and practical aspects of group dynamics and intergroup relationships. Students are expected to:

- know some theoretical elements of the aforementioned topics and be able to analyse them in a practical way
- recognize the social dimension of the human being and the influence of sociocultural factors.

### Competences

- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Analyse the demands and needs of people, groups and organisations in different contexts.

- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Distinguish and relate the principles of psychosocial functioning of groups and organizations.
- 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.
- Use different ICTs for different purposes.

## Learning Outcomes

1. Analyse and compare concepts and psychosocial processes that show the social dimension of individual behaviour of the person.
2. 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.
3. Apply concepts and identify psychosocial processes in analysing the behaviour of the person in relation to their membership of certain social groups.
4. Apply techniques for managing the group activity.
5. Apply techniques to detect the main needs of in-group activity.
6. Identify key techniques to gather information in a group.
7. Identify psychosocial principles involved in interaction between different social groups.
8. Identify psychosocial principles permitting the understanding and explanation of in-group activity.
9. Identify some of the psychosocial concepts and processes that enable the understanding and explanation of social interaction between people.
10. Identify some of the psychosocial principles involved in the operation of the groups.
11. Identify some of the psychosocial principles that allow understanding and explanation of social interaction in groups.
12. Identify the techniques of analysis and interpretation of information contained in a group.
13. Recognise and appreciate external assessment of personal actions.
14. Recognise psychosocial concepts and processes from seeing classic experiences of social psychology.
15. 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.
16. Use different ICTs for different purposes.

## Content

### 1. Social Influence:

#### 1.1 Normalization, uniformity, conformism.

- Normalization: investigations by Muzafer Sherif
- Conformism: research by Solomon Asch
- Normative influence and informative influence

#### 1.2 Obedience to the authority.

- The experiments of Stanley Milgram
- Obedience in the 21st century
- The banality of evil
- Disobedience

#### 1.3 Propaganda and persuasion.

- From Nazi propaganda to Persuasive Communication Theory
- The Nazi propaganda apparatus: the first mass persuasion laboratory
- The Second World War and its belligerent and non-belligerent needs
- Characteristics of the dual models of persuasion
- The Petty and Cacioppo production probability model
- Persuasion and action
- Persuasion, reason, emotion and action
- Persuasion, Big Data and propaganda
- Resistance to persuasion: selective exposure and avoidance
- Resistance to persuasion: inoculation

#### 1.4 Majority Influence and Minority Influence.

- The study of active minorities
  - The influence as a reciprocal process
  - The notion of a minority
  - Types of minorities
- Active minorities and conflict
  - Conflict as a requirement of the influence of minorities
  - Regulatory elements of the conflict
- Actions that favour and hinder the influence of minorities
  - Actions that favour the influence of minorities
  - Means to hinder the influence of minorities
- Explanatory models of the influence of minorities
  - Cognitive models
  - Sociocognitive Models
  - Relationships of power in a historical-social context

### 2. Groups and collective movements:

#### 2.1 Definition and types of groups.

- Group concept
- Some types of groups

#### 2.2 Structure and group processes.

- Notion of group structure
- Elements of the structure of the group: roles and status
- Group cohesion
- Decision making

#### 2.3 Communication in the groups

- Concept of communication and communication to the group
- Psychosocial aspects of communication
- Communication networks

## Activities and Methodology

Type: Directed			
Analysis of practical cases, role playing and group dynamics (seminar, small groups)	22.5	0.9	3, 5, 4, 7, 8, 6, 12, 14
Conferences	21	0.84	1, 2, 9, 10, 11
Type: Supervised			
Debates and virtual tutorials	15.5	0.62	13, 16
Type: Autonomous			
Search for documentation	10	0.4	1, 2, 3, 14, 16
Study	30	1.2	1, 3, 9, 10, 7, 11, 6, 12
Team work	18	0.72	2, 3, 5, 4, 15, 14, 13, 16
Text reading	30	1.2	1, 9, 10, 7, 8, 11, 6, 12, 14, 16

Theoretical sessions in which the lecturer explains theoretical elements of the subject.

Practical sessions of case analysis social influence.

Practical sessions of group dynamics.

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 - Multiple choice exam on the contents of the theory program	25	1.5	0.06	1, 2, 5, 9, 10, 8, 11, 14
EV2 - Multiple choice exam on the contents of the theory program	25	1.5	0.06	1, 2, 5, 9, 10, 8, 11, 14
EV3- Group report on the contents of the practical case	25	0	0	5, 7, 8, 15, 14, 16
EV4 - Active participation in the activities of group dynamics sessions	25	0	0	3, 4, 6, 12, 13

## 1. CONTINUOUS ASSESSMENT

Codi Evidència	Denominació	Pes	Format	Autoria	Via
EV1	Multiple choice exam on the contents of the theory program	25	write	individual	in-person
EV2	Multiple choice exam on the contents of the theory program	25	write	individual	in-person
EV3	Group report on the contents of the practical case of majority influence	25	write	group / individual	virtual
EV4	Active participation in the activities of group dynamics sessions	25	realization	individual	in-person

EV1: 1st assessment period

Ev2: 2nd assessment period

Ev3: week 10

Ev4: week 10 - week 18

EV4 (group dynamic sessions) involves mandatory attendance at sessions.

The subject will be deemed passed if students obtain a grade greater than or equal to 50%. The calculation of percentages will be carried out independently of the grade obtained in each one of them.

Students who have undertaken assessments (set of them or one) with a weighting equal to or greater than 40% will be considered "evaluable."

Re-assessment:

- Students who have performed evidence with weight equal to or greater than 2/3 of the total grade during the continuous evaluation and have obtained a score of less than 5 points in the total subject and greater than or equal to 3.5 points.
- The re-assessment test will focus on EV1 and EV2 learning evidences and be open questions to develop. The maximum final grade that can be obtained in the subject by re-assessment is 5.
- The EV3 evidence can be re-assessed in a continuous.
- EV4 is not reassessable.

Facultat de Psicologia: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## 2. SINGLE ASSESSMENT

SINGLE EVALUATION ACTIVITIES TABLE

Evidence	Weight	Duration in hours (on-personal)	Date Per
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EV1: Exam A (1st part)	25	6 hours	Second Assess
EV2: Exam B (2on part)	25		
EV3: Practical Case Resolution Report (majority influence)	25		
EV4: Exam on dynamic group material	25		

## Bibliography

### Fundamental

Feliu, J. (2003). Influència, conformitat i obediència. Les paradoxes de l'individu social. In T. Ibañez Gracia (Ed.), *Introducció a la psicologia social* (pp. 251-366). Barcelona: UOC.

Sánchez, J. C. (2002). *Psicología de los grupos*. Madrid: McGraw Hill.

### Complementary

Acosta Ávila, M. T. (2006). La psicología de las minorías activas revisitada: entrevista con Serge Moscovici. *Polis: Investigación y Análisis Sociopolítico y Psicosocial*, 2(1), 141-177. Available at: <http://www.redalyc.org/pdf/726/72620106.pdf>

Apfelbaum, E. (1989). Relaciones de dominación y movimientos de liberación. Un análisis del poder entre los grupos. In J. F. Morales & C. Huici (Eds.), *Lecturas de Psicología Social* (pp. 261-295). Madrid: UNED.

Canto, J. M. (1998). *Psicología de los grupos. Estructura y procesos*. Málaga: Aljibe.

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Martínez-Taboada Kutz, C., & Arnosó Martínez, A. (2024). *Psicología de los grupos: esencia dinámica de la persona y de lo social*. Aula Magna.

Milgram, S. (1980). *Obediencia a la autoridad: un punto de vista experimental*. Bilbao: Desclée de Brouwer.

Myers, D. G., & Twenge, J. (2019). *Psicología Social* (13ª ed.). McGraw-Hill Interamericana de España S.L.

Sammur, G., & Bauer, M. W. (2021). *The psychology of social influence: Modes and modalities of shifting common sense*. Cambridge University Press. <https://doi.org/10.1017/9781108236423>

Stangor, C. (2004). *Social groups in action and interaction*. New York: Psychology Press.

## Software

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(SEM) Seminars	113	Catalan	first semester	morning-mixed
(SEM) Seminars	114	Spanish	first semester	morning-mixed
(SEM) Seminars	211	Spanish	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	214	Spanish	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	313	Catalan	first semester	morning-mixed
(SEM) Seminars	314	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Spanish	first semester	morning-mixed
(SEM) Seminars	412	Spanish	first semester	morning-mixed
(SEM) Seminars	413	Catalan	first semester	morning-mixed
(SEM) Seminars	414	Spanish	first semester	morning-mixed
(SEM) Seminars	511	Catalan	first semester	morning-mixed
(SEM) Seminars	512	Spanish	first semester	morning-mixed
(SEM) Seminars	513	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	3	Spanish	first semester	morning-mixed
(TE) Theory	5	Spanish	first semester	morning-mixed