



Teaching Guide

| Identifying Data | | | | | 2023/24 |
|---------------------|---|--------|----------------------------|---------|---------|
| Subject (*) | Social Psychology | Code | 652G03004 | | |
| Study programme | Grao en Educación Social | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | First | Basic training | 6 | |
| Language | GalicianEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Psicología | | | | |
| Coordinador | García Mira, Ricardo Antonio | E-mail | ricardo.garcia.mira@udc.es | | |
| Lecturers | García Mira, Ricardo Antonio | E-mail | ricardo.garcia.mira@udc.es | | |
| Web | http://www.people-environment-udc.org/en/integrantes/ricardo-garcia-mira/ | | | | |
| General description | <p>Social Psychology course has a clear importance for the student in order to develop important skills in their training process. Its purpose is very significant for the future social educator, in order to understand and act on the learning process, ie, focusing towards a Social Psychology of Education, and in particular of Social Education.</p> <p>That is why, within the so-called basic psychosocial process, great emphasis is made on Social Cognitive Psychology, given its interest and importance within the current trend of the discipline and the links to issues of interest for the social educator.</p> <p>Briefly its purpose is to achieve the following objectives:</p> <ul style="list-style-type: none"> - Basic knowledge of Social Psychology. - Development of search strategies and psychosocial assessment materials in each case are the future interest of the student. - Socialization of students in the terminology, way of conceptualizing reality and Social Psychology methodology. | | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| A2 | Comprender os supostos e fundamentos históricos, pedagóxicos, psicolóxicos e sociolóxicos da acción socioeducativa e os seus ámbitos de actuación, valorando as súas implicacións. |
| A5 | Identificar e analizar os factores contextuais que afectan os procesos de intervención socioeducativa. |
| A6 | Seleccionar diferentes métodos e técnicas para a planificación e avaliación de programas e servizos. |
| A9 | Deseñar e desenvolver proxectos, programas e servizos nos diferentes campos de intervención profesional promovendo a participación e o desenvolvemento comunitario. |
| A11 | Observar, analizar, interpretar procesos de mediación social, cultural e educativa. |
| A12 | Mediar en situacións de risco e conflito. |
| A13 | Deseñar e levar a cabo proxectos de investigación elementais aplicables aos diferentes campos de intervención. |
| A14 | Identificar e emitir xuízos razoados sobre problemas socioeducativos para mellorar a práctica profesional. |
| A20 | Desenvolver unha disposición favorable ao traballo en contornos multiculturais e plurilingüísticos. |
| B1 | Elaborar, analizar, sintetizar, valorar e transmitir criticamente a información. |
| B5 | Capacidade de mostrar actitudes coherentes coas concepcións éticas e deontolóxicas propias da profesión. |
| B6 | Adquirir e dominar habilidades comunicativas que permitan transmitir información, ideas e propostas a diversas audiencias. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C6 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |

Learning outcomes



| Learning outcomes | Study programme competences | | |
|---|-----------------------------|----------------|----------------|
| Know and understand the basic assumptions of Social Psychology | A2 A5 A20 | | |
| Distinguish the way of conceiving reality and the methodology of Social Psychology | A6 A11 | | |
| Knowing how to use the disciplinary language of Social Psychology | A2 A14 | | |
| Develop search strategies for psychosocial evaluation material | A9 A11 A13 | | |
| Acquire the creative capacity and practical criteria that allow the application of intervention principles to solve specific problems, incorporating the theoretical knowledge and the ethical criteria of the discipline | A12 | B1 B5 B6 | C4 C6 C7 |

| Contents | |
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| Topic | Sub-topic |
| I.- INTRODUCTION: DEFINITION, HISTORY AND METHODOLOGY OF SOCIAL PSYCHOLOGY | Topic 1.- Human behavior as social behavior: definitions of Social Psychology. Topic 2.- Levels of analysis in Social Psychology. Topic 3.- History of Social Psychology. Topic 4.- Research methods and techniques in Social Psychology. |
| II.- THEORETICAL ORIENTATIONS IN SOCIAL PSYCHOLOGY | Topic 5.- Psychodynamic orientations Topic 6.- Orientations of Social Learning. Topic 7.- Cognitive orientations. Topic 8.- Critical orientations, symbolic interactionism and role theory. |
| III.- PERCEPTION, SOCIAL COGNITION AND ATTITUDES. GENDER INEQUALITY | Topic 9.- Perception and social cognition Topic 10.- Psychosocial attitudes. Topic 11.- Social representations. Topic 12.- Gender inequality: Psychosocial aspects |
| IV.- BASIC PSYCHOSOCIAL PROCESSES | Topic 13.- Social identity and the categorization of the self. Topic 14.- Social comparison and social norms. Topic 15.- Emotions. Topic 16.- Conformity and social deviation. |
| V.- COMMUNICATION, INTERPERSONAL RELATIONS AND SOCIAL INTERACTION | Topic 17.- Interpersonal communication and social interaction Topic 18.- Non-verbal communication. Topic 19.- Persuasion and mass communication. Topic 20.- Aggression and violence. Topic 21.- Social support |
| VI.- APPLIED PERSPECTIVE: ENVIRONMENTAL PSYCHOLOGY | Topic 22.- Applied Social Psychology Topic 23.- Environmental psychology Topic 24.- Perception and spatial cognition in urban contexts. Topic 25.- Environmental attitudes and pro-environmental behavior. Topic 26.- Sustainability and climate change. |

| Planning | | | | |
|-----------------------|--------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| | | | | |



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|-----------------------------|---|----|----|----|
| Research (Research project) | A2 A5 A6 A9 A11 A12 A13 A14 A20 B1 B5 B6 C4 C6 C7 | 11 | 30 | 41 |
| Collaborative learning | A11 A12 B5 B6 C4 C7 | 11 | 20 | 31 |
| Diagramming | B1 | 11 | 30 | 41 |
| Document analysis | A2 A5 A9 C6 C7 | 5 | 18 | 23 |
| Objective test | A2 A11 C6 C7 | 4 | 3 | 7 |
| Personalized attention | | 7 | 0 | 7 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|-----------------------------|---|
| Methodologies | Description |
| Research (Research project) | Given that the student must prepare an extensive piece of work, a work methodology is involved in the preparation of research projects, which is essential as a presentation format. This work can be done in groups of 4 or 5 people, or exceptionally individually. The topic will be previously approved by the professor. Through this work, the student will learn the basic concepts of research and will approach how research serves to generate knowledge. |
| Collaborative learning | The student will be able to work in a group together with another student if they wish (although it is recommended) for the in-depth development of one of the topics of the program. It is a joint review and/or analysis of sources. |
| Diagramming | Some of the teacher's lectures will require the student to develop specific topics, albeit briefly and within a maximum period of 2 weeks from the presentation in the classroom. It is a short review work on a topic that will be delivered through the moodle platform. |
| Document analysis | For the preparation of the works cited, the student must consult documentary sources of Social Psychology. It is important that the student acquires the ability to search for information and knows how to use the resources available to them at the university, so that these abilities are fostered through this activity. |
| Objective test | One of the integral parts of the learning process of this subject consists in obtaining exact and objective information about its contents. To do this, the student must take an objective test of knowledge of multiple choice questions. The questions will be extracted from the professor's notes, as well as from some specific manuals that will be specified in the classroom in the expository classes. It is a multiple choice test with 30 questions. |

| Personalized attention | |
|-----------------------------|---|
| Methodologies | Description |
| Research (Research project) | The professor will resolve any doubts that may arise from the study of the existing material and the chapters of the books that are recommended to facilitate learning and enable a good execution in the objective test. |
| Diagramming | In addition, since the students will carry out a work, the elaboration of the same will be supervised by the teacher. |
| Document analysis | On the other hand, any student will be able to consult as many doubts as he / she has regarding the subject. |

| Assessment | | | |
|-----------------------------|---|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Objective test | A2 A11 C6 C7 | Exame tipo test de 30 preguntas. 4 opcións en cada unha, cunha resposta correcta. Os erros non descontan, pero a superación do examen requerirá a resposta acertada a dous tercios das preguntas. | 50 |
| Research (Research project) | A2 A5 A6 A9 A11 A12 A13 A14 A20 B1 B5 B6 C4 C6 C7 | A nota global de cada proxecto de investigación comprende a labor de analizar a información, búsqueda bibliográfica, etc. O/A alumno/a recollerá información, aprenderá a elaborar, evaluar los datos recollidos, e elaborará un informe que relacione investigacións previas cos datos recollidos por el/a mesmo/a. | 50 |

| Assessment comments |
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Taking into account the "English friendly" nature of this subject, for those students who request it, the exam can be taken in English. Similarly, the research project may be written in English.

The research project is composed of several tasks: a) review of the scientific literature on the chosen topic; b) formulation of research questions; c) description of the research objectives; d) description of the methodology to be used; e) presentation of the results; f) discussion of the results in light of the literature discussed in the first section and the objectives set; and g) conclusion.

It is necessary to pass the multiple choice exam with 65% correct answers to pass the subject (considering that errors do not count).

The evaluation of the second opportunity will entail the obligation to comply with the same requirements as the evaluation of the first opportunity.

Students with part-time dedication, or who have some type of exemption or academic waiver, will request individual tutoring in which an adapted and reasoned decision will be adopted in accordance with the particular situation in question.

Sources of information



Basic

MANUAL DE LA ASIGNATURA: MORALES, J.F. MOYA, M., GAVIRIA, E. (2007) *Psicología social* (3a. ed.), McGraw-Hill España, 2007. ProQuest

EbookCentral, <http://ebookcentral.proquest.com/lib/bibliotecaudcsp/detail.action?docID=3194912>. OTRAS FUENTES: Antons, K. (1986). *Prácticade la dinámica de grupos, ejercicios y técnica*. Barcelona: Herder. Arias Orduña, A, V. (2012) *Psicología Social Aplicada*. Madrid: Panamericana. Aronson, E. (1997). *El Animal Social: Una Introducción a la Psicología Social*. Madrid: Alianza Editorial. Barriga, S.; Leon, J.M. & Martínez, M. (Eds.) (1987), *Intervención Psicosocial: el Individuo y la Comunidad, Agentes de su Propio Bienestar*. Barcelona, Hora. Blanch, J.M. (1982). *Psicologías Sociales: Aproximación Histórica*. Barcelona, Hora. Blanco, A. (1988). *Cincotradiciones en la Psicología Social*. Madrid, Morata. Blanco, A.; Becerra, A. & Caballero, A. (2004). *Psicología de los Grupos*. Madrid: Pearson - Prentice House. Collier, G.; Minton, H.L. & Reynolds, G. (1996). *Escenarios y Tendencias de la Psicología Social*. Madrid: Tecnos. De Diego Vallejo, R. & Chico Del Rio, M. (2013). *Prácticas de Psicología Social*. Madrid: Pirámide. Fernández Sedano, I. & Cuadrado Guirado, I. (2012). *Psicología Social*. Madrid: Sanzy Torres. García-Mira, R., Sabucedo, J. y Romay, J. (2002). *Psicología y medio ambiente. Aspectos psicosociales, educativos y metodológicos*. A Coruña: Instituto de Estudios e Investigación Psicosocial. García-Mira, R., Sabucedo, J. y Romay, J. (2004), *Culture, Environmental Action and Sustainability*. Cambridge, MA: Hogrefe. García-Mira, R. & Vega, P. (2009), *Sostenibilidad, valores y cultura ambiental*. Madrid: Pirámide. Hogg, M. A. & Vaughan, G. M. (2010) *Psicología Social*. Madrid: Panamericana. Ibañez, T. (1990). *Aproximaciones a la Psicología Social*. Barcelona, Sendai. Ibañez, T. (Ed.) (1989). *El Conocimiento de la Realidad Social*. Barcelona, Sendai. Jiménez Burillo, F. (1981). *Psicología Social*. Madrid, U.N.E.D. (2 vols.) Marín Sánchez, M. & Troyano Rodríguez, Y. (2012). *Psicología Social de los procesos grupales*. 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Segovia Vázquez, S. (coord.) (1989). *Cuadernos de prácticas de psicología (3º curso)*. Cuadernos de la UNED. Madrid: Universidad Nacional de Educación a Distancia. Torregrosa, J.R. & Crespo, E. (Eds.) (1984). *Estudios Básicos de Psicología Social*. Barcelona, Hora. Torregrosa, J.R. & Sarabia, B. (Eds.) (1983). *Perspectivas y Contextos de la Psicología Social*. Barcelona, Hispano-Europea. Torregrosa, J.R. (Ed.) (1974). *Teoría e Investigación en la Psicología Social Actual*. Madrid, Instituto de la Opinión Pública. Bibliografía complementaria (en inglés) Aronson, E., Wilson, T. D., & Akert, R. M. (2015). *Social Psychology* (9th ed.). Boston, MA: Pearson/Allyn and Bacon. Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon. Baumeister, R. F., & Bushman, B.J. (2013). *Social Psychology and Human Nature* (3rd ed.). Belmont, CA: Thomson/Wadsworth. Crisp, R. J., & Turner, R. N. (2014). *Essential Social Psychology* (3rd ed.). 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S., & Nisbett, R. (2015). *Social Psychology* (4th ed.). New York: W. W. Norton. Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2015). *Social Psychology: The Science of Everyday Life*. New York: Worth Publishers. Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2012). *An Introduction to Social Psychology* (5th ed.). London: Blackwell. Kassin, S. M., Fein, S., & Markus, H. R. (2013). *Social Psychology* (9th ed.). Boston, MA: Houghton Mifflin. Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2014). *Social Psychology: Goals in Interaction* (6th ed.). Boston, MA: Pearson/Allyn and Bacon. Myers, D. G. (2014). *Exploring Social Psychology* (7th ed.). New York: McGraw-Hill. Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill. Smith, E. R., & Mackie, D. M. (2014). *Social Psychology* (4th ed.). Philadelphia, PA: Psychology Press. Psicología Social Aplicada Brewer, M. B., & Hewstone, M. (Eds.). (2003). *Applied Social Psychology*. London: Blackwell. Buunk, B. P., & Van Vugt, M. (2013). *Applying Social Psychology: From Problems to Solutions* (2nd ed.). Thousand Oaks, CA: Sage Publications. Donaldson, S. I., Berger, D. E., & Pezdek, K. (Eds.). (2006). *Applied Psychology: New Frontiers and Rewarding Careers*. Mahwah, NJ: Lawrence Erlbaum Associates. Schneider, F. W., Gruman, J., & Coutts, L. M. (Eds.). (2011). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems* (2nd ed.). London: Sage Publications. Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied Social Psychology: Understanding and Managing Social Problems* (2nd ed.). New York: Cambridge University Press. Lecturas seleccionadas Lesko, W. A. (2011). *Readings in Social Psychology: General, Classic, and Contemporary Selections* (8th ed.). Boston: Allyn and Bacon. Nier, J. (Ed.). (2015). *Taking Sides: Clashing Views in Social Psychology* (5th ed.). New York: McGraw-Hill. Ruscher, J. B., & Hammer, E. Y. (Eds.). (2009). *Current Directions in Social Psychology* (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.



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| Complementary | |
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| Recommendations |
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| Subjects that it is recommended to have taken before |
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| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
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(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.