



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychoanalysis, Society and the Irrational				
Module Code	UZSNPK-30-3	Level	3	Version	2.1
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology BA (Hons) Sociology and Criminology BA (Hons) Sociology with Criminology BSc (Hons) Sociology with Psychology BSc (Hons) Psychology with Sociology BA (Hons) Criminology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard.
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of key psychoanalytic concepts in the Freudian and Kleinian traditions and the social and historical conditions in which these ideas emerged (component A and component B, element 1). • Critically apply psychoanalytic concepts to an understanding of selected social issues, and/or cultural processes and practices (components A and B). • Analyse and understand the relationships between conscious and unconscious dynamics in group life (component A and component B, element 2). • Critically assess the way in which therapeutic ideas in general and psychoanalytic ideas in particular have informed modernity and the everyday practices of modern life (component A and component B, element 2).
Syllabus Outline	Key Thinkers and Key Ideas

	<p>Key Freudian ideas (the unconscious, transference, resistance, repression, dreams) Freud's case studies Key Kleinian ideas (splitting, phantasy, protective identification, envy)</p> <p>Applications to the social (these will vary year to year and may be selected from the following) Race and projective identification Self-harm and other bodily disorders Tyrannies, fascism and perverse states of mind Emotions, teaching and learning The culture of narcissism</p> <p>Psychoanalysis and Group Processes Freud and Bion on groups Neurotic and psychotic processes in group life Institutions as a defence against anxiety Creativity and group processes</p> <p>The impact of psychoanalytic culture Do we live in a psychotherapeutic regime? The "Against Therapy" backlash The scientificity (or not) of psychoanalysis.</p>																									
Contact Hours	<p>There will be 3 formal contact hours per week, in addition to an expectation that individual students spend time in independent reading/research. There will be one two hour workshop per week plus one hour set aside for personal tutorials, either face-to-face, e-mail discussion groups and/or the use of Skype. (72 contact hours in total over two semesters).</p>																									
Teaching and Learning Methods	<p>A mixture of lectures and workshops using case studies, other stimulus material, and presentations from visiting psychoanalytic psychotherapists currently in private or NHS practice.</p> <p>Scheduled learning includes: lecture type inputs, workshop activities, directed tasks, discussion of theoretical papers, personal tutorials and clinical discussion.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="432 1711 1410 2051"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		40%	
Coursework assessment percentage		60%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide.

Bateman, A. and Holmes, A. (1995) *Introduction to Psychoanalysis: Contemporary Theory and Practice*. London: Routledge.

Craib, I. (1994) *The Importance of Disappointment*. London: Routledge.

Frosh, S. (1991) *Identity Crisis: Modernity, Psychoanalysis and the Self*. London: MacMillan

Obholtzer, A. and Zagier Roberts, V (1994) *The Unconscious at Work*. London: Routledge.

Parker, I. (1997) *Psychoanalytic Culture: Psychoanalytic Discourse in Modern Society*. London: Sage.

Rose, N. (1986) *Governing the Soul: The Shaping of the Private Self*. London: Routledge.

Symington, N. (1986) *The Analytic Experience: Lectures from the Tavistock*. London: Free Association Books.

Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • Essay 1: 2,000 words: this essay gives students an opportunity to write and think about core and key psychoanalytic ideas for the first time and to begin to reflect on them in a sociological and historical perspective. It also reflects the theoretical emphasis of term 1 (and is submitted at the end of term 1). Students will therefore receive feedback on the first essay which they can use to inform Essay 2 • Essay 2: 2,000 words: this essay invites students to apply the psychoanalytic ideas they learnt in term one to a contemporary social or cultural phenomenon of their choosing. It is an exercise in applied psychoanalytic thinking about groups and the social. It reflects the work we do in term 2 and is submitted at the end of term 2. • Seen exam: Two hours; this exam is based on two pre-distributed papers. One reflects the more clinical emphasis of term one, the other the more applied emphasis of term 2. Each of the papers is in some way a 'classic' in the field. Students are asked to review each of them against a pre-distributed set of criteria and to assess their meaning, impact and significance. <p>These items and this assessment strategy have been chosen in order to offer the opportunity for cumulative learning (essay 1, 'the 'basics', essay 2, 'application', end of year exam, <i>reflection and evaluation of core ideas about psychoanalysis and its application to social phenomena</i>)</p> <p>Opportunities for formative assessment occur in both formal spaces in class and workshops and in one-to-one tutorials and on-line group discussions</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	60	40
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. Examination (2 Hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 words)	50
2. Essay (2000 words)	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Examination (2 Hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 Words)	50
2. Essay (2000 Words)	50
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	