



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychological Perspectives on Political Violence, Terrorism and Peace				
Module Code	USPKJU-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology LLB (Hons) Law with Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	2 February 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1) Describe and discuss the application of psychological theoretical frameworks to politics and political violence (Component A and B) 2) Synthesise and critically evaluate evidence surrounding intra- and interpersonal factors influencing politically-related cognition (e.g. political ideology, attitudes) and behaviours (e.g. voting decisions and politically-motivated violence) (Component A) 3) Describe and critically evaluate the explanatory frameworks for political violence and terrorism (Component B) 4) Describe and discuss the psychosocial effects of terrorism, and describe and evaluate the broader strategies for group and cultural recovery from incidents of terrorism. Particularly those psychosocial strategies that facilitate the promotion of peace and tolerance for diversity. (Component B)


Syllabus Outline	<p>The module covers the following topics:</p> <p>Introduction to Political Psychology</p> <p>Foundations of Political Psychology (Key psychological paradigms and their intersection with political systems and theory, including: Biopsychology; Personality; Cognition and Social Identity).</p> <p>Psychological Perspectives on Political Leadership and followership (trust, dependence, apathy)</p> <p>Intra-personal Psychological Perspectives on Political Behaviour (Genetics, Information processing and Personality)</p> <p>Inter-personal Psychological Perspectives on Political Behaviour (Media and Social Influence)</p> <p>Introduction to the Psychology of Terrorism and Intrapersonal Psychological Perspectives on Terrorism and Political Violence</p> <p>Interpersonal Psychological Perspectives on Political Violence</p> <p>Psychological Perspectives on War, Genocide and Intergroup Conflict (including ethics and the responsibility of the discipline)</p> <p>The Psychological Impact of Terrorism and Political Violence</p> <p>Psychological Perspectives on Conflict Management and Recovery</p>
Contact Hours	<p>Students will receive 3 hours of contact time per week over a 12-week. Contact time will comprise of a mixed model of instruction that will include lectures and/or workshop sessions.</p>
Teaching and Learning Methods	<p>For 15 credits, students will be expected to engage with the module for 150 hours over the course of a UWE semester. Of this total, 36 hours will consist of contact time and the same amount will be for final revision. The remaining 78 hours will be spread across the module and focused on independent study that includes reading and formative/summative assignment preparation.</p> <p>Students will be expected to attend timetabled sessions designed to guide their understanding of the topic material and independent study.</p> <p>There will be framework-building lectures given by staff with expertise in the area, supplemented by invited lectures from external subject specialists.</p> <p>The module will use videos, pdfs, and self-directed on-line learning to establish basic knowledge and understanding, followed by group seminars discussing issues arising. Feedback will be provided on a continuous basis throughout the module at the group level and on individual assignments where appropriate.</p> <p>Focus to be on students engaging with course materials, learning actively, and generating their own areas of interest for further work.</p> <p>Students will be enabled to use Blackboard, the university supported virtual learning environment to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync).</p>

Scheduled learning includes lectures, seminars, tutorials, workshops and external visits

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Key Information Sets Information

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.

<i>Number of credits for this module</i>				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

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

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

	<p>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> <p>A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.</p>
Indicative Reading List	<p>Blumberg, H. H. (2002). Understanding and dealing with terrorism: A classification of some contributions from the behavioral and social sciences. <i>Peace & Conflict: Journal of Peace Psychology</i>, 8, 3-16.</p> <p>Bourne, L. E., Healy, A. F., & Beer, F. A. (2003). Military conflict and terrorism: General psychology informs international relations. <i>Review of General Psychology</i>, 7, 189-202.</p> <p>Brader, T. (2006). <i>Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work</i>. University of Chicago Press.</p> <p>Cottam, M.L.; Dietz-Uhler, B., Mastors, E, Preston, T. (2010) <i>Introduction to Political Psychology</i>. Psychology Press: U.S.A. ISBN: 978-1-84872-882-0</p> <p>Kruglanski, A. W., & Fishman, S. (2006). Terrorism between "syndrome" and "tool". <i>Current Directions in Psychological Science</i>, 15, 44–48.</p> <p>Lau, R. R. & Redlawsk, D. P. (2006). <i>How voters decide: Information Processing during Election Campaigns</i>. Cambridge, UK: Cambridge University Press</p> <p>McGraw, K.M., Hasecke, E., Conger, K. (2003) Ambivalence, Uncertainty, and Processes of Candidate Evaluation. <i>Political Psychology</i> 24 (3) , 421–448</p> <p>Reich, W. (Ed.) (1998). <i>Origins of terrorism: Psychologies, ideologies, theologies, states of mind</i>. Baltimore, MD: John Hopkins University Press.</p> <p>Sibley, C.G, Wilson, M.S., Duckitt, J. (2007) Effects of Dangerous and Competitive Worldviews on Right-Wing Authoritarianism and Social Dominance Orientation over a Five-Month Period. <i>Political Psychology</i> 28 (3) , 357–371</p> <p>Victoroff, J., Kruglanski, A.W, (2008) <i>Psychology of Terrorism: Classic and Contemporary Insights</i>. Psychology Press: U.S.A. ISBN: 978-1-84169-465-8 (Psychology Press)</p>

Part 3: Assessment

Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and more general skills, whilst ensuring that the modules learning outcomes are attained, as described below.</p> <p>Component A <i>A timed written exam under controlled conditions during the university exam period.</i> The exam is chosen to meet the requirement for a controlled conditions assessment and enable critical discussion of the application of psychological theoretical frameworks to politics and political violence as well as surrounding intra- and interpersonal factors influencing politically-related cognition and behaviours.</p> <p>Component B <i>Psychosocial Case Study Analysis:</i> Students will conduct and write up a psychosocial analysis of an incident of political violence / terrorism to demonstrate</p>
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	<p>critical understanding of the learning outcomes.</p> <p>Formative feedback is available to students throughout the module through group discussions, and in workshops. Students are provided with formative feed-forward for their exam through a revision and exam preparation session prior to the exam and through the extensive support materials supplied through Blackboard.</p> <p>All work is marked in line with the Department's Generic Assessment Criteria and conforms to university policies for the setting, collection, marking and return of student work. Where an individual piece of work has specific assessment criteria, this is supplied to the students when the work is set.</p> <p>This assessment strategy has been designed following best practice on effective assessment from JISC (http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx) and The Open University's Centre for Excellence in Teaching and Learning (http://www.open.ac.uk/opencetl/centre-open-learning-mathematics-science-computing-and-technology/activities-projects/e-assessment-learning-the-interactive-comp).</p> <p>Technical design and deployment of the activities will also follow best practice developed at UWE by the Education Innovation Centre in collaboration with academic colleagues across the university. Staff guidance and support are already in place (http://info.uwe.ac.uk/online/Blackboard/staff/guides/summative-assessments.asp).</p>
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Identify final assessment component and element		
% 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)	
EX1 Examination (1 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
CW1 Psychosocial Case Study Analysis (1500 word max)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
EX1 Examination (1 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
CW1 Psychosocial Case Study Analysis (1500 word max)	100%	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.