



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	The Psychology of Humour				
Module Code	USPJV3-20-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	BSc (Hons) Psychology				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2012		Valid to		

<b>CAP Approval Date</b>	December 2011
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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"> <li>- demonstrate an understanding of the major theoretical approaches to the study of humour, including the Freudian/Psychoanalytic approach, superiority/disparagement approach and the various incongruity theories;</li> <li>- describe and critically evaluate research across a number of areas of psychology as applied to the study of humour, e.g. cognitive, sociocultural, developmental and biological perspectives. Focus will also be given to the issue of individual differences in humour and the relationship of humour to personality;</li> <li>- define and understand the key facets of what comprises the sense of humour, eg humour appreciation, humour comprehension and humour production, and to consider the psychological perspectives on each of these;</li> <li>- become familiar with the methods used to study humour and to measure the various humour facets such as those of appreciation, comprehension and humour creativity;</li> <li>- demonstrate how an understanding of humour has direct application in a number of domains, including those of teaching &amp; learning, physiological &amp; psychological health, and within the workplace environment.</li> </ul>
Syllabus Outline	<p>Students will be introduced to a wide range of issues and topic areas as relating to the psychology of humour, as well to the methodologies employed in its measurement. The module will be structured into four main areas to reflect these:</p>

	<ul style="list-style-type: none"> <li>- Theoretical underpinnings (Freudian and psychodynamic approaches, incorporating concepts of the joke, and the comic; Superiority and disparagement approaches, including 'other' and 'self' disparagement and incorporating the positive and negative impacts of humour; incongruity theories, including consideration of current debates relating to resolution and non-resolution).</li> <li>- Components of the 'sense of humour' (humour appreciation, humour comprehension &amp; understanding, humour production &amp; creativity, humour as an ability).</li> <li>- Psychological perspectives on the appreciation and understanding of humour (Consideration of the purpose and use of humour from the cognitive, sociocultural, psychobiological, developmental and individual differences perspectives).</li> <li>- Applications of humour (how research findings contribute to our understanding in a number of diverse areas, including those of psychotherapy &amp; counselling, health, educational settings and also within the workplace environment; how humour research findings can be incorporated within our everyday social interactions).</li> </ul> <p>Research methodology will be incorporated into the above, and include consideration of both quantitative (e.g. psychometric scales used to elicit humour appreciation, humour production or overall humour style) and qualitative (e.g. observation of humour-based strategies employed within a given environment) approaches.</p>
Contact Hours/Scheduled Hours	
Teaching and Learning Methods	Seminar based sessions incorporating group discussions and which will also include a number of interactive sessions focused on hands on data collection and analysis.
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 <b>essential reading</b> 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 printed 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.</p> <p>If <b>further reading</b> 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>Latest editions of the following:</p> <p>Billig, M. Laughter and Ridicule: Towards a Social Critique of Humour. London: Sage</p> <p>Davies, S. Jokes and their relation to society. Berlin: Mouton de Gruyter.</p> <p>Earleywine, M. Humor 101. New York: Springer.</p>

	<p>Freud, S. Jokes and their relation to the unconscious. Harmondsworth: Pelican.</p> <p>Martin, R. A. The psychology of humor: an integrative approach. London: Elsevier Academic Press.</p> <p>Rskin, V. The Primer of Humor Research: Read First! Berlin: Mouton de Gruyter.</p> <p>Ruch, W. The Sense of Humor: Explorations of a personality characteristic. Berlin: Mouton de Gruyter</p>
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<b>Part 3: Assessment</b>		
Assessment Strategy		
Identify final assessment component and element	<b>Component B element 1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Timed assignment (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Essay (2000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Timed assignment (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Essay (2000 words)	100%	

<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>
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