



MODULE SPECIFICATION

Code: USPJGM-20-3 **Title:** Critical Psychology **Version:** 2

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** March 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:

USPJDJ-20-2 Developmental and Social Psychology 2 or USPJLB-30-2 Social and Theoretical Psychology: Conceptual and Historical Issues 2 or USPJLW-20-2 Theoretical and Social Psychology or USPJMX-30-2 Psychology Applied

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

The student will be able to:

- demonstrate an understanding of the theoretical and methodological foundations of a range of approaches within Critical Psychology.
- demonstrate an understanding of the historical, cultural and ideological influences and constraints on mainstream Psychological theory, method and practice.
- apply and evaluate critiques of mainstream Psychological theories, methods and practices.
- recognise and discuss key theoretical debates within Critical Psychology
- demonstrate an awareness of the broader context of critical theoretical work within the human sciences

Syllabus Outline:

Indicative curriculum:

Overview; Critical Psychology in context:

Critical historical perspectives on the development of mainstream psychology and the psy-complex.
The development and theoretical foundations of approaches within critical psychology.

Core themes and debates:

Individuality and Agency
Self and Embodiment
Relativism and Realism

Subjectivity and the Self:

Critique of traditional psychological conceptualisations of Self
Psychoanalytic and Post-structuralist perspectives

Critical and Political Theory:

Marxist approaches
Feminist critiques of Psychology
Social constructionism and Post-modernism
Structuralism and Post-structuralism

Critical research methods and practice:
Deconstructing mainstream paradigms and methods
Qualitative research debates
Discourse and textual analysis
Action research
Empowerment research
Epistemology, method and the role of knowledge in research

Deconstruction and critique of mainstream domains and perspectives. For example:
Biological determinist, psychometrics and individual difference theories
Cognitivism
Political psychology
Economic Psychology
Psychopathology
Social psychology
Developmental psychology
Applied Psychology

Teaching and Learning Methods:

Guided study / Course reader

Individual Learning contracts

Interactive workshops

Student-led seminars

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Danziger, K. (1997). Naming the Mind: How Psychology Found its Language. London: Sage.

Fox, D. & Prilleltensky, I. (eds) (1997). Critical Psychology: An Introduction. London: Sage.

Ibanez, T. & Iniguez, L. (eds) (1997). Critical Social Psychology. London: Sage.

Parker, I. (ed) (1998). Social Constructionism, Discourse and Realism. London: Sage.

Parker, I. & Spears, R. (eds) (1996). Psychology and Society: Radical Theory and Practice.

Richards, G. (2002). Putting Psychology In Its Place: a Critical Historical Overview. Hove:

Psychology Press.

Rose, N. (1985). *The Psychological Complex: Psychology, Politics and Society in England 1869-1939*. London: Routledge & Kegan Paul.

Smith, J., Harre, R. & Van Langenhove, L. (eds) (1995). *Rethinking Methods in Psychology*. London: Sage.

Sloan, T. (1996). *Damaged Life: The Crisis of the Modern Psyche*. London: Routledge.

Stainton Rogers, R., Stenner, P., Gleeson, K. & Stainton Rogers, W. (1995). *Social Psychology: A Critical Agenda*. Cambridge: Polity Press.

Journals:

Theory and Psychology

Journal of Critical Psychology, Counselling and psychotherapy

Discourse and Society

Feminism and psychology

Assessment:

Weighting between components A and B (standard modules only) A: 25% B: 75%

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

EX1 Timed Assignment (1 hour)

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element

ES1 Essay (3500 words). Title to be individually negotiated

Element Wt (Ratio)

(*within Component*)

1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (*controlled*)

Description of each element

EX1 Timed Assignment (1 hour)

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element

ES1 Essay (3500 words). Title to be individually negotiated

Element Wt (Ratio)

(*within Component*)

1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)