



**Curso PSY-05      SOCIAL PSYCHOLOGY AND GENDER IN THE MEDIA FROM AN  
INTERSECTIONAL APPROACH/ PSICOLOGÍA SOCIAL Y GÉNERO EN LOS  
MEDIOS DESDE UN ENFOQUE INTERSECCIONAL**

(45 lecture hours)

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Lenguaje Spanish and English

**Course Presentation:**

This course explores how gender and diversity are represented and depicted in contemporary media through the lens of Social Psychology and Intersectionality. By examining the psychosocial processes underlying identity formation, prejudice, persuasion, and media influence, students will critically analyze how social inequalities and power structures can shape media narratives.

The course combines theoretical foundations with practical analysis to foster critical thinking, empathy, and socially responsible communication. Ultimately, students will learn to interpret and challenge media representations while proposing pathways toward more inclusive and equitable storytelling.

**Objectives**

*General Objective:*

To analyze and understand the psychosocial processes that shape representations of gender and diversity in the media from a critical, intersectional perspective, while developing skills in media analysis, empathy, and media transformation toward more diverse and equitable social representations.

*Specific Objectives:*

1. To understand the theoretical foundations of Social Psychology and their application to media studies.
2. To explore the formation of Social Identity and intergroup relations from an intersectional perspective.
3. To identify and analyze stereotypes, prejudice, and bias in media content.
4. To evaluate persuasion mechanisms and their role in the social construction of gender and diversity.



5. To analyze the psychosocial effects of the media as agents of socialization.
6. To integrate theory into a final project with social impact.

**Skills Outcomes:**

*Students will develop a knowledge and understanding of:*

- Core concepts and theoretical frameworks in Social Psychology relevant to media analysis.
- The formation of social identity and intergroup dynamics from an intersectional perspective.
- How stereotypes, prejudice, and bias operate and are reproduced within media content.
- Mechanisms of persuasion and their impact on the social construction of gender and diversity.
- The psychosocial influence of media as powerful agents of socialization.
- The role of empathy, ethics, and critical reflection in transforming media representations.

*Students have the opportunity to develop the following skills during the course:*

- The ability to identify bias, stereotypes, narratives, and power relations in media.
- Applying an intersectional framework to understand how multiple identities interact within media contexts.
- Interpreting media messages using psychosocial theories and evidence-based reasoning.
- Communicating ideas clearly through discussions, debates, and presentations in group and class settings.
- Collaborating effectively in teams to analyze media, solve problems, and create innovative projects.
- Cultivating ethical awareness by recognizing the social responsibility inherent in media production and representation.
- Proposing alternative media portrayals that are inclusive, socially transformative, and creatively conceived.
- Engaging in reflective thinking to examine personal biases and understand how media shape perceptions, attitudes, and behaviors.



## **Syllabus**

The syllabus is presented within 5 topics, each based on a broad theme:

### **TOPIC 1: THE FIELD OF SOCIAL PSYCHOLOGY**

- Defining the scope of Social Psychology
- The nature of psychosocial processes
- Psychosocial and ecological analysis of behavior
- Theoretical perspectives in the historical development of Social Psychology and the Media

### **TOPIC 2: SOCIAL IDENTITY AND INTERSECTIONALITY THEORY**

- Social Identity Theory: key characteristics and core elements
- Introduction to Intersectionality: origins, key concepts, and applications to contemporary media analysis
- Empathy as a psychosocial process and as a tool for fostering intersectional and diverse media representations
- Parasocial Contact Theory

### **TOPIC 3: STEREOTYPES, ATTITUDES, AND PREJUDICE**

- Introduction to attitudes: definition and functions
- Components of attitudes
- Stereotypes, prejudice, and discrimination
- Types of prejudice: racism, sexism, LGBTQ+ prejudice, ageism, classism, and ableism
- Confronting prejudice: media as spaces of resistance and transformation
- Ethical responsibility in journalism and intersectional media representation

### **TOPIC 4: PERSUASION AND ITS ELEMENTS**

- Functions and characteristics of persuasion
- The source in persuasion
- The channel of persuasion
- The recipient in persuasion



### **TOPIC 5: PSYCHOSOCIAL EFFECTS OF THE MEDIA**

- Media as agents of socialization
- Theoretical approaches explaining media influence
- Functions and (psychosocial) effects of the media

#### **Methodology:**

Sessions will be both theoretical and practical, with a participatory approach. They will include critical reflection debates, group dynamics, teamwork, and media content analysis. Assigned readings and video screenings will also be incorporated.

At the end of the course, students will complete an in-depth analytical project focused on films, television series, or advertisements, exploring how psychosocial processes and intersectional structures shape the representation of identities and social communities.

#### **Planned Activities**

- Interactive timeline featuring key authors and theoretical traditions in Social Psychology, connecting their relevance to contemporary media.
- Exploring our own social identities from an intersectional perspective.
- Identifying stereotypes, prejudice, and alternative narratives in current media content (films, TV series, news, advertisements, social media).
- Identifying persuasive communication strategies and analyzing how media influence our perceptions, emotions, and attitudes.
- Reflective and creative analysis of media examples that shape attitudes, identities, or social behaviors.

#### **Assessment and Grading**

1. 10% Class attendance (over 80% required)
2. 30% Class participation (debate sessions, critical reflection, group activities, in-class tasks, etc.)
3. 60% Final project

### Evaluation Criteria

- Ability to integrate theory and media analysis
- Understanding of key concepts (intersectionality, Social Psychology theories, and media studies)
- Rigorous application of the intersectional and psychosocial framework
- Critical use of academic sources
- Creativity and ethical communication
- Coherent theoretical argumentation
- Collaborative work and social engagement
- Originality and overall quality of the final project

### REFERENCES

#### *Specific*

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. (2016). *Social Psychology* (9th ed.). Pearson.
- Garrido, R., & Zapsi, A. (2021). Archetypes, Me Too, Time's Up and the representation of diverse women on TV. *Comunicar*, 29(68), 21-33. <https://doi.org/10.3916/C68-2021-02>
- Hogg, M., & Vaughan, G. (2018). *Social Psychology* (8th ed.). Pearson.
- Stangor, C. (2016). The study of stereotyping, prejudice, and discrimination within Social Psychology: A quick history of theory and research. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (p. 3–27). Psychology Press.

#### *General*

- Cacioppo, J. T., Cacioppo, S., & Petty, R. E. (2018). The neuroscience of persuasion: A review with an emphasis on issues and opportunities. *Social Neuroscience*, 13(2), 129-172, <https://dx.doi.org/1080/17470919.2016.1273851>
- Goethals, G. (2007). A century of Social Psychology: individuals, ideas, and investigations. In M. A. Hogg, & J. Cooper *The SAGE handbook of Social Psychology: Concise student edition* (pp. 3-23). SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781848608221.n1>

- Hogg, M., & Vaughan, G. (2009). *Essentials of Social Psychology*. Pearson.
- Lule, J. (2016). *Understanding Media and Culture: An Introduction to Mass Communication*. University of Minnesota Libraries.
- Pavlik, J. V. (2023). Collaborating with ChatGPT: Considering the implications of generative artificial intelligence for journalism and media education. *Journalism & mass communication educator*, 78(1), 84-93.
- Zhang, X., & Ghorbani, A. A. (2020). An overview of online fake news: Characterization, detection, and discussion. *Information Processing & Management*, 57(2), 102025. <https://doi.org/10.1016/j.ipm.2019.03.004>

*Others (web addresses, etc.)*

- 2030 Agenda for Sustainable Development <https://www.un.org/sustainabledevelopment/development-agenda/>
- European Audiovisual Observatory <https://www.obs.coe.int/en/web/observatoire/>
- Geena Davis Institute on Gender in Media <https://seejane.org/>
- Gender Equality Strategy [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)
- Mapping the News Landscape <https://www.mediaobservatory.com/>
- The Journal of Social Psychology <https://www.tandfonline.com/journals/vsoc20>
- The Journal of Media Psychology <https://www.hogrefe.com/us/journal/journal-of-media-psychology>