



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theoretical and Social Psychology				
Module Code	USPJLW-20-2	Level	2	Version	2
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Psychology - BSc(Hons) Psychology with Criminology - BSc(Hons) Psychology with Law - BSc(Hons) Psychology with Sociology - BSc(Hons)				
UWE Credit Rating	20	ETCS Credit Rating	10	Module Type	Standard
Pre-requisites	USPJLS-30-1; Introduction to Psychology		Co- requisites	USPJLA-30-2; Research Design and Analysis 2	
Excluded Combinations	USPJLB-30-2; Social and Theoretical Psychology 2		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	
CAP Approval Date	3 July 2012				

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 fundamental conceptual and historical issues in psychology, e.g. the nature of knowledge, models of the person, and the status of findings (Component A; Component B, element 1); • Critically evaluate the different methods and approaches used by psychologists to understand and explain human behaviour and experience (Component A; Component B, element 1); • Demonstrate an understanding of the major theoretical strands within social psychology, as well as how these theoretical ideas can be applied to an understanding of human social experience (Component A; Component B, element 2); • Describe and critically evaluate research across a number of topic areas in social psychology, e.g. identity, gender, ethnicity and race, and collective behaviour (Component A; Component B, element 2). <p>"In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following"</p> <ul style="list-style-type: none"> • Writing Skills, including summarising, gathering and using evidence, and developing arguments; • Presentation Skills; including the use of PowerPoint; • Working collaboratively; including participating in class discussions and providing (and receiving) peer feedback.

Syllabus Outline	<p>In this module, students will be introduced to a range of topics in both theoretical and social psychology:</p> <p><u>Theoretical Psychology</u></p> <p>Various case studies in psychology will be used as a means to analyse and critically discuss psychology's theoretical and historical concerns, e.g. through analysing the history of 'measurement' and concepts like 'madness', 'aggression' and 'culture'. In these case studies, attention will be directed towards analysing the ways in which different methods and approaches are used by psychologists to investigate the same topic area. Moreover, this will be contextualised within a broader discussion of issues from the philosophy of science.</p> <p><u>Social Psychology</u></p> <p>Students will be introduced to a range of contemporary theories and research in social psychology, including the application of social psychology to issues of contemporary social concern. Examples of topics covered will be: gender, ethnicity and racism, crowds and collective behaviour and sexuality. In each topic area, attention will be directed towards understanding different approaches that are used by social psychologists to explain the social world.</p>
Contact Hours/Scheduled Hours	1 hour lecture and 1 hour seminar per week.
Teaching and Learning Methods	<p>A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students.</p> <p>Scheduled Learning will be presented in 1 hour lecture and 1 hour small group seminar slots each week. The lectures will provide an introduction to, and overview of, key topic areas and the key issues in theoretical and social psychology. The small group seminar sessions will enable further exploration of issues raised by lectures and guided study activities.</p> <p>Independent Learning will form a key component of the course as students will be expected to engage with essential reading, to prepare for seminar activities, and to engage in independent study using appropriate academic sources (e.g. journals and other primary sources). This independent learning will be essential for students to complete assignments and enhance their knowledge and understanding of key topics.</p>
Reading Strategy	<p>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.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a print study pack or be referred to texts that are available electronically, etc. This guidance will be available via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>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.</p>

Indicative Reading List	<p>Current editions of:</p> <p><u>Theoretical Psychology</u> Chalmers, A. (1994). What is this Thing called Science? Buckingham: Open University Press. Harré, R. (2006) Key Thinkers in Psychology. London: Sage. Leahey, T. H. (2004) A History of Psychology: Main currents in psychological thought. London: Pearson Prentice Hall. Richards, G. (2002) Putting Psychology In Its Place: A critical historical overview. London: Routledge. Bem, S. and de Jong., H.L. (2006). Theoretical Issues in Psychology: An Introduction. London: Sage.</p> <p><u>Social Psychology</u> Augoustinos M & Walker I (1995) Social cognition: an integrated introduction. London: Sage Brown, R. & Gaertner, S. (2001) Blackwell handbook of social psychology: intergroup processes. Oxford: Blackwell. Burr, V. (2002) The person in social psychology. Hove: Psychology Press. Hollway, W., Lucey, H. & Phoenix, A. (2007). Social Psychology Matters. Maidenhead: Open University Press. Langdrige, D. & Taylor, S. (2007). Critical Readings in Social Psychology. Maidenhead: Open University Press. Stainton Rogers, W. (2003) Social Psychology: Experimental and critical approaches. Maidenhead: Open University / McGraw Hill. Tesser, A. & Schwartz, N. (2001) Blackwell handbook of social psychology: intraindividual processes. Oxford: Blackwell</p> <p><u>Journals:</u> Basic and Applied Social Psychology British Journal of Social Psychology European Journal of Social Psychology European Review of Social Psychology Journal of Experimental Social Psychology Journal of Language and Social Psychology Journal of Social Psychology Personality and Social Psychology Bulletin Personality and Social Psychology Review Theory and Psychology</p>
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Part 3: Assessment	
Assessment Strategy	<p>This module is assessed on the basis of 40% examination and 60% coursework. This will include:</p> <p>Component A (controlled): Students will be assessed through a 1.5 hour MCQ exam in the assessment period following semester 2. The aim of this assessment will be to test general understanding and breadth of knowledge of theoretical issues and social psychological theory.</p> <p>Component B (coursework): Students will be assessed through two coursework portfolios. In semester 1, this coursework portfolio will comprise a 1000 word coursework essay (relating to theoretical psychology) and a reflective piece based on seminar attendance. In semester 2, the coursework portfolio will comprise an in-class presentation (relating to social psychology) and in-class peer feedback of other people's presentations, assessed through the completion of peer feedback sheets. Overall, the aim of this component is to assess students' depth of understanding of, and ability to apply this understanding to, key topics in both theoretical and social psychology.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	40	60
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. MCQ Exam	100	
Component B Description of each element	Element weighting (as % of component)	
1. Coursework Portfolio 1	50	
2. Coursework Portfolio 2	50	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. MCQ Exam	100	
Component B Description of each element	Element weighting (as % of component)	
1. Resit Coursework Portfolio	100	
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.		