

Syllabus

Course Description

Course Title	Social Psychology
Course Code	51089
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-03/A
Language	English
Degree Course	Bachelor in Social Work
Other Degree Courses (Loaned)	
Lecturers	Dott.ssa Camilla Lasagna, Camilla.Lasagna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52357
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	6
Teaching Hours	45
Lab Hours	0
Individual Study Hours	105
Planned Office Hours	18
Contents Summary	The course offers an overview of social psychology, a branch rooted in the tradition of the social and cultural sciences. This perspective understands individuals as social beings whose thoughts, emotions, and behaviors are shaped by their specific cultural background, their position within the social structure, and their historical context. The course equips students with essential psychosocial tools to understand the dynamics of interpersonal and intergroup relationships, as well as the broader interactions between individuals and their social environments. Particular emphasis is placed on developing critical thinking and analytical skills in relation to contemporary social phenomena such as

	stereotypes, social conformity, the relationship between mass media and aggression, and gender relations. A specific focus is dedicated to the issue of prejudice, examined from a psychosocial perspective. Understanding this phenomenon and identifying strategies to reduce it represent crucial challenges today, fundamental for fostering peaceful coexistence among diverse identities and individuals belonging to different cultures, ethnicities, and religions. These competencies are especially relevant for those aiming to work as technical collaborators in services for individuals, groups, organizations, and communities, and more broadly, for engaging with complex social contexts in a reflective, inclusive, and socially responsible way.
Course Topics	- Definition of Social Psychology - The Historical and Epistemological Foundations of Social Psychology - Social Cognition and Stereotypes - Prejudice and Strategies for Reducing Prejudice - Social Influence - Attitudes and Persuasion - Self and Social Identity - The Need to Belong: Social Exclusion - Social Behavior: Aggressive Behavior - Dehumanization - Gender Differences and Inequalities
Keywords	social psychology, intergroup relations, prejudice, psychosocial research
Recommended Prerequisites	None
Propaedeutic Courses	
Teaching Format	The lesson is held remotely in synchronous mode. The course will primarily consist of lectures where theoretical frameworks are consistently paired with laboratory research and real-life examples. Active and critical participation from students will be encouraged throughout the lessons. Teaching methods will include lectures with active student involvement, group discussions, analysis of videos and texts, and examination of research studies through independent reading and in-class reflections. Students with certified specific learning disorders (SLD), disabilities, or other special educational needs are invited to

	contact the instructor at the beginning of the course in order to agree on appropriate teaching and examination methods. These arrangements will respect the learning objectives of the course while taking into account individual learning styles and providing suitable compensatory tools.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	By the end of the course, students will be able to: 1. Knowledge and Understanding • Explain the key concepts and theoretical perspectives of social psychology. • Describe the main research approaches and methodological choices used in social psychology. • Understand how social psychological processes contribute to the construction of individual and group dynamics. 2. Applying Knowledge and Understanding • Analyse individual and group dynamics within specific social contexts. • Analyse emerging social issues, with particular attention to processes of exclusion, marginalisation, discrimination, and social inequality. • Apply social psychological concepts and theories to concrete social contexts and problems. • Assess the potential of psychosocial interventions aimed at addressing discriminatory and exclusionary dynamics. 3. Communication and Collaborative Skills • Communicate effectively and appropriately with different interlocutors and within multidisciplinary teams. • Apply active listening and assertive communication skills. • Communicate research findings, proposals, and solutions clearly, both orally and in writing. • Work collaboratively and constructively with people from different linguistic, cultural, and social backgrounds. • Communicate respectfully and sensitively with regard to different identities and perspectives. 4. Transversal Skills

	• Apply effective strategies for independent learning and problem solving. • Demonstrate openness to diversity, complexity, and different perspectives. • Develop critical and creative thinking skills.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral examination (100% of final grade)
Evaluation Criteria	The assessment takes into account clarity of exposition, relevance, argumentative and logical ability, the ability to use and rework the knowledge acquired, critical analysis, and reflective ability. a) Knowledge and understanding of the texts (30% of the total grade): demonstrate a thorough understanding of the texts, their main arguments, concepts, and theoretical perspectives. b) Ability to make connections between the texts (20% of the total grade): compare and relate authors, themes, and concepts, highlighting similarities, differences, and broader links. c) Autonomy of judgment and critical thinking (20% of the total grade): develop independent and critical reflections, evaluate the texts beyond simple description, and support personal interpretations with logical arguments. d) Ability to apply acquired knowledge (20% of the total grade): use and rework the knowledge acquired to interpret examples, discuss practical situations, and demonstrate the ability to transfer theory into practice. e) Translation of acquired knowledge into professionally applicable skills (10% of the total grade): show how the concepts studied can be applied in professional contexts and how theoretical knowledge can inform practical decision-making. For the oral examination, particular attention is given to the ability to make connections between the texts, deepen and extend the knowledge developed during the course through personal and

	critical reflection, and present ideas in a clear, coherent, and well-structured way.
Required Readings	Required bibliography Students are free to choose which language to study in and may select either one of the two textbooks in English or the textbook in Italian. The chapters to be studied from the textbook will correspond to the topics covered in class. Topics not covered during the lessons will not be included in the exam. English • DeLamater, J., & Ward, A. (2013). Handbook of Social Psychology. Springer or Gilbert, D. T., or Fiske, S. T., Finkel, E. J., & Mendes, W. B. (Eds.). (2025). The handbook of social psychology, (6th ed.). Situational Press Italian • Andrighetto, L., & Riva, P. (2020). Psicologia Sociale: Fondamenti teorici ed empirici. Il Mulino: Bologna. One required book/paper to be selected from the following: • Volpato, C., Andrighetto, L. (2015). Dehumanization. In International Encyclopedia of the Social & Behavioral Sciences (pp. 31-37). Oxford : Elsevier Inc. • Rudman, L.A., Glick P. (2021). The social psychology of gender: How power and intimacy shape gender relations. Second Edition. Guilford Press: New York • Volpato, C. (2011). Deumanizzazione. Come si legittima la violenza. Bari: Laterza. • Volpato, C. (2013). Psicosociologia del maschilismo. Bari: Laterza.
Supplementary Readings	Supplementary bibliography (not required), provided for further reading and a deeper understanding of the subject.

	• Cottrell, C.A., & Neuberg, S.L. (2005). Different emotional reactions to different groups: A sociofunctional threat-based approach to “prejudice”. <i>Journal of Personality and Social Psychology</i>, 88, 770-789. • Crenshaw, K. W. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, 1989 U. Chi. Legal F. 139. • Frost DM, & Meyer IH. (2023). Minority stress theory: Application, critique, and continued relevance. <i>Current Opinion in Psychology</i>, 51, 101579. • Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. <i>Journal of Personality and Social Psychology</i>, 70(3), 491–512. • Jost, J. T., & Hunyady, O. (2005). Antecedents and Consequences of System-Justifying Ideologies. <i>Current Directions in Psychological Science</i>, 14(5), 260-265. • Kraus, M. W., Park, J. W., & Tan, J. J. X. (2017). Signs of Social Class: The Experience of Economic Inequality in Everyday Life. <i>Perspectives on Psychological Science</i>, 12(3), 422-435. • Wirth, J. H., & Williams, K. D. (2009). “Thet don’t like our kind”: Consequences of being ostracized while possessing a group membership. <i>Group process & intergroup relation</i>, 12, 111-127. • Brown, R. (2010). <i>Prejudice: Its Social Psychology</i>. Oxford: John Wiley And Sons Ltd. • Brambilla, M., & Sacchi, S. (2022). <i>Psicologia sociale del pregiudizio</i>. Milano: Raffaello Cortina Editore.
Further Information	Teaching materials will be made available through online platforms. Students will have access to the slides provided by the lecturer. The lecturer will also support students in locating and obtaining the required bibliography, and will provide alternative materials when necessary.
Sustainable Development Goals (SDGs)	Reduced inequalities, Partnerships fot the goals, Peace, justice and strong institutions