

Degree	Type	Year
Psychology	OB	3

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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

In a world marked by accelerated social transformations, persistent inequalities, and new forms of governance, the course Social Psychology of the Contemporary World invites students to understand and transform how subjectivities, identities, and social relations are constructed from a critical perspective committed to social justice. The course analyses the mechanisms of power that shape everyday life, social norms, and public policies in four content blocks. The first block, Governmentality, Diversity, and Inclusion, introduces the concepts of government, subjectivity, discipline and desire, and security, questioning how institutions and social discourses shape our way of being and existing in the world and how psychology can contribute to social transformation through an inclusive intersectional perspective. The third block, The Government of Citizenship and Social Protection, addresses contemporary crises of care and redefines the concept of citizenship from an

ethical and collective perspective. It reflects on care as a social and political practice and proposes new horizons for a more just and supportive citizenship. The fourth section, Social Intervention Psychology, explores different theoretical and methodological tools used to address social needs and phenomena considered contemporary social problems. Through specific examples, the course analyses how Intervention Psychology addresses social interactions as a core intervention for well-being and social justice.

Based on these premises, the following objectives are established:

- Critically analyse the mechanisms of governmentality and their impact on the construction of subjectivity and social relations.
- Understand the sex/gender system as a power device that shapes identity, mental health and systemic violence, adopting an intersectional perspective.
- Conceptualize citizenship from an ethical and collective perspective, and reflect on the role of care as a social and political practice for a more just society.
- Identify and evaluate theoretical and methodological tools of the psychology of social intervention to address contemporary social needs and issues.
- Apply a critical and committed perspective on social justice to question the social norms and public policies that shape everyday life.
- Propose and argue for psychological intervention strategies that promote well-being and social justice.

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 1: Governmentality, diversity and inclusion.
- Block 2: The Government of Identity/Subjectivity and Gender (In)Equality: the Gender System.
- Block 3: The government of citizenship and social protection in the contemporary world.
- Block 4: Psychology of Social Intervention.

Activities and Methodology

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

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).

Note: The proposed teaching methodology and assessment may be modified if so determined by the competent authorities. The teaching team will detail the in-person or virtual/online format of the various guided and assessment activities through Moodle or through the usual means of communication, considering the faculty's instructions.

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
Ev0 Participation in classe.	5%	0	0	10, 21, 7, 17, 20, 29
Ev1a Group Report Practical Case 1	10%	0	0	2, 3, 1, 4, 6, 12, 21, 16, 15, 14, 13, 20, 23, 24, 29, 27, 8, 9
Ev1b Contribution to the Case Study 1 forum	2,5%	0	0	3, 1, 4, 5, 6, 10, 12, 21, 7, 28, 17, 20, 25, 23, 24, 22, 29, 27, 8
Ev2a Group Report Practical Case 2	10%	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
Ev2b Contribution to the Case Study 2 forum	2,5%	0	0	3, 1, 4, 5, 6, 10, 12, 21, 7, 28, 17, 20, 25, 23, 24, 22, 29, 27, 8

Ev3a Group Report Practical Case 3	10%	0	0	11, 1, 4, 5, 6, 12, 21, 16, 13, 28, 17, 18, 20, 23, 24, 22, 29, 8
Ev3b Contribution to the Case Study 3 forum	2,5%	0	0	3, 1, 4, 5, 6, 10, 12, 21, 7, 28, 17, 20, 25, 23, 24, 22, 29, 27, 8
Ev4a Group Report Practical Case 4	10%	0	0	11, 1, 4, 5, 6, 12, 21, 16, 13, 28, 17, 18, 20, 23, 24, 22, 29, 8
Ev4b Contribution to the Case Study 4 forum	2,5%	0	0	3, 1, 4, 5, 6, 10, 12, 21, 7, 28, 17, 20, 25, 23, 24, 22, 29, 27, 8
Ev5 Written test individually, type test	35%	1	0.04	2, 3, 4, 5, 6, 15
Ev6 Written test individually, type test	10%	1	0.04	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, Ev5, Ev6). Evidences Ev1-2-3-4 are divided into two sub-evidences. Evidence Ev0 is also included, which provides 5% of the grade if the student has participated at the 80% of the classes.

NOT ASSESSABLE: Anyone who has submitted evidence of learning with a weight of less than 40% of the final grade will be recorded as "Not assessable".

Re-assessment: Students who, having participated in the assessed activities with a weight equal to or greater than 2/3 of the total grade, have achieved a minimum total grade of 3.5 and have not passed the subject during the continuous assessment may opt for this option. Evidence of insufficient performance may be recovered in the test in a format similar to that presented 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 submitting the case study may vary. For this reason, two possible delivery weeks appear in case studies 2 and 3.

Code	Name	Week	Weight	Format
Ev0	Class Participation	1-17	5%	Self-registration
Ev1a	PRACTICAL CASE 1	3	10%	Both

Ev1b	Forum contribution PRACTICAL CASE 1	1-3	2,5%	Written
Ev2a	PRACTICAL CASE 2	9	10%	Both
Ev2b	Forum contribution PRACTICAL CASE 2	3-9	2,5%	Written
Ev3a	PRACTICAL CASE 3	12 ó 13	10%	Both
Ev3b	Forum contribution PRACTICAL CASE 3	9-13	2,5%	Written
Ev4a	PRACTICAL CASE 4	16	10%	
Ev4b	Forum contribution PRACTICAL CASE 4	13-16	2,5%	Written
Ev5	TEST EXAM	1st assessment period	10%	Written
Ev6	TEST EXAM	2on assessmentperiod	35%	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 every two evidences (Ev1a-Ev2a, Ev3a-Ev4a). The change of group is allowed on specific and justified occasions.

THE DELIVERY OF THE TRANSLATION OF THE FACE-TO-FACE EVALUATION TESTS WILL BE MADE IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET AND THE REQUEST IS MADE ONLINE IN WEEK 4 (e-FORM) (more information on the faculty website).

Return

Return Type	EV	Week
Written	Ev1, Ev2, Ev3, Ev4	5,11, 15, 18
Digital	EV0, Ev5, Ev6	17 (Ev0), 10 (Ev5), 20 (Ev6)
In class	Ev1, Ev2, Ev3, Ev4	4,10,14,16

Single assessment

THE SINGLE EVALUATION IS REQUESTED ONLINE (E-FORM) IN THE SPECIFIC PERIOD (more information on the Faculty website)

The single assessment will take place on the same day and place as the exam of the 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, 3 and 4 (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 or individual format (to be determined). Evidences 5 and 6 (written test) will be the same for all students.

Individual written question PRACTICAL CASE 1, 15 minutes

SINGLE ASSESSMENT

Name and description of the evidence	Weight	Duration in hours of the face-to-face activity	Delivery date
Ev1a: Delivery of group or individual report of PRACTICAL CASE 1 + individual written question about the practical case.	10%	Second evaluation period	
Ev1b: Written report about the evaluations in the PRACTICAL CASE 1 forum.			
Ev2a: Group/Individual Oral Presentation PRACTICAL CASE 2 (face-to-face or recorded presentation or role-playing) + Individual written question about the practical case.	10%		Individual written question PRACTICAL CASE 2, 15 minutes
Ev2b: Written report about the evaluations in the PRACTICAL CASE 2 forum.	2,5%		
Ev3a: Delivery of group or individual report of PRACTICAL CASE 3 + individual written question about the practical case.	10%		Individual written question PRACTICAL CASE 3, 15 minutes
Ev3b: Written report about the evaluations in the PRACTICAL CASE 3 forum.	2,5%		
	10%		

Ev4a: Delivery of group or individual report of PRACTICAL CASE 4 + individual written question about the practical case.		Individual written question PRACTICAL CASE 4, 15 minutes
Ev4b: Written report about the evaluations in the PRACTICAL CASE 4 forum.	2,5%	
Ev5: WRITTEN TEST	10%	Individual written test, 1 hour
Ev6: WRITTEN TEST	40%	Individual written test, 1 hour

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

Use of Artificial Intelligence

In the subject of "Social Psychology of the Contemporary World" we assume that you will use Artificial Intelligence (AI) tools as part of your learning process and in the preparation of assignments. We live in a world in constant transformation, and AI is a technology that is already redefining many areas of our society, including the professional and academic. It is essential that, as future professionals, you learn to interact with these technologies effectively and ethically. Your university education is an ideal time to familiarize yourself with AI, explore its capabilities and understand its limitations. The goal is not for AI to replace your critical thinking or your reflection, but for it to become a tool that enhances your analytical capacity and your productivity. However, it is crucial that the use of AI is done with transparency and responsibility. In addition, you should include a critical reflection on how AI has influenced your process and the outcome of the activity. Your personal contribution in the analysis and reflection should always be significant. The use of AI in this subject is an opportunity to prepare you for a future where digital competence, including the use of AI, will be a key skill. Take advantage of this space to experiment, learn and integrate these technologies responsibly into your training.

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.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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