



MODULE SPECIFICATION

Code: USPJLW-20-2

Title: Theoretical and Social Psychology

Version: 1

Level: 2

UWE credit rating: 20

ECTS credit rating: 10

Module type: Standard

Owning Faculty: Health and Life Sciences

Field: Psychology

Faculty Committee approval: Quality and Standards Committee

Date: November 2010

Approved for Delivery by: N/A

Valid from: September 2012

Discontinued from:

Pre-requisites:

USPJLS-30-1; Introduction to Psychology

Co-requisites:

USPJLA-30-2; Research Design and Analysis 2

Entry Requirements: N/A

Excluded Combinations:

USPJLB-30-2; Social and Theoretical Psychology 2

Learning Outcomes:

The student will be able to:

- place social psychology within its historical context, and demonstrate an understanding of fundamental conceptual issues in psychology, e.g. the nature of knowledge, models of the person, and the status of findings;
- 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;
- describe and critically evaluate research across a number of topic areas in social psychology, e.g. social cognition, environmental psychology, feminist psychology, discourse theory, and collective behaviour;
- critically consider the development of, and relationship between, different methods and approaches used by psychologists to understand the social world.

Syllabus Outline:

In this module, students will be introduced to a range of contemporary theories and research in social psychology, building on theories and issues introduced at Level 1. Examples of topics covered:

- Social cognition
- Attitudes
- Feminist psychology
- Environmental psychology
- The Psychology of Crowds

Students will consider a range of issues relating to each topic area, including the application of social psychology to issues of contemporary social concern. In addition, various studies in social psychology will be used as the means to analyse and critically discuss psychology's theoretical and historical concerns, e.g. through analysing the ways in which different methods and approaches are used by social psychologists to investigate the same topic area. The social psychological content will be contextualised within a broader discussion of issues from the philosophy of science.

Teaching and Learning Methods:

A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students. The course will be presented in fortnightly sessions of 2 hours. This format will facilitate an interactive and multi-media teaching and learning experience.

As with other content modules, students will also enjoy small group sessions based on their facilitated learning groups. These will enable further exploration of issues raised by lectures and guided study activities. These groups will simultaneously use the academic materials of social psychology, and conceptual and historical psychology, as the medium through which students' personal development and the acquisition of study skills will be fostered.

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:

Current editions of:

Conceptual and Historical Psychology

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.

Social Psychology

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.

Journals

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
Social Psychology
Theory and Psychology

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)			Element Wt (Ratio)
Description of each element			(<i>within Component</i>)
EX1	1 Hour Examination	Assessment Period 1	1
EX2	1 Hour Examination	Assessment Period 2	1
			Final Assessment

Component B			Element Wt (Ratio)
Description of each element			(<i>within Component</i>)
CW1	Coursework Portfolio 1		1
CW2	Coursework Portfolio 2		1

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

Component A (<i>controlled</i>)			Element Wt (Ratio)
Description of each element			(<i>within Component</i>)
EX3	2 Hour Resit Examination	Assessment Period 3	1
			Final Assessment

Component B			Element Wt (Ratio)
Description of each element			(<i>within Component</i>)
CW3	Resit Coursework Portfolio		1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

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