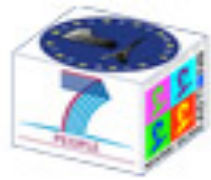European/International Joint PhD
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Mapping the impact and dissemination of the social representation theory across different geo-cultural contexts around the world: from Europe towards other continents

at the European/International Joint PhD in Social Representations & Communication Research Center and Multimedia LAB

18th - 25th July 2015

SAPIENZA
UNIVERSITÀ DI ROMA

Anchoring the dissemination of the Social Representation Theory in Argentina

SUSANA   SEIDMANN

Belgrano University (UB)

Buenos Aires University (UBA)

ARGENTINA   Rome, July 21, 2015

Social Representation Theory

- From the community of psychologists and social scientists point of view

- Building shared knowledge in processes of interpersonal communication, in health, education, political sciences, among others

- Studies the product as well as the process in the constitution of Social Representations, as a complex dynamic framework.

Central ideas of the members who gave rise to the Argentinean production on the SRT within the field of Social Psychology

- Identifying mainly the content of Social Representations and not account for their dynamic constitutive process.

NOEMÍ MUREKIAN

- **Social Representations in mental health** since 1986

- Doctoral dissertation research in Psychology at the Buenos Aires University, under the supervision of **Denise Jodelet**: Anchoring of knowledge about the process of "deinstitutionalization" – reinsertion of the mentally ill into the community since 1984, closure of the asylum in Allen in 1988, and the enactment of the provincial mental health law in 1991

- The representational configuration of mental health, mental illness, and insanity

NOEMÍ MUREKIAN

- In "*Social Representations, stigma, and process of psychiatric reform: A theoretical review of documents and research studies at the interface between the psychosocial and the political*", she addressed the social representations of judges, politicians, and other members of the urban population of Viedma, Rio Negro Province, Argentina, and afterwards of think tanks in the City of Buenos Aires.

NOEMÍ MUREKIAN

- **Instruments**: semi-structured questionnaire with open and closed questions, ranking of agreements, and stimulus words: mental health, mental illness, and insanity, freely associated. Opinions about community inclusion (coexistence) and socio-demographic variables. Structural analysis of the semantic field of the stimulus words and social anchors and levels of agreement

NOEMÍ MUREKIAN

- **Four positions**: in Viedma officials about deinstitutionalization: a) advocates and enablers; b) critical evaluators with constructive intent; c) opponents with conditions; d) opponents without conditions.

- **Results**: deinstitutionalization case as an example of the generation of *controversial representations*; b) the mental health teams in charge of transformations as *active minorities*; and c) the socio-symbolic impacts of the phenomenon as *representational changes*.

HÉCTOR SCAGLIA
MARÍA TERESA LODIEU

- What was the implicit logic in the massive orientation towards Psychoanalysis among first-year and graduating students at different universities? working with individual patients or students and discarding Community Psychology?

- The hegemonic representation: the **psychological-psychoanalytical-hegemonic model.** Identifies the psychologist with the psychoanalyst: **psychologist-psychoanalyst equation**

- Anchored: in a socio-historical context and embodied in the spaces of everyday life interactions

HÉCTOR SCAGLIA
MARÍA TERESA LODIEU

- Social Representation of the psychologist materializes and **objectifies** in the armchair for the psychoanalyst and the couch for the patient.

- **Anchorage**: social interaction in middle class contexts

- **Techniques:** sequential, socio-demographic and motivational questionnaire. focus groups and in-depth semi-structured interviews with key students and informants; analysis of secondary data sources, statistics, census, curricula of psychology courses of national universities

ELENA ZUBIETA

- *"Social Representation of the Role of the State in Education. Urban middle-class families"*1993
- *"Commemorating the Fifth Centenary of the Discovery of America"* 1992-1995, Jodelet
- *Social Representation studies, collective memory, and historical and political events*, present work
- *Social Representations of history, war, and politics in Latin America, Europe, and Africa:* eurocentrism, leaders are idealized icons

ELENA ZUBIETA

- Wars were negatively evaluated and socio-economic historical events, such as the Industrial Revolution, were positively viewed
- Social Representations of historical events with regard to the development of pro-war attitudes
- Dimensions: **History as progress** driven by leaders; **history** composed of **disasters** that must be accepted; **history as violence** and catastrophes; and **history devoid of meaning.**
- **Positive vision of history** was associated with the **favourable attitude towards fighting in a new war.**

SUSANA SEIDMANN

- Theoretical, methodological, and epistemological perspectives of **Social Representations** for **Social Psychology** events, such as the construction of *meanings and the construction of reality, in critical situations*

- "*Youth in the face of crises and psychosocial conflicts: Social representations, feelings, coping styles, and social networks. A consideration by genre*"

SUSANA SEIDMANN

- *"Social Representation of community-based enterprises based on stakeholder´s biographical accounts"*

- *"Social representations of everyday life in Argentine youth aged 20-30"*

- *"Construction of Social Realities and Identity. ´Invisible Youth´ aged 20-30 in the City of Buenos Aires"*

- *"Homeless people. Experiences and identity construction in marginal urban contexts in the City of Buenos Aires"*

SUSANA SEIDMANN

- Three central themes: crisis in terms of breaks in continuity of everyday life, construction of reality, and identity definitions.

- New Social Representations are created, which explain, guide, and mediate the relations of subjects in their contexts.

- *Themata:* the tensions in Social Representation construction and the influence of cultural archetypes: internal/external; inside/outside, objectified as "Home" and "Work"

SUSANA SEIDMANN

- **Plurimethodological** approach: qualitative perspective: anchoring processes
- **Qualitative** techniques – in-depth interviews, focus groups, observation records, graphical techniques - **quantitative** techniques free association of words (Abric and Aix-en-Provence school) and Likert scales.
- **Triangulation** techniques

LILIANA GASTRÓN

- *"Old age as an object of Social Representations: emergency conditions"*
- *Social Representations of births*, as turning points
- *Social Representations of death*
- *Elderly Social Representations of sexuality*
- *The temporality of Social Representations*

MARIA CRISTINA CHARDON

- *"Accidents in childhood", first research*
- *"Institutions and subjects of care. Current changes in representations and practices in health, education, families", present research. "Care", as an object of study*
- Plurimethodological approach
- Techniques: drawings, in-depth group &individual interviews, word associations, theoretical literature reviews (Freud, Winnicott, Bleichmar, Ulloa) and empirical data (from schools, hospital services); itinerant puppeteer and traveler puppet notebook for children

MARIA CRISTINA CHARDON

- The **design** was exploratory, descriptive, non-experimental, transversal, triangulated with qualitative and quantitative techniques.

- **Results**: Care as sublimation of tenderness, body language of early maternal care, hugging, ethics of responsibility. *Creation of a network and a space for reflection and mutual support for those involved in care in critical situations.*

JOSÉ ANTONIO CASTORINA

- **Epistemological perspective**: SR: formation of social knowledges, forms of child knowledge
- **Critical Genetic Social Psychology**: Genetic Psychology+Vygotsky+SRT
- **Castorina+Duveen**: every social actor has a developmental history: same epistemic perspective as well as a psychological and social subject
- **Triangulation**: subject, object, and Social Representation

ANA MARIA CORREA

- "*The* **blurry phase** *of Social Representations*":
- Social Representation of *work* - as a **hegemonic** Social Representation in an environment of extreme **poverty**, process that generates the meanings in relation to "the struggles and vicissitudes of the social groups living in the shantytown", an **"established power"** or a manifestation of social struggle or **resistance**

ANA MARIA CORREA

- Sociogenesis: problematization of the ideological conflict
- Produce subjectivity by internalizing social control
- *SR: transversality* of knowledges

NÉSTOR PIEVI

- Sociocultural constructivist perspective: Socio-cultural tools that influence teaching and learning
- Social Representations as instruments of social and cultural mediation
- Giddens´s concept of practical knowledge and Bourdieu´s concept of habitus

DIANA AISENSON

- SRT in Orientation Psychology
- The personal and social history of youth who complete high school and the psychological-subjective and social processes that they undergo in their transition to higher education and work, education, employment, health, economics, and politics. Their plans for the future
- Quantitative and qualitative methodologies, longitudinal approach.
- Results: education allowing them to *have a better job, develop as a person, contribute to others*

THE DISCIPLES
ALICIA BARREIRO

- Castorina and Zubieta disciple
- Social Representations of justice, in children, from the personal reconstructive activity in the process of ontogenesis
- Techniques: Interviews and narratives Results: "justice" as laws, punishment, crime, judges, and impunity
- Three representations of justice: retributive, utilitarian, and distributive

JORGELINA DI IORIO

- Susana Seidmann´s **disciple**
- **Thesis**: "*Children, representations and social practices: Everyday life in institutions*"
- **Ethnographic perspective**: daily lives of children deprived of family life
- **Construction of Social Representations in children**
- **Techniques:** participant observation, focus groups, drama, individual and collective graphic productions, interviews.
- Graphical techniques as a tool of inquiry into Social Representations

LETICIA GRIPPO

- Chardon´s disciples
- **Leticia Grippo**: **thesis:** "*Social Representations of ´participation in health´ in teenage users of the public health system of the City of Buenos Aires*"*, relationship between Social Representations and social practices
- **Results:** tension between adolescents´ autonomous and creative participation and the heteronomous participation scheduled by the institutions.

MARÍA ELISA PIZZO

- **Thesis**: "*Subjectivity and social processes: Representations of children about other children living in poverty*"

- Qualitative approach

- A paradox: children defined themselves as belonging to an intermediate layer, poverty corresponded to "the others", to maintain a positive self-image.

LEANDRO LEGASPI
GABRIELA   AISENSON

- Diana Aisenson´s disciples
- Transitions, projects, trajectories in youth, Social Representations, strategies, support, identity constructions, and the effects of context and social background on these processes.
- Leandro´s thesis: "*Social representations of education and work in poor youth, as part of their daily lives: their incidence in the projects*"
- Noailles, Scaglia´s disciple. Representations in Psychology students