



**Boston University Study Abroad
London**

**Boston University Study Abroad London
Psychology Applied To Social Issues: British Contributions
CAS PS 365 A&B (Core course)
Spring 2013**

Instructor Information

A. Name Prof. Stephen Clift and Claudia Hammond

Course Aims

Students enrolled on this course may have studied psychology at an introductory level and / or may have studied social psychology and applied social psychology at a more advanced level. Such experience is not essential and it is intended that all students, regardless of the knowledge they have will be able to engage in critical debate about the nature, characteristics and application of psychological theory in understanding social issues in Britain.

The main aims of the course are to:

- Provide awareness of selected current social issues in Great Britain and the policies and strategies currently pursued by government to address them.
- Develop critical appreciation of the contributions and limitations of psychological theory and research in understanding social issues and in informing potential intervention strategies.
- Increase knowledge of the British contribution to the development of psychology as a discipline, and awareness of the work of some leading historical and contemporary British social psychologists.
- Raise awareness of the importance of the evolutionary perspective in contemporary psychology, and consider its relevance to understanding and tackling current social issues.

If you have completed courses in psychology and social psychology you may be familiar with some of the perspectives and issues covered in this course. If so, you should think carefully about your own learning goals and take advantage of the course to apply and extend your existing knowledge in relation to social issues in Britain.

Course Overview

The course will offer students a broad overview of selected current social issues facing Britain today – such as: violence and crime, immigration and asylum, gender issues and attitudes to sexuality, sexual exploitation and abuse, health, climate change and rioting behaviour. Reference will be made to current work of selected government departments directly concerned with major social issues (e.g. Home Office, Department of Health) and current government policies and strategies for tackling such issues will be highlighted.

Students will be encouraged to think critically about the extent to which contemporary psychological theory and research can provide us with insights and solutions to pressing social issues.

Visits and visiting speakers will be organised to help to inform students' understanding of the theoretical and applied issues addressed during the course.

Learning and Teaching Strategies

The sessions will vary in format according to the topic and presenter. Most sessions will involve some formal input and will then adopt a problem solving (activity/debate) or discussion approach. All students are expected to participate on the basis of having undertaken prior reading or other designated activities. Some use will also be made of recent television/radio documentary material to provide students with more concrete images of the issues addressed in British society today. Each taught session will last for four hours with breaks as appropriate to the material being covered.

Attendance

Classes

All Boston University London Programme students are expected to attend each and every class session, tutorial, and field trip in order to fulfill the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence:

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorized Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness, for which students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). **Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- Illness, supported by a local London doctor's note (submitted with Authorised Absence Approval Form).
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases (for example, death in close family) allow students to leave the programme early or for a significant break.

Unauthorised Absence:

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Students must check their email and the weekly Student Newsletter for field trip updates and reminders.

Grading

Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism:
<http://www.bu.edu/london/current-semester>

Course Reading

Required reading related to each session will be provided for students on-line or in hard copy through the library. A copy of the course resource CD is available for loan from the Centre library. This should be very helpful in preparing the course assignment.

Students will also be required to read selected chapters from Bunn, Lovie and Richards 'Psychology in Britain: Historical essays and personal reflections', Pinker 'The Blank Slate' and 'the Better Angels of our Nature' and a selection of research papers related to the themes covered in the course.

Additional readings may be posted on the course webpage: <https://lms.bu.edu>
(you must be logged in to view materials).

Course Summary

<p>Wednesday 9am-1pm (Group A) 1.30-5.30pm (Group B)</p>	<p>Thursday 9am-1pm (Group A) 1.30pm-5.30pm (Group B)</p>
	<p>17 January Stephen Clift Introduction to the course – the nature of psychology and its development in Britain Preparation for visits on 23 January Visit to Science Museum: Significant figures in the history of British psychology ‘Psychology Trail’ and ‘Who Am I?’ exhibition British contributions: Francis Galton, Charles Spearman, Charles Myers and Hans Eysenck</p>
<p>23 January (Groups combine for the day) Stephen Clift Morning Visit to the Freud Museum: British asylum for the founder of Psychoanalysis Current British contributions to psychoanalysis: the work of Susie Orbach Afternoon Visit to the Natural History Museum Human Evolution exhibition and ‘Who do you think you really are?’ presentation Current British contributions to evolutionary psychology: the work of Robin Dunbar</p>	<p>24 January Stephen Clift British contributions in the development of social psychology: the work of Michael Argyle and Rom Harre Required reading: Chapters by Argyle and Harre in Psychology in Britain Current British debates on the relevance of social psychology to social policy Required reading: Brown et al. (2011) Psychology and social policy</p>
<p>30 January Stephen Clift Recent British contributions to understanding intimate relationship abuse: the work of Christine Barter Required reading: Barter et al. (2009) Partner exploitation and violence in teenage intimate relationships. Discussion: How can we understand the recent cases of sexual grooming and exploitation of young woman by groups of Asian men? Required reading: Recent newspaper reports on the issue – and directed research activity BBC radio documentary: Susie Orbach on sexual abuse</p>	<p>31 January (Groups combine for the day) Claudia Hammond Immigration and seeking political asylum in Britain Claudia Hammond Visit to the British Refugee Council Required reading: Pehrson et al. (2009) When does national identification lead to rejection of immigrants?</p>
<p>6 February Stephen Clift Current British contributions in social psychology: the work of the Sussex University Social Psychology Group Required reading (for discussion in small groups): Sparks et al. (2010) Pro-environmental actions, climate change and defensiveness Jessop et al. (2008) Understanding the impact of mortality-related health-risk information Drury et al. (2009) The nature of collective resilience</p>	<p>7 February Stephen Clift Crime and violence Film: Guns, Knives and Children Required reading: Pinker on violence A classic British contribution to understanding aggression and violence: Thomas Hobbes and three causes of quarrel PLEASE NOTE Groups will combine 11-1pm for visiting speaker Rupert Brown, Professor of Social Psychology, University of Sussex</p>
<p>13 February Stephen Clift The August 2011 Riots Discussion: What contribution can psychology make to our understanding of the causes of the August 2011 riots? Required reading: Morrell et al (2011) The August Riots in England British contributions to the theory of crowd behaviour: the work of John Drury, Steve Reicher and Clifford Stott</p>	<p>14 February (Groups combine for this visit) Stephen Clift The August 2011 Riots – a visit to Tottenham, where the first riot happened We will be meeting Fr. Simon Morris, St. Mary’s Church Tottenham, and local residents to hear about their experiences and the local consequences of the riots.</p>

Contingency Class Date: Friday 8th February. Students are obligated to keep this date free to attend class should any class dates need to be rescheduled.

Exam Date: Monday 18th February. Exam times and locations will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.

Introduction to the course: the nature of psychology and its development in Britain

Learning objectives

1. To outline course content and activities and explore expectations
2. To reflect on the nature of Psychology as a discipline and its history in Britain
3. To visit the Science Museum to see the British Psychological Society's 'Centenary displays' and 'Who Am I?' exhibition
4. To consider important early contributions by British psychologists in the development of the discipline

The session will begin with a presentation on the nature and history of psychology drawing on the work of Henriques which highlights the central roles of Darwin, Skinner and Freud in thinking about the development of life, mind and culture. There will be reference to the collection edited by Bunn on the history of Psychology in Britain, highlighting the contributions which British researchers have made to the discipline.

We will also consider a comprehensive conceptual framework for thinking about the sciences of human nature presented by Steven Pinker in his book 'The Blank Slate.' Pinker has also recently published a major book on human aggression and violence: 'The Better Angels of Our Nature'. Pinker argues that contemporary psychology draws upon four fundamental perspectives: genetics, evolutionary theory, neuroscience and cognitive science. An outline will be given of how we will interrogate some of Pinker's ideas on sexuality and aggression in this course by considering some contemporary social issues in Britain today.

For information on the British Psychology Society visit: <http://www.bps.org.uk/>

For the Social Psychology Section visit: <http://socpsy.bps.org.uk/>

Suggested reading:

Henriques, G.R. (2004) Psychology defined, *Journal of Clinical Psychology*, 60, 12, 1207-1221.

Bunn, C.G., Lovie, A.D. and Richards, G.D. (eds)(2001) Psychology in Britain: Historical essays and personal reflections, London: BPS/Science Museum.

Pinker, S. (2004) The Blank Slate: the modern denial of human nature. London: Penguin.

Pinker, S. (2011) The Better Angels of Our Nature. London: Penguin.

To see and hear Steven Pinker visit:

Steven Pinker – Blank Slate lecture: <http://www.youtube.com/watch?v=CuQHSLXu2c>

Steven Pinker – The Better Angels of Our Nature lecture at the Royal Institution in London - <http://www.youtube.com/watch?v=feuq5x2ZL-s>

Visit to the Science Museum

For general details on the Science Museum visit: <http://www.sciencemuseum.org.uk/>
There are currently a number of temporary exhibitions at the Science Museum which have considerable interest for psychologists. Once we have completed our tour you will have the opportunity to visit these if you wish:

Weblab: <http://www.sciencemuseum.org.uk/visitmuseum/galleries/weblab.aspx>

Pain and pain relief: http://www.sciencemuseum.org.uk/visitmuseum/galleries/pain_less.aspx

Alan Turing: <http://www.sciencemuseum.org.uk/visitmuseum/galleries/turing.aspx>

We will follow part of the museum's 'Psychology Trail' that focuses on the history psychology in Britain up until the late 70s and highlights the work of important figures, some controversial, in the development of the discipline. Important British contributions featured include: Francis Galton and Charles Spearman on statistical techniques for describing individual variation; Charles Myers on the notion of shell shock, and Hans Eysenck on the biological bases of personality. We will also visit the 'Who I am?' exhibition which considers a wide range of current psychological issues and perspectives.

For details of 'Who Am I?' visit: <http://www.sciencemuseum.org.uk/WhoAmI/Visit.aspx>

For the British Psychological Society 'origins of psychology timeline' visit:

<http://origins.bps.org.uk/>

Individual differences

For excellent overviews of the contributions of Galton, Spearman and Eysenck see:
Matthews, G. and Petrides, K.V. (2013) Individual differences – the British context, The Psychologist, 26, 1, 18-20.

Pickering, A.D., Cooper, A.J., Smillie, L.D. and Corr, P.J. (2013) On the shoulders of giants, The Psychologist, 26, 1, 22-25.

Shell shock and post-traumatic stress

A major figure in the development of British psychology is Charles Myers, and you will see information about the wide range of his work in the exhibition. One particular issue he is remembered for is his work on 'shell shock' affecting British soldiers during the First World War. Myers campaigned for a more compassionate and scientifically based understanding of this condition, which we now generally refer to as post-traumatic stress disorder (PTSD). Considerable progress has been made since Myers' time in understanding PTSD, although in some respects, as the audio-visual sources below demonstrate, there can still be a huge gap between theory and research, and the practical resources and support available to veterans.

For information on Myers see: http://en.wikipedia.org/wiki/Charles_Samuel_Myers

Art therapy for veterans with post-traumatic stress

Art for Heroes – A Culture Show special: <http://www.bbc.co.uk/programmes/b0175nz8>

Shade it Black: A remarkable account of post-traumatic stress

Jessica Goodall with John Hearn (2011) Shade it Black: Death and after in Iraq, Casemate.
<http://www.youtube.com/watch?v=1xNxzOpc3aI>

Visits to the Freud Museum (morning) and the Natural History Museum (afternoon)

The two groups will combine for this session for both the morning and the afternoon.

Learning objectives – Freud Museum

1. To learn about the life and work of Freud from a visit to his home in London
2. To consider the place of Psychoanalysis in British Psychology both historically and today
3. To discuss whether Psychoanalysis has any relevance to contemporary debates on gender and sexuality
4. To highlight the contribution of Susie Orbach to Psychoanalysis and Psychotherapy in the Britain

You will have the opportunity to build upon what you may already have learned about Freud's life and work from previous courses. The Museum website has very useful information and you will also be able to use an audio guide during the visit which is very interesting.

Visit the website of the Freud Museum to learn something about the house and the work of the museum: <http://www.freud.org.uk/>

During the visit you will meet Ivan Ward, a practicing Psychoanalyst and the Museum's Education Officer. I would like you to be prepared to engage in discussion with him about the extent to which Psychoanalysis has relevance to current debates about gender and sexuality in contemporary British society – in particular the claims made by Natasha Walter that we are witnessing a resurgence of sexism, and Susie Orbach's recent work on contemporary cultural pressures affecting the development of children's relationships with their bodies.

Recommended reading

Orbach, S. (2010) Bodies, Profile Books.

Solms, M. (2004) Freud Returns, Scientific American. May, 82-89.

Walter, N. (2010) Living Dolls: The Return of Sexism. London: Virago.

Audio-visual sources

Susie Orbach on relational psychoanalysis and women
<http://www.youtube.com/watch?v=PLdiGWBPIZ8>

Therapist Susie Orbach on body image, the commercialisation of happiness and her 'Endangered Species' campaign:
<http://www.guardian.co.uk/commentisfree/video/2011/mar/14/susie-orbach-comment-is-free>

Learning objectives – Natural History Museum

1. To learn about the contribution of Darwin's work on evolution to contemporary psychology
2. To learn about current perspectives on the nature of human evolution
3. To consider the idea of cultural landmarks in human evolution and their cognitive and social psychological implications
4. To highlight the contribution of Robin Dunbar to the development of evolutionary psychology in Britain

Natural History Museum resources on evolution

Evolution website: <http://www.nhm.ac.uk/nature-online/evolution/>

Resources on human evolution: <http://www.nhm.ac.uk/nature-online/life/human-origins/index.html>

Interactive film show at the Natural History Museum: 'Who do you think you really are?'
Showing today at 15.30-16.20. For details see:

<http://www.nhm.ac.uk/visit-us/darwin-centre-visitors/attenborough-studio/interactive-film/index.html>

Robin Dunbar

Oxford University webpage: <http://www.neuroscience.ox.ac.uk/directory/robin-i-m-dunbar/>

Audiovisual sources for Robin Dunbar and his work:

TED talk on friendship and the internet

<http://www.youtube.com/watch?v=07IpED729k8>

My Bright Idea – Guardian talks

<http://www.guardian.co.uk/technology/video/2010/mar/12/dunbar-evolution>

Recommended reading:

Buss, D.M. and Shackelford, T.K. (1997) Human aggression in evolutionary psychological perspective. *Clinical Psychology Review*, 17, 6, 605-619.

Dunbar, R. (2008) Taking evolutionary psychology seriously, *The Psychologist*, 21, 4, 304-306.

Palchykov, V., Kaski, K., Kertesz, J., Barabasi, A-L. and Dunbar, R. (2012) Sex differences in intimate relationships, *Scientific Reports*, 2, 370, DOI: 10.1038/srep00370

Thursday 24 January

Stephen Clift

British contributions in the development of social psychology: the work of Michael Argyle and Rom Harre

Learning objectives

1. To appreciate the contributions made by Michael Argyle and Rom Harre in the development of social psychology in Britain
2. To appreciate some of the controversies and debates associated with the application of scientific method in social psychology and the social sciences
3. To consider whether differences still exist between mainstream American social psychology and social psychology in Britain
4. To discuss a recent paper on social psychology and social policy from members of one of Britain's leading social psychology groups at Sussex University

Required reading: Chapters by Argyle and Harre in Psychology in Britain

The work of Michael Argyle

Michael Argyle

http://en.wikipedia.org/wiki/Michael_Argyle_%28psychologist%29

An appreciation of the contribution of Michael Argyle to the field of management and management training:

<http://www.mbsportal.bl.uk/taster/subjareas/busmanhist/mgmtthinkers/argyle.aspx>

The work of Rom Harre

Rom Harre

http://en.wikipedia.org/wiki/Horace_Romano_Harr%C3%A9

An interview with Rom Harre on 'What is Social Science?'

<http://www.socialsciencespace.com/2012/05/rom-harre-on-what-is-social-science/>

Current British debates on the relevance of Social Psychology to social policy

Required reading: Brown et al. (2011) Psychology and social policy, Public Policy Research, December-February, 227-234.

Six areas of current British social psychological research are reviewed in this paper, and implications for social policy addressed: Encouraging healthier lifestyles, Achieving sustainable futures, Encouraging constructive citizenship, Building greater social cohesion in a multi-ethnic society, Fostering collective resilience in mass emergencies and Protecting personal wellbeing in materialistic countries

We will discuss and explore each of these areas of social psychological research and consider the extent to which the arguments that such work is of value in relation to social policy. This discussion will provide a basis for further consideration of the work of members of the Sussex group on Wednesday 6 February, and the visit from Prof. Rupert Brown on 7 February.

Intimate partner abuse and the grooming of girls and young women

Learning objectives

1. To consider issues of gender and sexuality in British society today and the continuing need to address inequalities
2. To discuss a recent report on violence in teenage sexual relationships and the government's response to this issue.
3. To examine the recent conviction of a group of Asian men in Rochdale for the sexual grooming of girls and young women.
4. This case study will also give insights into the ideas and activities of far-right political groups in the UK today

This session will follow on from our visits to the Freud Museum and the Natural History Museum by considering the nature of intimate partner abuse and the sexual exploitation of girls and young women. We will focus on recent research by Christine Barter and her colleagues at the University of Bristol, and will also consider some of the difficult issues raised by a recent case of the 'sexual grooming' of girls involving Asian men in the North West of England. These examples will allow us to consider the nature and scale of partner abuse and relevant theoretical frameworks for trying to understand such behaviours. Consideration of reactions to the Rochdale case will also provide insights into current controversies surrounding race and immigration, and Islam, in the UK and the ideologies of right-wing political organisations in Britain today.

The work of Christine Barter and colleagues

Barter, C., McCarry, M., Berridge, D. and Evans, K. (2009) Partner Exploitation and Violence in Teenage Intimate Relationships, NCPCC. (Available from: http://www.nspcc.org.uk/Inform/research/Findings/partner_exploitation_and_violence_wda68092.html)

For information on the government's response see: <http://news.bbc.co.uk/1/hi/uk/8376943.stm>
For the media campaign see: <http://thisisabuse.direct.gov.uk/>

For a further follow up study see:

Wood, M., Barter, C. and Berridge, D. (2011) Standing On My Own Two Feet. NSPCC
http://www.nspcc.org.uk/inform/research/findings/standing_own_two_feet_wda84543.html

The Rochdale sexual grooming case

Articles from the Independent Newspaper on the case:

<http://www.independent.co.uk/news/uk/crime/child-sex-grooming-the-asian-question-7729068.html>

<http://www.independent.co.uk/news/uk/crime/asian-grooming-why-we-need-to-talk-about-sex-7734712.html>

Asylum seekers and refugees in Britain – Visit to the British Refugee Council

The two groups will combine for this session for both the morning and the afternoon. Details of room arrangements and travel will be given before the session.

Learning objectives

1. To consider the experiences of asylum seekers and refugees in Britain today, as well as attitudes of the general population towards these groups.
2. To learn about the work of the British Refugee Council from a visit to this organisation
3. To critically evaluate a recent research project on attitudes towards immigration and asylum seekers in Britain

There has been growing public concern over a number of years about increased numbers of people seeking asylum and refugee status in the UK. This session will provide an introduction to the asylum system in this country, government policy and public perceptions of asylum seekers. It will go on to discuss theories of prejudice (e.g. Authoritarian personality, scape-goating theory, social categorisation etc.) and how prejudice can be challenged.

A concrete understanding of the current situation in the UK will be aided through an analysis of newspaper articles about asylum looking for positive or negative images, assumptions made about refugees, use of misleading language, textual techniques used to harness readers' fears, identification of themes relating to theories of prejudice and examples of initiatives to tackle inter-group tensions.

For information on the British Refugee Council visit: <http://www.refugeecouncil.org.uk/>

Required reading:

Before the session please read the paper by Pehrson et al. (2009) When does national identification lead to rejection of immigrants? and note down two positive aspects of the study and two criticisms ready for discussion in class. This report will be one of the options in the examination for a critical evaluation.

Further recommended reading:

Brown, R. (2004) Group Processes, Oxford: Blackwell.

Social psychology and social policy: The work of the Social and Applied Psychology Group at the University of Sussex

Session objectives

1. To consider the relevance of recent social psychological research in Britain to current social and health policy priorities nationally
2. To critically evaluate three examples of research social psychological research from members of the Sussex University Social and Applied Psychology group

Social and Applied Psychology website:

<http://www.sussex.ac.uk/psychology/research/socialandappliedpsychology>

Social and Applied Psychology is a field that concerns itself with the attitudes and behaviour of people in their social environments. Above all, it focuses on how people's relationships - with others in their groups or with those who belong to different groups – affect behaviour and in turn, how relationships are affected by the social context in which people find themselves. The Social & Applied Psychology Group is one of the largest groups of social and applied social psychologists in the UK. Its work is concerned with theory development, testing, and application in the following four main areas.

Health Psychology and Behaviour change

The application of social psychology to behaviour change techniques and various health-related and environmental behaviours.

Identity, Culture, and Well-being

This group conducts research into the interplay of cultural values, personal and social identity and well-being.

Intergroup relations, Group processes and Collective behaviour

Researching people's behaviour in group settings, both towards those in their own groups and towards those in other groups.

Pro-social and Moral Engagement

Investigating the factors which lead people to take actions that impact positively on the well-being of others.

The papers we will discuss are:

Sparks, D. et al. (2010) Pro-environmental actions, climate change and defensiveness

Jessop, D. et al. (2008) Understanding the impact of mortality-related health-risk information

Drury, J. et al. (2009) The nature of collective resilience

Visit the Group's web pages for details of the interests and publications of each of these researchers.

Social Psychology and Social Policy

Today the groups will combine between 11-1pm to meet with:

**Rupert Brown, Professor of Social Psychology
University of Sussex**

My interests are broadly in group processes and intergroup relations. I am pursuing four related strands of research:

1. Prejudice and prejudice reduction through intergroup contact. More generally, I am interested in discovering factors which promote more favourable intergroup attitudes in a variety of contexts (e.g. national, interethnic, host society and immigrant, indigenous and non-indigenous).
2. Intergroup emotions and especially the role that guilt and shame (at both an individual and collective level) play in determining people's response to outgroup members.
3. Acculturation processes, especially in ethnic minority-majority contexts.
4. Social identity processes and their relationship to various social phenomena.



Session objectives

This session will build on the visit to the British Refugee Council when you had the opportunity to discuss the paper by Pehrson et al. on attitudes to immigrants and asylum seekers and also our group discussion work yesterday focused on three papers from the Sussex University Social Psychology Group.

Rupert will give a short introduction to the development of the field of Social Psychology in Britain today, highlighting the range of contemporary issues of interest to Social Psychologists. We will have the opportunity to hear his reflections on the Social Psychology and Social Policy paper, and any further developments since its publication.

Members of groups focusing on the different Sussex publications we have read will then have the opportunity to give their considered reflections on the research outlined and ask Rupert questions about the theoretical perspectives and methodical approaches adopted.

Sessions either side of Rupert Brown's visit

Group A: 9.00-11.00am

Group B: 1.30-3.30pm

Guns, Knives and Children (film)

Learning objectives

1. To learn something of the violent lives of young people growing up in socially disadvantaged environments through watching a BBC documentary on this issue.
2. To apply Thomas Hobbes classic account of the 'three main causes of quarrel' as outlined by Steven Pinker in his book 'The Blank Slate' and his more recent publications and presentations
3. To identify additional important processes at work in leading to aggressive and violent behaviour which go beyond Hobbs' original contribution.

Required reading:

Pinker, S. (2004) The Blank Slate: the modern denial of human nature. London: Penguin.

Pinker, S. (2011) The Better Angels of Our Nature. London: Penguin.

Pinker on Thomas Hobbes

BBC Radio 4 Great Lives on Thomas Hobbes

http://www.bbc.co.uk/iplayer/episode/b018csyq/Great_Lives_Series_26_Thomas_Hobbes/

Pinker on what he would want to ask Hobbes

http://www.youtube.com/watch?v=-9XH_G995wA

TED talk on the decline of violence

http://www.ted.com/talks/steven_pinker_on_the_myth_of_violence.html

Further sources on the development of violence

Children's Self-Control and the Health and Wealth of their Nation: Tracking 1000 children from birth to maturity

Talk by Professor Terrie Moffitt

Professor of Social, Genetic and Developmental Psychiatry, Institute of Psychiatry, King's College London

<http://www.gresham.ac.uk/lectures-and-events/childrens-self-control-and-the-health-and-wealth-of-their-nation-tracking-1000>

The riots in August 2011 – Discussions and visit to Tottenham

The Wednesday session will be devoted to exploring the sudden outbreak of civil disorder, rioting and looting in London and other cities and towns across England in August 2011. On Thursday, the groups will combine and we will visit Tottenham, where the first of the 2011 riots broke out. There we will meet Fr. Simon Morris, Vicar of St. Mary's Church, which provided support to local residents in the immediate aftermath of the looting and arson attacks. We will also have the opportunity to meet local residents.

We will draw upon media reports, scientific research and the visit to Tottenham to try and answer the following the questions:

- What general social psychological principles are relevant to understanding disorder in crowd behaviour?
- What general social psychological principles are relevant to guiding the response of police to crowd disorder?
- What background factors are important in understanding the recent outbreaks of rioting in London and other cities in England?
- What explains why riots occurred in the areas they did in London and not in other areas?
- What explains why riots occurred in some cities and not others in England? Why did no riots happen in other parts of the UK?
- What situational factors are important in explaining why people got involved in rioting and looting behaviour?
- What social and personal characteristics of individuals might explain rioting and looting behaviour?
- How appropriate have the responses of the courts been to people who committed offences during the riots?

Required reading:

Before the session please read the report by Morrell et al. and note down two positive aspects of the study and two criticisms ready for discussion in class. This report will be one of the options in the examination for a critical evaluation.

Morrell, G., Scott, S., McNeish, D. and Webster, S. (2011) [The August Riots in England: Understanding the involvement of young people](#), National Centre for Social Research.

British contributions to the theory of crowd behaviour:

the work of John Drury, Steve Reicher and Clifford Stott

John Drury, Steve Reicher and Clifford Stott are Britain's leading specialists on crowd behaviour

Dr. Clifford Stott works within the School of Psychology at Liverpool University. He argues for an elaborated social identity theory model of crowd behaviour. Details of his work can be found here:

<http://www.liv.ac.uk/scieng/psychology/staff/cstott.html>

John Drury works at Sussex University and we have already read some of his work in preparation for the visit from Rupert Brown.

<http://www.sussex.ac.uk/psychology/people/peoplelists/person/92858>

Steve Reicher works in the School of Psychology at the University of St. Andrews:

<https://risweb.st-andrews.ac.uk/portal/en/persons/stephen-david-reicher%28a0a908db-1bb8-4d5e-ab30-f47643e35169%29.html>

John Drury and Clifford Stott have collaborated on a new volume entitled 'Crowds in the 21st Century' due to be published later this year:

<http://www.routledge.com/books/details/9780415635905/>

For a recent reflection on rioting behaviour see Stephen Reicher's paper: How not to understand the riots: On the science and politics of explanation.

<http://www.st-andrews.ac.uk/media/student-services/documents/How%20not%20to%20understand%20the%20riots%20-%20On%20the%20Science%20and%20the%20Politics%20of%20Explanation.pdf>

See also: Reicher and Stott (2011) Mad Mobs and Englishmen: Myths and realities of the 2011 riots, <http://www.madmobsandenglishmen.com/>

Assessment

There are two aspects to the assessment of this course:

1. A paper of 2,000 words (50%) Due: Monday October
2. A two-hour exam (50%) : Monday 8 October (time to be announced)

You should use the following general title for your paper:

'Psychological theory can further our understanding of social problems and reveal practical solutions to them. Discuss this statement with reference to one social issue covered on the course.'

Suggested topics are:

Stress, gender issues, sexual diversity, partner abuse, health risk behaviour, environment, immigration and asylum, community safety and crime, rioting behaviour

If you wish to address a topic not in this list, you must agree the topic of your paper with Stephen Clift.

The examination – Monday 18th February

This will be in two parts.

The first part will ask you to reflect on what you have learned from TWO of the visits organised as part of this course.

The second part will ask you to critically evaluate ONE of the research papers discussed in sessions during the course. These research papers are all available on the course CD:

Pehrson et al. (2009) When does national identification lead to rejection of immigrants?

Morrell et al. (2011) The August Riots in England: Understanding the involvement of young people

Barter et al. (2009) Partner Exploitation and Violence in Teenage Intimate Relationships

Visit to Freud Museum

Meet outside the Freud Museum not later than 10.45am. Entry to the Museum will be at 10.50am and the meeting with Ivan Ward will start at 11am. This will give the group time to leave coats in the entrance and pick up audio-guides from the shop. Ivan will speak for 20 minutes, then you will have the opportunity to look at the exhibits for 30 minutes before meeting Ivan again in the video room to view short films about Freud's life and have a discussion with Ivan. The Museum opens to the public at 12pm, but you are free to continue looking at the exhibits once the discussion with Ivan is concluded.

Allow 40 minutes for the journey from Harrington Gardens to the museum.

Location of Freud Museum



The **Freud Museum** is located at 20 Maresfield Gardens, NW3, near Finchley Road Underground Station.

Signposts mark the way from the station to the museum.

Exit the station, cross Finchley Road and turn to the right. After about 100 metres turn to the left into Trinity Walk (TR WK on above map). At the top of Trinity Walk, turn to the left into Maresfield Gardens, and you will reach the **Freud Museum** after about 150 metres, on the right-hand side.

Underground: Take the Jubilee Line or Metropolitan Line to Finchley Road underground station (note that this is in Underground **Zone 2**).

Freud Museum website: <http://www.freud.org.uk/>