

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE:	Social Psychology
CODE:	PSI 205
PREREQUISITE	PSI 201
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

This course studies the human being from the perspective of social relations. It discusses the basic assumptions, theoretical frameworks, and paradigms in Social Psychology. Fundamental theories and research methods are explored from a critical perspective. The psychosocial and cultural historical dimensions that offer context to the development of subjects and their social groups is recognized. In addition, the historical development of the discipline from the social transformations and the dominant debates in this field are discussed. Particular attention is paid to the role of the social psychologist as an agent of emancipation and social transformation.

JUSTIFICATION

This course offers a look into human behavior in the context of social relationships. It is important for students to understand how the social imaginary refers to the constitution of subjectivities and the ways in which the subject performs in social situations. The discussion of the psychosocial and cultural concepts that serve as a basis to explain the collective is fundamental for the personal and professional development of students.

COMPETENCES

The course develops the following competences in students:

- **Ethical sense and social justice**
- **Critical questioning**

OBJECTIVES

After completion of the course, students will be able to:

1. Know the historical trajectory and the current state of Social Psychology.
2. Analyze ethical aspects in research.
3. Discuss the ideological interpellation in the constitution of the "Self".
4. Explain the phenomenon of social perception and its cognitive organization.
5. Analyze the theoretical aspects of attitude formation and the ideological aspects that underlie it.
6. Critically study the basic assumptions of social influence and control, as well as the ethical issues related to research.
7. Examine the conceptualization of power and its relationship to aggression from a psychosocial perspective.
8. Examine prosocial behavior from different theoretical perspectives.
9. 9. Analyze the role of the social psychologist as an agent of social transformation.
10. 10. Contextualize everyday life from the contemporary theoretical perspectives of the discipline.

CONTENTS

- I. Fundamentals
 - A. Historical trajectory of the development of Social Psychology
 - B. The "crisis of confidence" in Social Psychology
 - C. Social Psychology and professional practice
 - D. Paradigms: Essentialism vs. social constructionism
 - E. Poststructuralist theories
- II. Research Methods and Techniques in Social Psychology
 - A. The production of knowledge: science or ideology?
 - B. The quantitative vs. The qualitative: is there such a rupture?
- III. The self
 - A. The constitution of the self as a unit of analysis in Social Psychology
 - B. Socialization and ideological interpellation
 - C. The presentation of the self in everyday life: the various subject positions
- IV. The Phenomenon of Social Perception: Formation and Management of Impressions

- A. Principles of organization and cognitive significance
 - B. The construction and impact of social stereotypes
 - C. Theory of Causal Attribution
- V. Attitudes, Prejudice, and Discrimination
 - A. Attitude: Conceptual methodological category and ideologies
 - B. Manifestation of prejudice and discrimination based on social class, sex, gender identity, race, ethnicity, and age.
 - C. Causes of prejudice and discrimination: historical, social, psychodynamic, phenomenological, and sociocultural
 - D. Changing attitudes: theoretical frameworks
- VI. Social Influence and Personal Control
 - A. Individual psychological categories of group phenomena
 - 1. General theory of groups with history
 - B. Conformity of groups and social roles
 - 1. Solomon Asch's study and Philip Zimbardo's study
 - C. Obedience to authority
 - 1. Stanley Milgram's study
 - D. Irving Janis's groupthink phenomenon
- VII. Violence and Power
 - A. Conceptualization of power as objectification vs. capillary power
 - B. Psychosocial perspective on violence: frustration-aggression model and social learning theory
 - C. Ethological perspective on violence
 - D. Strategic aspects of power
- VIII. Prosocial Behavior: Altruism and Cooperation
 - A. Theoretical perspectives
 - B. The bystander effect
 - C. Decision-making model
 - D. Towards a prosocial society
- IX. Contemporary Perspectives on Social Psychology
 - A. Towards a psychology of liberation
 - B. Pichon Rivi re's thought
 - C. Puerto Rican experience

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipped classroom
- Discussion
- Analysis of readings and videos
- Reflection exercises
- Interviews
- Conferences
- Seminars
- Concept maps
- Oral presentations
- Research project

EVALUATION

Partial assignments	25%
Compositions	25%
Final project or exam	25%
Oral presentations	25%
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

De Freytas Campos, R. H. (n.d.). Psicología social y derechos humanos. *Polis México*,

1. 139 - .152

Foucault, M. (1978) *Microfísica del Poder*. La Piqueta.

González García, J. (20012). *La construcción social del sujeto: Psicoterapia, ideología y poder en las sociedades avanzadas*. CreateSpace Independent Publishing Platform.

Heinzen, T., Goodfriend, W. (2018). *Social Psychology*. SAGE Publications.

Hogg, M. A., Vaughan, G. M. (2015). *Psicología Social*. Editorial Médica Panamericana.

- Kassin, S., Fein, S., & Rose, H. (2016). *Social Psychology*. Cengage Learning.
- López, M.M. (1983). Hacia una reorientación de la Psicología Social: Después de la Crisis. *Revista Mexicana de Sociología*, 45(3), 703-726.
- Martín Baró, I. (1983). Entre el individuo y la sociedad. *Acción e Ideología*. UCA Editores.
- Martín Baró, I. (1983). Las actitudes: su concepto y su valor. *Acción e Ideología*. Editorial UCA.
- Martín-Baró, I. (1989). *Sistema, grupo y poder. Psicología Social desde Centroamérica (II)*. UCA.
- Montero, M., Sonn, C. (Eds.). (2009). *Psychology of Liberation*. Springer.
- Munné, F. (1998). Constructivismo, construccionismo y complejidad: la debilidad de la crítica en la psicología construccionista. *Psicología & Sociedade*, 10 (2), 76-94.
- Myers, D. (2018). *Social Psychology*. (13th ed.). McGraw-Hill Higher Education
- Ovejero Bernal, A. (2015). *Psicología Social: Algunas claves para entender la conducta humana*. Biblioteca Nueva.
- Rodríguez-Medina, S., Serrano-García, I. (2017). Práctica de la psicología social-comunitaria en Puerto Rico: Voces de sus egresados. *Revista Puertorriqueña de Psicología*, 28(1), 64-78. <https://www.redalyc.org/articulo.oa?id=233255999005>
- Schellenberg, J. (1978). *Los fundadores de la Psicología Social*. Alianza.
- Staerke, C., Doise, W. (2014). De la psicología social a la psicología política: El abordaje societal. In E. Zubieta, J. Valencia, & G. Delfino (Eds.). *Psicología Social y Política: Procesos teóricos y estudios aplicados* (pp. 23-52). EUDEBA.

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

All rights reserved | Sagrado | November 2022 | Translated December 2023