

## COURSE SYLLABUS 2020-21

### BASIC INFORMATION ON THE COURSE

Course:	Introduction to Social Psychology		
Course code:	14101108	Plan:	Psychology Grade (Plan 2010)
Academic Year:	2020-21	Undergraduate/Graduate:	Bachelor's Degree
Degree Year:	1	Type:	Basic
Duration:	Second Semester		

### TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	6
Total time:	150

### USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):

Teaching support

### TEACHERS

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## OTHER IMPORTANT INFORMATION

### Content Justification

Social Psychology deals with the articulation between psychological and social processes and the mutual determination between both processes, that is, how psychological processes determine social activity and social products and, at the same time, how social context influences different aspects of our psychological functioning.

The subject provides the student with fundamental psychosocial knowledge to analyze, understand and perform a critical analysis of social reality and the problems that affect today's society. The students will discover that people are social beings, that is, that all the knowledge we have about the world (objects, situations, events, other people or ourselves) comes from our interaction with other people.

Likewise, the subject provides basic theoretical and practical knowledge in the field of Social Psychology, allowing future professionals to apply them for the analysis and solution of social problems.

### Courses Related in Study Plan

Social Psychology

### Required Knowledge to Address the Course

Basic computer management skills, especially the management of computer science at the user level, particularly about the use of Internet (for access and use of "Aula Virtual" of the subject).

### Pre-Required Knowledge

None

## COMPETENCES

### Basic and General Competences

#### *Basic competences*

- Understanding and having knowledge
- Knowledge application

#### *General competences*

- Oral and written communication in their own language

#### *Key competences University of Almeria*

### Specific Competences

TIT17 To know the theoretical models of psychology.

To know the functions, characteristics, and limitations of different theoretical models of Psychology.

## LEARNING OUTCOMES

**Cognitive.** To know the definition, history, models, methods, and processes of Social Psychology. To know the functions, characteristics, and limitations of the main fields of study of Social Psychology, such as social cognition, the concept of the self, attitudes, the change of attitudes, among other aspects.

**Procedural.** To search applied results from the theoretical knowledge acquired. To know how to apply the knowledge learned to social life.

**Attitudinal.** To foster interest in social aspects and in scientific knowledge in general and in Social Psychology in particular. To promote a critical and reflective attitude towards social reality.

## PLANNING

### Contents

#### **Block I: Introduction and Conceptualization of Social Psychology**

##### **Unit 1: What is Social Psychology?**

What is and what is not Social Psychology. Basic principles. Psychosocial processes and their interconnection. Social situation and sociability. Social motives. Research in Social Psychology.

##### **Unit 2: The influence of evolution and culture on the mind and social behavior.**

Cultural animal (Roy F. Baumeister). The influence of evolution. The influence of culture. The influence of evolution and culture on the interpretation of the context. Relations between evolution and culture: Universality and diversity.

#### **Block II: Basic psychosocial processes**

##### **Unit 3: Social cognition.**

The study of cognition in Social Psychology. Strategies for handling social information and making judgments. Automatic and controlled cognitive processes.

##### **Unit 4: Social perception and attribution.**

Social perception processes. Attribution processes.

##### **Unit 5: Self-concept and identity.**

The self and the self-concept. Personal identity and social identity. Construction of the self. Self-motivations. Self-presentation.

#### **Block III. Attitudes and Change of Attitudes**

##### **Unit 6: Attitudes.**

What are attitudes. Functions of attitudes. Origin of attitudes. Influence between attitudes and behavior.

**Unit 7: Influence, persuasion and change of attitudes.**

Basic psychological principles that underlie the influence processes. Effectiveness of influence tactics. Change of attitudes through persuasive messages. Elements of communication that affect persuasion.

**Block IV: Interpersonal psychosocial processes****Unit 8: Affiliation, attraction, and interpersonal rejection: central aspects of interpersonal relationships.**

Factors that motivate people to affiliate with others. Beyond affiliation: the experience of acceptance and rejection of the rest. Interpersonal attraction. Factors that influence that we feel attracted to other people. The experience of feeling rejected. Ostracism: The Kiss of Social Death (Kipling D. Williams)

**Unit 9: Helping behavior.**

What is understood as helping behavior in Social Psychology? When do people help? How do people help? Why does people help?

**Unit 10: Aggression.**

What is understood as aggression in Social Psychology? How is aggressive behavior explained in Social Psychology? Why do we attack others?

**Learning System and Methodology / Contingency Plan of Adaptation to Scenarios A and B**

Lectures with student's participation. Completion of exercises, scales, or questionnaires. Audiovisual projections. Seminars. Debate and pooling. Search, consultation, and treatment of information. Conferences. Evaluation session. Preparation of reports.

**ADAPTATION CONTINGENCY PLAN****SCENARIO A**

Multimodal format (less face-to-face academic activity)

75% PRESENTIAL (by rotation in the classroom and simultaneously by synchronous videoconference). These activities will be carried out simultaneously for the students in the classroom, and for students who are not physically present in the classroom through via videoconference.

25% VIRTUAL (not face-to-face, asynchronous with return).

Learning activities:

Lectures with student's participation in the classroom and simultaneously also carried out through videoconference by BBlackboard Collaborate on the theoretical contents of the program during the Teaching Group (GD) schedule.

Non-classroom training activities (neither in the classroom nor in the BBlackboard Collaborate) with autonomous work by the student that allow to integrate or complement the theoretical contents. These activities correspond to watching videos, reading and analysis of scientific texts and their relationship

with the theoretical contents of the subject. Students will receive feedback through Blackboard platform and they will remove theoretical material from the final exam.

In-class activities in the classroom and simultaneously also carried out via video conference by BBlackboard Collaborate in Working Group (GT) hours. Carrying out practical exercises individually or in groups academically directed in the classroom and simultaneously also carried out through videoconference by BBlackboard Collaborate.

## **SCENARIO B**

Suspension of physical on-campus activity on campus

FORMATION ACTIVITIES. VIRTUAL MODALITY (VIRTUAL SYNCHRONIC AND ASYNCHRONOUS LEARNING). These activities will be carried out via synchronous and asynchronous tools.

75% VIRTUAL PRESENCE (via video conference by BBlackboard Collaborate)

25%. VIRTUAL (not face-to-face, asynchronous with return).

Learning activities:

Lectures with students' participation conducted through videoconference by BBlackboard Collaborate on the theoretical contents of the program during the Teaching Group (GD) schedule.

Non-classroom training activities (neither in the classroom nor in the BBlackboard Collaborate) with autonomous work by the student that allow to integrate or complement the theoretical contents. These activities correspond to watching videos, reading and analysis of scientific texts and their relationship with the theoretical contents of the subject. Students will receive feedback through Virtual classroom.

Activities through videoconference by BBlackboard Collaborate during Workgroup (GT) hours.

\* 100% of the tutoring activity can be in a non-face-to-face format using videoconference, always by appointment.

## **Teaching Innovation Activities**

## **Functional Diversity / Functional Disability**

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

## COMPETENCY ASSESSMENT

### Criteria and Assessment Tools / Contingency Plan of Adaptation to Scenarios A and B

#### NORMALITY SCENARIO

The subject is four-monthly and consists of 6 ECTS credits that include content taught in lectures and activities carried out in working groups. The evaluation will be carried out as follows:

Final exam on theoretical content (70%)

It will be done through a test type examination. The final exam of the subject will take place at the end of the semester and will be assessed out of a maximum of 7 points (out of 10).

In addition, students will be able to carry out a series of self-evaluation activities corresponding to each of the topics of the signature, through the platform Blackboard Learn, which will serve as an indicator of their learning in the subject.

Continuous evaluation of practical exercises (30%)

Theoretical content application activities. Activities will be offered to apply the theoretical content. To all of them it will be necessary to attend (to the classroom or virtual form), to bring some material to class, to participate actively and subsequently pass (in some cases through exams in the virtual classroom, in other cases through assessment direct in class or delivery of a report). The maximum score that a student can obtain in these activities is 3 points.

The final grade will be the sum of the marks obtained in the activities in the working group, final mark of the exam, as long as at least 3.5 points are obtained in the exam (out of 7) and 1.5 points in the working group activities.

#### SCENARIO A:

The subject is four-monthly and consists of 6 ECTS credits that include content taught in lectures, non-classroom training activities with return, and activities carried out in working groups. The evaluation will be carried out as follows:

Final exam on theoretical content (70%)

It will be done through a test type examination. The final exam of the subject will take place at the end of the semester and will be assessed out of a maximum of 7 points (out of 10).

In addition, students will be able to carry out a series of self-evaluation activities corresponding to each of the topics of the signature, through the platform Blackboard Learn, which will serve as an indicator of their learning in the subject.

Continuous evaluation of practical exercises (30%)

Theoretical content application activities. Activities will be offered to apply the theoretical content. To all of them it will be necessary to attend (to the classroom or virtual form), to bring some material to class, to participate actively and subsequently pass (in some cases through exams in the virtual classroom, in other

cases through assessment direct in class or delivery of a report). The maximum score that a student can obtain in these activities is 3 points.

Academically directed non-classroom training activities with return will allow the student to eliminate continuously theoretical content of the final exam, but will not receive a direct score in Scenario A. The evaluation of these activities will be in asynchronous virtual format through Blackboard. The delivery of two tasks will be evaluated on the critical analysis of the corresponding scientific articles analysed that complement important theoretical aspects of the subject and the realization of a test exam via Blackboard of these scientific articles, visual material, and related theoretical content. If the evaluation is satisfactory overcome, such theoretical content and scientific articles will not be evaluated in the final exam. If, on the contrary, the evaluation of these contents is not satisfactory, they will be evaluated in the final exam.

The final grade will be the sum of the marks obtained in the activities in the working group, final mark of the exam, as long as at least 3.5 points are obtained in the exam (out of 7) and 1.5 points in the working group activities.

## SCENARIO B

The subject is four-monthly and consists of 6 ECTS credits that include content taught in lectures, non-classroom training activities with return, and activities carried out in working groups. The evaluation will be carried out as follows:

### Final exam on theoretical content (50%)

Synchronous virtual format. It will be done through a test-type exam through Blackboard. The final exam of the subject will take carried out at the end of the semester and will be valued on a maximum of 5 points (out of 10).

In addition, students will be able to carry out a series of self-evaluation activities corresponding to each of the topics of the signature, through the platform Blackboard Learn, which will serve as an indicator of their learning in the subject.

### Continuous evaluation of practical exercises (30%)

Asynchronous virtual format. Theoretical content application activities. Activities will be offered to apply the theoretical content. No attendance will be required. Passing will be required (in some cases through exams in the virtual classroom, in other cases through the delivery of a report). The maximum score that a student can obtain in these activities is 3 points.

### Continuous evaluation of academic-directed non-classroom training activities (20%)

Asynchronous virtual format. Evaluation through Virtual Classroom. Delivery of the analysis of two scientific texts and test-type evaluation of the contents of the analysed texts, of the viewed visual material and of the related theoretical contents. The maximum score that a student can obtain in these activities is 2 points.

The final grade for the course will be the sum of the marks obtained in the non-classroom training activities, in the exercises of the working groups and the mark obtained in the final exam, as long as at least 2.5 points are obtained in the exam (out of 5) and 1.5 points in working group activities.

In both scenarios:

\* Exceptionally, and whenever justified, students who have not been able to take advantage of the continuous evaluation during the semester (due to the impossibility of physical or virtual attending to the work groups) the possibility of carrying out complementary non-classroom training activities to achieve the highest score in September.

\* THE MARKS OF THE PREVIOUS ACADEMIC YEAR ARE NOT PRESERVED

\* An extra credit (that corresponds to 0.25 points) will be offered for participation in psychosocial research proposed in the subject. It will be added to the final grade once the exam and the activities will be passed.

NOTE: EVALUATION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.

The evaluation criteria are equally applicable to these students, although the activities will be adapted so that they can be carried out and evaluated (eg, non-face-to-face activities, exams through the virtual classroom, etc.). Likewise, the time necessary for the evaluation will be increased if necessary.

### Follow-Up Mechanisms

- Attendance and participation in seminars
- Participation in communication tools (discussion forums, emails)
- Delivery of activities in class
- Delivery of activities in virtual classroom

## COURSE MATERIALS

### Recommended Course Materials

#### *Basic*

- Blanco, A., Horcajo, J. y Sánchez, F.. Cognición social. Pearson. 2017.
- Gaviria, E., López-Sáez, M. y Cuadrado, I. Introducción a la Psicología Social. Sanz y Torres. 3ª. 2019.
- Gaviria, E., López-Sáez, M. y Cuadrado, I.. Introducción a la Psicología Social. Sanz y Torres. 2ª. 2013.
- Gómez, A. y Vázquez, A.. Psicología Social. Sanz y Torres. 2018.
- Joshua Aronson; Elliot Aronson. Readings about The Social Animal (inglés). Worth Publishers. 12ª. 2020.
- López-Sáez, M., Gaviria, E., Bustillos, A. y Fernández, S.. . Cuaderno de Investigación en Psicología Social. . Sanz y Torres. 2013.
- Robin R. Vallacher. Social Psychology: Exploring the Dynamics of Human Experience (Inglés). Routledge. 2019.
- Rodríguez, A., Morales, J.F., Delgado, N. y Betancor, V. (Coords.). 50 experimentos imprescindibles para entender la Psicología Social.
- Alianza. 2016.
- Sabucedo, J.M. y Morales, J.F. . Psicología Social. Panamericana. 1. 2015. *Complementary*

#### *Complementary*

- Augusto, J.M., López, E., y Martínez, R.A.. Introducción a la Psicología Social. Ediciones del Lunar. 2003.
- Baron, R.A. y Byrne, D.. Psicología Social. Pearson Prentice Hall. 10ª. 2005.
- Cuadrado, I., Gaviria, E. y López-Sáez, M.. Cuaderno de practicas de Psicología Social. Sanz y Torres. 2007.
- Expósito, F. y Moya, M.C.. Aplicando la Psicología Social.
- Fiske, S.T., Gilbert, D.T., y Lindzey, G. (Eds.). Handbook of Social Psychology. 2010.
- Gómez, A., Gaviria, E. y Fernández, I.. Psicología Social. Sanz y Torres. 2006.
- Isabel Cuadrado e Itziar Fernández . Psicología Social. Sanz y Torres. 2007.
- Langridge, D. y Taylor, S.. Critical readings in Social Psychology.
- Morales, J.F., Gaviria, E., Moya, M.C. y Cuadrado, I.. Psicología Social. MCGraw-Hill. 3ª. 2007.
- Morales, J.F., Huici, C., Gómez, A. y Gaviria, E . Método, Teoría e Investigación en Psicología Social. Pearson Prentice Hall. 2008.
- Morales, J.F. y Huici, C.. Estudios de Psicología Social. UNED. 2003.
- Myers, D.. Exploraciones de la Psicología Social.
- Myers, D.. Psicología Social.
- Páez, D., Fernández, I., Ubillos, S. y Zubieta, E.. Psicología Social, cultura y Educación. Pearson Prentice Hall. 2003.
- Quiles, M.N., Morales, J.F., Fernández, S. y Morera M.D. . Psicología de la Maldad. Cómo todos podemos ser Caín. Grupo 5. 2014.
- Worchel, S., Cooper, J., Goethals, G.R. y Olson, J.M.. Psicología Social. Thompson. 2002.

#### *Other materials*

- Álvaro, J.L. y Garrido, A.. Psicología Social: Perspectivas psicológicas y sociológicas. MCGraw-Hill. 2003.
- Augusto, J.M., López, E. y Martínez, R.A.. Introducción a la Psicología Social. Ediciones del Lunar. 2003.
- Blanco, A.. Cinco tradiciones en la Psicología Social. Morata. 1988.
- Cuadrado, I., Gaviria, E. y López-Sáez, M.. Cuaderno de practicas de Psicología Social. Sanz y Torres. 2007.
- Echebarría, A.. Psicología social sociocognitiva. Desclée de Brower. 1991.
- Fernández-Dols, J.M. . Patrones para el diseño de la Psicología Social. Morata. 1990.
- Ibáñez, T.. Ideologías de la vida cotidiana. Sendai. 1988.
- Ibáñez, T.. Aproximaciones a la Psicología Social. Sendai. 1991.
- Ibáñez, T.. Introducción a la Psicología Social. UOC. 2004.
- Morales, J.F. y cols. (Coords).. Psicología Social. McGraw-Hill. 1999.
- Morales, J.F. y Huici, C.. Lecturas de Psicología Social. UNED. 1984.
- Morales, J.F. y Moya, M.C.. Tratado de Psicología Social, vol. 1: Procesos básicos . Síntesis. 1996.
- Nier, J.. Taking Sides: Clashing Views in Social Psychology. McGraw-Hill. 5ª. 2016.
- Paterna, C., Martínez, M.C. y Vera, J.J.. Psicología Social: de la teoría a la práctica cotidiana. Pirámide. 2003.
- Ros, M. y cols.. Psicología social de los valores humanos: desarrollos teóricos, metodológicos y aplicados. Biblioteca Nueva. 2001.
- Sabucedo, J.M., D'Adamo, O. y García, V. . Fundamentos de Psicología Social. Siglo XXI. 1997.
- Smith, E.R. y Mackie, D.M.. . Psicología Social. . Editorial Panamericana. 1997.
- Torregrosa, J.R. y Crespo, E. . Estudios básicos de Psicología Social. Hora. 1984.

## Couse Materials Available in UAL's library

You can view the current bibliography in the Library Management System by consulting the following address: [https://www.ual.es/bibliografia\\_recomendada14101108](https://www.ual.es/bibliografia_recomendada14101108)

### WEBSITES

- <http://www.socialpsychology.org/>
- Social Psychology Network (SPN). Investigación y enseñanza de la Psicología Social
- <http://www.spssi.org/>
- Society for the Psychological Study of Social Issues (SPSSI)
- <http://psychology.ucdavis.edu/labs/sherman/iscon/>
- International Social Cognition Network (ISCON)
- <http://www.psych.neu.edu/ISSI/>
- Página de la Sociedad Internacional para el Estudio del Autoconcepto y la Identidad
- <http://www.isipar.org>
- Página de la International Society for Interpersonal Acceptance and Rejection (ISIPAR)
- <http://www.humboldt.edu/~altruism/home.html>
- Instituto para el estudio de la Personalidad Altruista y la Conducta Prosocial
- [http://www.dailymotion.com/video/x874t5\\_experimento-de-la-carcel-de-stanfor\\_school#.UZqOkpwqYpo](http://www.dailymotion.com/video/x874t5_experimento-de-la-carcel-de-stanfor_school#.UZqOkpwqYpo)
- Phillip Zimbardo describe su clásico experimento sobre los efectos del encarcelamiento
- <http://www.socialpsychology.org/peace.htm>
- Enlaces sobre Paz, No violencia, Terrorismo, y temas relacionados.
- <http://www.youtube.com/watch?v=bNVjF9oKtwU>
- Documental el poder de la situación. Un recorrido por experimentos clásicos de la Psicología Social
- <http://www.sceps.es/index.php/es/>
- Sociedad Científica Española de Psicología Social (SCEPS)
- <http://www.apa.org/>
- American Psychological Association (APA)
- <http://www.easp.eu/>
- European Association of Experimental Social Psychology (EAESP)
- <http://www.iaccp.org/>
- International Association for Cross-Cultural Psychology
- <http://www.spsp.org/>
- Society for Personality and Social Psychology (SPSP)

Url De Verificación	<a href="https://verificarfirma.ual.es/verificarfirma/code/6F45-4A6E-3772P3555-4468">https://verificarfirma.ual.es/verificarfirma/code/6F45-4A6E-3772P3555-4468</a>	Estado	Fecha y hora
Firmado Por	Universidad de Almería	Firmado	16/12/2020 11:59:39
Normativa	Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015).		