

SOCIAL PSYCHOLOGY

IFSA Barcelona

US semester credit hours: 3

Contact Hours: 45

Course Code: PS310-08 / SO310-08

Course Length: Semester

Delivery Method: Face to face

Language of Instruction: English

Suggested Cross-listings: Sociology, Psychology

COURSE DESCRIPTION

Drawing directly from the fields of sociology and psychology, Social Psychology is the examination of the perceptions, thoughts, feelings and behaviors of individuals within their social environments. This course provides a grounding in social psychology topics such as social cognition, attitudes, social influence, individual motivations, collective behavior, and cultural influences. Content and assignments are designed to illustrate how the individual and social interaction shape and are shaped by the cultures and social structures in which they exist.

In addition to examining theory and research in social psychology, the course will examine the methods that behavioral researchers use to investigate social psychology phenomena. The course will aid students' understanding of the application of social psychology research to "real world" problems. Several carefully selected in-class exercises are included in order to facilitate application of theory to practice.

As a special topic of investigation, particular attention will be paid to the examination of socioeconomic class in Spain and its implications for social psychology issues in Spain. As part of the course, students will be guided by the instructor and other educators in brief visits to certain neighborhoods within Barcelona to provide rich context for discussions. In this way, the city of Barcelona will serve as a vibrant laboratory of learning, and the City as Text (Braid and Long, 2000) teaching method will be utilized.

This course is interactive and active participation is required.

LEARNING OBJECTIVES

This course includes the following goals for students:

- Gain facility with the core principles of social psychology
- Describe methodologies that are used to investigate social psychology phenomena
- Explain how the findings of social psychology research contribute to our understanding of "real world" problems
- Increase knowledge of issues surrounding socioeconomic class in Spain
- Illustrate ways in which social psychology investigation strategies can be applied to problems of socioeconomic class

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- Demonstrate increased cultural and intercultural awareness
- Demonstrate strengthened academic writing skills
- Identify resources available for social psychology research
- Make cognitive connections between learning in this course and other learning experiences in the IFSA Barcelona

COURSE SCHEDULE

The following schedule indicates the weekly discussion topics, related readings, and assignments for this course. With the exception of Week 1 (when resources will be reviewed as a group during class), students are expected to read or watch resources in advance and be prepared to actively discuss them in class. In each meeting, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic. Students are encouraged to bring their prior learning experiences into class discussions and to make connections between this course and others whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

Week 1 – Introductions, Social Psychology (and Social Cognition)

Session 1: Introductions

- Overview of Course and Social Psychology
- Syllabus Review
- Instructor and Student Introductions
- Personal Student Goals for the Course
- Instructor and Student Expectations
- Establishing a Community of Learning
- Integrative Learning Exercise: Connecting this course to in the IFSA Barcelona experience, individual academic majors, and undergraduate careers

Session 2:

- Social Cognition

Branscombe & Baron, Chapter 1: Social Psychology: The Science of the Social Side of Life and Chapter 2: Social Cognition: How We Think About the Social World

Dunn, Chapter 1 (pp. 1-19): Studying Social Psychology and Learning Research Methods for Social Psychology

Tips for Using the Required Texts:

You will find that **research methodology** is presented in context throughout every chapter of Branscombe & Baron. The research and findings relate to the following basic themes: Emotion, culture, social neuroscience, the pervasive influence of gender, the role of the internet and other technologies on social interaction, and the evolutionary perspective. Consider these themes to support your final paper by reading Branscombe & Baron in concert with Dunn, where you will learn about the step-by-step process of undertaking social psychology research.

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Week 2 - Our Social World: Social Perception

- Social Perception
- The Self: Who Am I?
- Attitudes

Branscombe & Baron, Chapter 3: Social Perception: Perceiving and Understanding Others and Chapter 4: The Self: Answering the Questions, "Who Am I?"

Dunn, Chapter 2 (pp. 20-44): Developing Research Topics in Social Psychology

Week 3 - Attitudes

- Attitudes

Branscombe & Baron, Chapter 5: Attitudes: Evaluating and Responding to the Social World

Dunn, Chapter 3 (pp. 45-71): Ethical Issues in Social Psychological Research

Week 4 - Field Visit #1 – El Raval – area of historic social inequality, marginality, poverty, and even slum conditions, evolving into an example of vibrant, multicultural Barcelona (logistical details and expectations for the field visit to be provided by the instructor).

Context from CultureTrip*:

“For a long time in recent history El Raval was considered a no-go area for anyone but the hardiest of local residents, infamous for its culture of crime and drugs. Fast-forward a few years and today the area is a vibrant melting-pot in the grips of a rapid process of gentrification and home to a diverse international community. Read on to discover our local’s guide to one of Barcelona’s most controversial neighborhoods.

Located to the south of La Rambla, before the neighborhood of Poble Sec and the Avenida Parallel, El Raval’s name derives from the Arabic word ‘*rabad*’, meaning ‘suburb’. The reason being that during the Middle Ages when Barcelona was a walled city, El Raval was located on the outside of the walls and did not initially form part of the city proper. This is also why the famous Boqueria market is located there, just off La Rambla, as this enabled traders to avoid the tax on merchandise imported into the city.

Eventually El Raval was incorporated into the walled city but continued to exist on the fringe of the local community. The area developed a reputation for criminality, prostitution and all other manner of behavior frowned upon at the time. For much of the early 20th century El Raval was known informally as the ‘*Barrio Chino*’ – or ‘Chinese Neighborhood’ – owing to the growing community of Chinese and Asian residents who settled there. In fact, the area has long been a culturally diverse neighborhood, with many international communities as well as a large Roma community living there.

However, in the last 15 years or so, El Raval has seen tremendous change to its social fabric owing to efforts made by the local council to reduce crime in the area, and the fast-paced gentrification process which ensued. The University of Barcelona opened a new site there and

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the city's contemporary art museum, the MACBA, has also become one of El Raval's most iconic landmarks. Today the local community remains diverse, with large Sikh and Muslim communities as well as a lively scene of artists and alternative culture.

El Raval is a fascinating place to explore as it offers a vision of a very multi-cultural Barcelona, home to Sikh temples, mosques and churches alongside lively nightlife and an important artistic community. Aside from being one of the most cutting-edge contemporary art museums in Europe, the MACBA is also one of the most popular skating grounds for the city's many skateboarders. Just around the corner is a similarly modern institution, the CCCB – Centre for Contemporary Culture of Barcelona – which brings together artists and influencers from the world of art, philosophy, literature and more, while the Filmoteca de Catalunya is home to one of the largest archives of Catalan film and has a rich program of films, old and new, Spanish and international."

We will collectively explore the neighborhood as we seek evidence of the socioeconomic changes that created present day El Raval.

In preparation for the field visit, review the following:

Walker, A. & Porraz, B. "Global Report: The Case of Barcelona, Spain." (University College London & Escola Tecnica Superior d'Arquitectura de Barcelona). http://www.ucl.ac.uk/dpu-projects/Global_Report/pdfs/Barcelona.pdf

Yáñez, Clemente J. Navarro. 2013. "Do Creative Cities Have a Dark Side? Cultural Scenes and Socioeconomic Status in Barcelona and Madrid (1991–2001)." *Cities* 35: 213–220. doi: 10.1016/j.cities.2013.05.007

*Culture Trip: Spain: El Raval:

<https://theculturetrip.com/europe/spain/articles/discover-barcelonas-el-raval-neighborhood/>

Assignment Due: Response Paper #1

Week 5 – Stereotyping, Prejudice, and Discrimination

- Stereotyping, Prejudice, and Discrimination

Branscombe & Baron, Chapter 6: Stereotyping, Prejudice, and Discrimination: The Causes, Effects, and Cures

Dunn, Chapter 4 (pp. 72-105): Basic Experimental Design

Assignment Due: Institutional and Systemic Discrimination Project (see below)

Week 6 – Interpersonal Relationships

- Interpersonal Attraction
- Close Relationships

Branscombe & Baron, Chapter 7: Interpersonal Attraction and Close Relationships

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Dunn, Chapter 5 (pp. 106-140): Alternatives to Experimental Research in Social Psychology

Week 7 – Social Influence and Behavior

- Changing Others' Behavior
- Prosocial Behavior

Branscombe & Baron, Chapter 8: Social Influence: Changing Others' Behavior and Chapter 9: Prosocial Behavior: Helping Others

Dunn, Chapter 6 (pp. 142-173): Developing Questionnaires and Surveys

Week 8 – Field Visit #2 – “22@”: Barcelona’s District of Innovation, as an urban phenomenon and an example of a cultural cluster (logistical details and expectations for the field visit to be provided by the instructor).

From SH Barcelona: News from Urban Barcelona*:

“Barcelona’s 22@ – or Districte de la Innovació – is one of the most ambitious urban renewal projects in the world. It began as a government initiative to transition the historic but rundown industrial Poble Nou neighborhood into a technology and knowledge-driven economic powerhouse.

Today the 22@ District plays host to universities, research and training centers, startups and cutting-edge technology companies alike. Since 2000, more than 3,500 businesses have moved to the innovation district and, with the almost 100,000 employees working there, Poble Nou has witnessed a nearly 25% increase in residents.

The growth has not been at random. The urban renewal project has created this surge in economic activity by fostering 5 specific “knowledge clusters”: Information and Computer Technology (ICT), Bio-Medical, Design, Energy, and Media. The idea is to connect both the international and local communities by creating physical and social networks to facilitate collaboration, capture talent and develop a sustainable business ecosystem. Well, it’s working. Barcelona’s model of rejuvenating a dilapidated area with sustainable economic and social development is being applied to other global cities such as Boston, Istanbul, Cape Town and Rio de Janeiro.”

We will examine 22@ as an urban development phenomena with specific attention to the cultural clusters that such initiatives comprise such initiatives, the social dynamics and social interactions that occur between the cultural agents participating in these clusters.

In preparation for the field visit, review the following:

*“What is Barcelona’s 22@ District of Innovation?,” SH Barcelona: News from Urban Barcelona
<https://www.shbarcelona.com/blog/en/barcelona-22/>

Charnock, G., & Ribera-Fumaz, R. (2011). A new space for knowledge and people? Henri Lefebvre, representations of space, and the production of 22@Barcelona. *Environment and Planning D: Society and Space*, 29(4), 614-632. <https://doi.org/10.1068/d17009>

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Zarlenga, M. I., Ulldemolins, J. R., Morato, A. R. (2013). Cultural clusters and social interaction dynamics: The case of Barcelona. *European Urban and Regional Studies*, 23(3), 422-440.
<https://doi.org/10.1177/0969776413514592>

Casellas, A., & Pallares-Barbera, M. (2009). Public-sector intervention in embodying the new economy in inner urban areas: The Barcelona experience. Conference Paper: Association of American Geographers at Las Vegas.
https://www.researchgate.net/publication/275520485_Public_Sector_Intervention_in_Embodiyng_New_Economy_in_Inner_Urban_Areas_The_Barcelona_Experience

Assignment Due: Response Paper #2

Week 9 – Aggression

- Aggression

Branscombe & Baron, Chapter 10: Aggressions: Its Nature, Causes and Control

Dunn, Chapter 7 (pp. 174-196): Introducing a Difference: Independent Variables

Week 10 – Belonging

- Groups and Individuals: Belonging

Dunn, Chapter 8 (pp. 198-223): Measuring What Happens: Dependent Variables and Chapter 9: (pp. 224-245): Validity and Realism in Research

Week 11 – Overcoming Adversity and Achieving Happiness

- Overcoming Adversity
- Achieving Happiness

Branscombe & Baron, Chapter 11: Groups and Individuals: The Consequences of Belonging and Chapter 12: Overcoming Adversity and Achieving Happiness

Dunn, Chapter 10 (pp. 246-267): Conducting Social Psychology Experiments: Practical Matters

Week 12 – Field Visit #3 – La Barceloneta, from a working-class maritime home to a major tourist beach neighborhood (logistical details and expectations for the field visit to be provided by the instructor).

La Barceloneta was known, for many years, as a neighborhood for fishermen and was situated on the rocky coastline of Barcelona. The Olympics re-branded the city, however, and a beach sandy, touristy beach was physically created from imported sand and mentally situated as a new and prominent feature in the minds of long-time residents. It changed a neighborhood that was once known for daily catches and a maritime lifestyle into one focused on the tourist market. Today, thousands of tourists walk along the beaches and few are aware of the “real” La Barceloneta. Many believe the local socio-cultural fabric is unraveling due to the proliferation of holiday guest rentals and erosion of the residential “soul” of La Barceloneta. Much of the former

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industry of the area has moved away, while restaurants, hotels and other tourist attractions have gained significant prominence; and the cost of living has increased.

This field visit will enable us to carefully seek signs of the former La Barceloneta and gain insights into the ways the region has changed and impacted the lives of long-time and new residents.

In preparation for the field visit, review the following:

Nofre, J., Giordano, E., Eldridge, A., Martins, J. C., & Sequera, J. (2017). Tourism, nightlife and planning: challenges and opportunities for community liveability in La Barceloneta, *Tourism Geographies*, 20(3), 377-396, DOI: 10.1080/14616688.2017.1375972.

<https://www.tandfonline.com/doi/abs/10.1080/14616688.2017.1375972>

Boer, R. W. J., & de Vries, J. (2009). The right to the city as a tool for urban social movements: The case of Barceloneta. *The 4th International Conference of the International Forum on Urbanism (IFoU) Amsterdam/Delft: The New Urban Question – Urbanism beyond Neo-Liberalism*, 1321-1330.

http://newurbanquestion.ifou.org/proceedings/9%20Changing%20Planning%20Cultures/full%20papers/F034-1_Boer_DeVries.pdf

Wikipedia: La Barceloneta, Barcelona:

https://en.wikipedia.org/wiki/La_Barceloneta,_Barcelona

Assignment Due: Response #3

Week 13 – Focus on Social Psychology Research Methodologies

Dunn, Chapter 11 (pp. 268-287): Data Analysis and Chapter 12 (pp. 288-325) Presenting Social Psychological Research

Week 14 – In-class workshops in preparation for the Final Paper and Presentations

Week 15 – Final Papers and Presentations

- Content Review
- Concluding Questions and Comments
- Course evaluations

EVALUATION METHODS

The course instructor will provide specific requirements and grading rubrics for individual assignments for the course. Your final grade in the course will be comprised of the following course requirements:

Participation (includes attendance, engagement in discussion, civility, and respect) – 10%

Response Papers (3 total, 10% each) – 30%

Institutional and Systemic Discrimination Project – 20%

Final Paper – 40%

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Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

RELATED ACTIVITIES

Participation in scheduled class visits to selected Barcelona neighborhoods is required. Failure to attend or engage in follow-up class discussions of these visits will affect your participation grade, limit your understanding of the topic, and adversely affect your ability to produce a final project based that reflects an understanding of total class content.

ASSIGNMENTS

Response Papers (3)

Response papers can be constructed in a way that makes the most sense for you as the learner. Consider the class resources provided for the topic. Select one or more for the focus of your response. In 2-3 pages, describe your responses to what you encountered. Was your thinking challenged or were your prior ideas confirmed? Perhaps you found a particular reading compelling and it prompted you to consider new ideas or possible solutions; perhaps you made personal connections between a class discussion and your own learning; or maybe you located an additional resource that gave you more information on the topic. Feel free to describe your learning using any of these approaches or others, but do not use the response paper assignment to merely summarize a reading, discussion or experience. The response paper should demonstrate that you have given additional, reflective thought to an issue. Your voice should be heard in this paper.

Institutional and Systematic Discrimination Project*

Consider the following list of discussion starter examples of institutional and systematic discrimination, then identify your own example for interrogation. In a 6-page paper (Times New Roman 12 point font, double-spaced, APA style), describe the example, name the groups that may be discriminated against, describe the purpose of the policy, and, if you feel the purpose of the policy is a valid one, describe how else the purpose of the policy may be achieved without discrimination.

Example policies:

- Children of alumni receive preference for admission into some private colleges.
- Persons accused of a crime who cannot post bail are imprisoned and thus appear in court dressed in prison uniform, often in handcuffs.
- Employees of a particular university are allowed free tuition, as are their spouses.
- A corporation decides to fill a vacancy "in-house" rather than advertise.
- A teacher requires an oral presentation as part of the final grade.

**adapted from Cultural Pursuit, Skidmore College, and The Society for the Psychological Studies of Social Issues*

Final Paper

The Final Paper should demonstrate your understanding of social psychology as viewed through the lens of socioeconomic class in Barcelona. Answer the following questions: What have you learned about

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socioeconomic class in Barcelona? How has your evolving understanding of social psychology helped you understand the issues surrounding socioeconomic class Spain? How was your prior thinking challenged or affirmed? Where might future research in this area take you? And, what sorts of research methodologies might help you pursue such lines of inquiry, and why?

The Final Paper is required to be 10-12 pages in length, Times New Roman 12 point font, double-spaced, APA style. Include five peer-reviewed journals in a reference list in support of your discussion.

Additionally, prepare a five-minute oral presentation that summarizes your Final Paper, for delivery to the class during the last week of the course. Visual aids are not required but are allowed.

80% of your grade for the Final Paper will be comprised of the written portion, and 20% will be comprised of the oral summary.

RESOURCES

Required Texts:

Branscombe, N. R., & Baron, R. A. (2017). *Social Psychology* (14th ed.). Boston, MA: Pearson.

Dunn, D. (2012). *Research Methods for Social Psychology* (2nd ed.). Wiley.

Bibliography:

Braid, B., & Long, A. (Eds.). (2000). *Place as Text: Approaches to active learning*. Radford, VA: National Collegiate Honors Council.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA resident director as well as your home institution.

Institute for Study Abroad
6201 Corporate Dr., Suite 200 | Indianapolis, IN 46278
800-858-0229 | www.ifsa-butler.org