

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨX3405	SEMESTER	5o
COURSE TITLE	Social and Political Psychology of Inequality		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures by the instructor, student presentations, individual activities such as article commentary, article summaries, literature review and independent study of the bibliography.		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar		
PREREQUISITE COURSES:	Research Methodology in the Social Sciences, Social Psychology I, Social Psychology II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3481		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Many social interactions and relationships are characterized by some degree of inequality. Social and political psychology have examined various forms of inequality, such as differences in social power and status, relations between majority and minority groups, gender relations, as well as disparities in socioeconomic status. In this seminar, students will engage in the study of different forms of inequality at both the interpersonal and intergroup levels. Specifically, they will focus on the socio-psychological mechanisms through which inequalities are maintained and reproduced, and will analyze the psychosocial consequences of inequality as well as possible ways of reducing inequalities through collective action and the implementation of social and educational policies.</p> <p>The course builds on core theoretical approaches in Social Psychology that students have previously encountered in foundational courses (e.g., Social Psychology I and Social Psychology II) as well as</p>

elective courses (e.g., Social Identity and Intergroup Relations). It focuses on and further develops areas of social psychological research related to interpersonal relations, social identity, group behavior, and intergroup relations, as well as areas where Social Psychology intersects with Political Psychology, such as the study of ideological factors and mechanisms.

During the seminar meetings, students are expected to:

- become familiar with both classical and contemporary literature in the social and political psychology of inequality
- conduct literature review using academic databases
- synthesize socio-psychological research literature
- summarize and critically analyze original research articles
- present research articles and facilitate subsequent discussion
- reflect on the ethical implications and practical applications of the research presented during the course
- acquire knowledge regarding the implementation of social policies aimed at reducing inequalities

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Preparation for Career Decisions and Professional Development [5].**

During the first two weeks, the instructor presents the main themes, concepts, and theories that form the foundation of the seminar.

Week 1: Seminar presentation and introductory overview [5]

Week 2: The study of inequality in social psychology: Key concepts and theories [1, 2, 3]

During the following ten meetings, each session begins with an introductory presentation by the instructor on the respective topic. This is followed by student group presentations and a discussion facilitated by the presenting group.

Week 3: Mechanisms through which inequality is maintained and reproduced [1, 2, 3, 4, 5]

Week 4: Social power: Cognitive and behavioral consequences [1, 2, 4]

Week 5: Social power: Emotional consequences [1, 2, 3, 4]

Week 6: Social stratification and social class [1, 2, 4]

Week 7: Inequality in education [1, 2, 3, 4, 5]

Week 8: Perceptions of economic inequality [1, 2, 4]

Week 9: The effects of economic inequality on social norms [1, 2, 4]

Week 10: Inequality in everyday life [1, 2, 4]

Week 11: Responses to inequality: Collective action and policies [1, 2, 3, 4, 5]

Week 12: Inequality and gender [1, 2, 3, 4, 5]

Week 13: Conclusions, clarification of questions, and guidelines/feedback for the final assignment [3, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching Support of the Learning Process through the e-learning Platform</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	39/1.56 ECTS
	Individual weekly activities	20/0.8 ECTS
	Team work and presentations	30/ 1.2 ECTS
	Independent Study and Final Assignment	61/ 2.44 ECTS
	Course total	150/ 6 ECTS
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Bibliographic Review and Written Final Assignment (40%)</p> <p>Weekly Summaries and Article Commentary (30%)</p> <p>Article Presentation and Discussion Facilitation (30%)</p> <p>The evaluation criteria will be introduced in the first lecture and are available on the course's e-learning platform.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>Suggested bibliography:</i></p> <p>Χρυσοχόου Ξ. & Ιατρίδης Τ. (2013), Όψεις της ηγεμονίας στις φιλελεύθερες κοινωνίες, Αθήνα: Εκδόσεις Πεδίο.</p> <p>Christopher, H. J., & Lyons, E., (2023). Πολιτική Ψυχολογία. Μια Κοινωνιοψυχολογική προσέγγιση. Αθήνα: Εκδόσεις Πεδίο.</p> <p>Barreto, M., & Ellemers, N. (2005). The burden of benevolent sexism: How it contributes to the maintenance of gender inequalities. <i>European Journal of Social Psychology, 35</i>(5), 633-642. https://doi.org/10.1002/ejsp.270</p>

- Ellemers, N. (2018). Gender stereotypes. *Annual Review of Psychology*, 69, 275–298.
<https://doi.org/10.1146/annurev-psych-122216-011719>
- García-Castro, J.D., Rodríguez-Bailón, R. & Willis, G.B. (2020). Perceiving economic inequality in everyday life decreases tolerance to inequality. *Experimental Journal of Social Psychology*, 90, 104019. <https://doi.org/10.1016/j.jesp.2020.104019>
- Jost, J. & Hunyady, O. (2005). Antecedents and Consequences of System-Justifying Ideologies. *Current Directions of Psychological Science*, 14 (5), 260-265. <https://doi.org/10.1111/j.0963-7214.2005.003>
- Lois, G., Petkanopoulou, K. (2023) Explaining inequality tolerance in the lab: effects of political efficacy and prospects of mobility on collective demand for redistribution. *Sci Rep* 13, 15872 (2023). <https://doi.org/10.1038/s41598-023-42715-9>
- Manstead A.S.R. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *British Journal of Social Psychology*. 57(2), 267-291. doi: 10.1111/bjso.12251
- Petkanopoulou, K., Rodríguez-Bailón, R., Willis, G. B., & Van Kleef, G. A. (2019). Powerless people don't yell but tell. The effects of social power on direct and indirect expression of anger. *European Journal of Social Psychology*, 49, 533-547. <https://doi.org/10.1002/ejsp.2521>
- Rodríguez-Bailón, R., Sánchez-Rodríguez, Á., García-Sánchez, E., Petkanopoulou, K., & Willis, G. B. (2020). Inequality is in the air: Contextual psychosocial effects of power and social class. *Current opinion in psychology*, 33, 120-125.
<https://doi.org/10.1016/j.copsyc.2019.07.004>
- Sánchez-Rodríguez, A., Rodríguez-Bailón, R. & Willis G. B. (2023). The economic inequality as normative information model (EINIM), *European Review of Social Psychology*, 34 (2), 346-386, <https://doi.org/10.1080/10463283.2022.2160555>
- Schmid Mast, M., Khademi, M., & Palese, T. (2020). Power and social information processing. *Current Opinion in Psychology*, 33, 42-46. <https://doi.org/10.1016/j.copsyc.2019.06.017>
- Stephens, N. M., Hamedani, M., G., & Destin, M., (2014). Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition. *Psychological Science*. 25(4), 943-953.
<https://doi.org/10.1177/09567976135183>

-Συναφή επιστημονικά περιοδικά:

Current Opinion in Psychology

European Journal of Social Psychology

Journal of Experimental Social Psychology

Personality and Social Psychology Bulletin

Political Psychology

Psychological Science

