PSYCHOLOGY AND SOCIAL ISSUES: BRITISH PERSPECTIVES
CAS PS 365 (Core course)
from Fall 2019

Instructor Information

A. Name
Profs. Stephen Clift and Claudia Hammond (Stephen Clift is responsible for course design, leading seven sessions and two field visits, and the setting and assessment of assignments. Claudia Hammond is responsible for leading three sessions and two field visits)

B. Day and Time
Wednesdays 1pm-5 pm and Thursdays 9am-1pm.
Note arrangements for visit days when timings will vary

C. Location
TBC

D. BU Telephone
020 7244 6255

E. Email:
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F. Office hours
By appointment

Course Description

The course draws on British contributions to psychological theory and research to promote social inquiry into selected current social issues facing Britain today, together with an appreciation of the experiences and roles of the individual in community settings. We will consider contemporary challenges relating to: violence, crime and social disorder (the 2011 riots), immigration and asylum seeking, gender issues and attitudes to sexuality and sexual diversity, sexual exploitation and abuse, and health, wellbeing and emotions. The course will also serve to develop skills in teamwork and collaboration, through group projects focused on the social policy impacts of the work of high-ranking psychology departments and academics in British universities. This exercise will be assessed both with respect to content but also in terms of the skills demonstrated by students in collaborative team work and effective presentations. You will be encouraged to think critically about the extent to which contemporary psychological theory and research can provide us with insights and solutions to such pressing social issues. Visits, visiting speakers and critical examination of recent examples of British research, together with group presentations based on the national Research Excellence Framework 2014 (REF14), will help to inform your understanding of the theoretical and applied issues addressed during the course.

You will have opportunities through critical reflection on assigned reading to develop skills in evaluating psychological theories and research evidence in relation to contemporary social issues. This will be set with a context of appreciating key figures and developments in the historical development of the discipline in Britain, and the current contributions of some of the leading British psychology departments today, highlighted by the REF14 process. Substantively, you will gain increased knowledge of a range of selected contemporary social challenges, and the ways in which psychological research has influenced government policy and practice. In addition to academic study, you will have the opportunity to learn directly from field visits and meeting people working in communities addressing the very issues discussed in the classroom. An emphasis will also be placed on students working collaboratively to create group presentations on
current examples of internationally excellent research in British Universities or research institutes, applied to current social challenges facing British society.

**Hub-aligned course objectives**

2) Scientific and Social Inquiry: Social Inquiry II

Social Inquiry II Outcome 1
You will evidence your 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.

Social Inquiry II Outcome 2
You will demonstrate your knowledge and analytic skills for the critical evaluation of the contributions and limitations of selected examples of social inquiry in understanding contemporary social issues and in informing potential intervention strategies.

4) Diversity, Civic Engagement, and Global Citizenship: Individual in Community

Individual in Community Outcome 1
You will reflect on your own world view and beliefs relating to the role of social categories and individuals in contemporary society, as well as evidencing an understanding of current issues relating to class, gender and ethnicity in the UK.

Individual in Community Outcome 2
You will evidence your increased insight in relation to the challenges facing individuals in community contexts through careful reflection on fieldwork visits to meet individuals working in communities and organisations in London to address contemporary social issues.

5) Intellectual Toolkit: Teamwork/Collaboration

Teamwork/Collaboration Outcome 1
You will demonstrate your skills in small teams working through creating a presentation on the work of a selected UK university psychology department, or the Behavioural Insights Team, highlighting the contributions made by the department/organisation as a whole, and critically evaluating the work of one selected academic or project within it, together with raising probing questions to stimulate discussion in the wider group.

Teamwork/Collaboration Outcome 2
You will demonstrate your ability to use the tools and strategies of working successfully with other students, in working towards outcome 1 related to recent British contributions to the field of psychology. This includes assigning roles and responsibilities, reflection on the process of creating the presentation and on the presentation itself and audience response.

**Additional Course Objectives**

On completion of this course, you will be able to:

- Demonstrate a knowledge of the historical development of psychology as a field of study in Britain, the role of the British Psychological Society;
- Appreciate the distinctive contributions that British psychology has made and is making to psychology as a discipline internationally, particularly in the field of social psychology;
- Understand the place of historical change and political factors in the generation of developments in psychological theory, research and professional practice in Britain;
• Show an understanding of the operation and outcomes of the Research Excellence Framework in the assessment of research outputs and impacts of the work of psychologists in British Universities;
• Evidence improved knowledge of selected social challenges facing Britain today relating to: gender and sexuality, civil disorder and violence; immigration and prejudice, health and wellbeing, and the policies and strategies currently pursued by government to address them.

Other Outcomes

• This course is part of the BU Study Abroad London Internship Programme, and as such, it takes account of the fact that students will have psychology-relevant placements in London, working in universities, charities, schools, hospitals and private companies. You will be working directly with people facing challenges such as: physical and mental ill-health, addiction, social displacement, learning difficulties, and domestic violence. The issues raised in the course, and the material assigned for reading, will take account of the challenges and opportunities provided by these placements.

Educational Strategies

The course will encourage critical engagement with the ideological underpinnings, core ideas and methods of psychology as a form of social scientific inquiry, and questions of relevance to contemporary debates around social policy and strategy in addressing pressing issues affecting communities and individuals in Britain today.

• Each session will start with an interactive review of the course so far, with opportunities to reflect on what has been learned, especially if the previous session involved a visit or visiting speaker. This review process will be helpful with respect to the formative assessment of student engagement and learning, but also in looking forward to elements of the summative assessment. This will also be an opportunity to ensure that you are fully aware of what is expected in producing a reflective account and the criteria by which it will be assessed.
• Following this, a short lecture presentation will be given, supported by slides, which will start with a statement of the specific objectives to the met within the session, leading to slides outlining some key ideas.
• Where a film is shown, active learning will be encouraged by providing a framework for watching the film. Group members asked to make notes on issues they see illustrated or commented on, to encourage attentiveness. If the film is longer than half an hour, it may be paused once or twice for reactions and discussion.
• For sessions involving analysis of selected research papers, you will be briefed as work outside class to read the paper and identify at least two strengths and limitations with the paper. Then in class, you will be asked to engage in active learning through sharing views of the paper in pairs or small groups, before a facilitated whole group discussion to compile a full set of strengths and weaknesses, concluding with an overall measured assessment. Pair or small group work may be structured in a jigsaw manner, with one group discussing the background and aims of a study, another the methods, a third the analysis and findings and a fourth the conclusions and implications drawn. These sessions will serve also to clarify what is expected of you in writing a critical evaluation of a chosen research paper in the examination.
• A central educational strategy in the course is to organise active learning through small teams from the second session onwards. The aim will be to create group presentations based on the work of leading British university departments of psychology or the work of the Behavioural Insights Team. You will be required to engage in blended learning
through engagement with the Research Excellence Framework (REF) website. The REF is a process through which the quality and impact of research undertaken in British universities is periodically assessed. We will focus on the results from the 2014 exercise and groups will be asked to select a leading university in psychology and explore the work of the department, before focusing on one project or psychologist and his/her work. Guidelines will be given for creating and delivering a presentation, and discussion with groups in class with serve a formative function to help ensure that group produce a well-structured set of slides, and identify key issues to raise in discussion with the group as a whole.

- Educational visits are a key component of this course, and aim to encourage experiential learning and reflection. All visits will be discussed in class beforehand and afterwards, so that you can share expectations and insights achieved, and be clear about the assessment requirements associated with the visits.
- An element of team-teaching is built into the course, in the form of visiting speakers on specialist topics, and also the opportunity for you to hear from professionals and lay individuals in the course of course visits. In addition, you will be required through the team presentations to teach your fellow students about the organisation they have researched and engage them in active learning and discussion.
- As a number of the topics discussed are sensitive, trigger warnings will be given. In relation to the sessions on sexuality, and in relation to issues of domestic violence and sharing of sexual issues via social media – you will have the opportunity to discuss ground rules at the start of the session.

You are expected to:

- Engage actively with the set reading, activities and class discussions
- Respect the guidelines laid down regarding use of mobile phones and laptops
- Respect any ground-rules set by the group in connection with discussion of sensitive topics
- Do all the pre-session reading required
- Actively seek clarification on any aspects of course work or assessment that you are not clear about
- Work in a spirit of positive collaboration with peers
- Practice your oral delivery for presentations to ensure it is clear and engaging
- Proof-read your work before submitting and ensure that any sources referred to in the text are properly cited

Assessment

The course will be assessed using two forms of summative assessment: an examination with questions requiring eight double-spaced pages, and a group presentation (of approximately 12 slides, and associated text of the presentation), accompanied by a six double-spaced page personal account from each individual in the groups about your contribution to creating the presentation, together with an evaluation of the process of working together in a team and the quality of the presentation delivery. Specific guidance on teamwork will be given in class, as will time for team formation and administration activity, including drawing up team contracts and project plans as part of each group’s formative assessment. In addition, throughout the course, a range of simple techniques and activities will be employed formatively, to check on your engagement with the material and your learning. You will also be expected to provide feedback to and receive it from within your group and to the other groups in the class. Examples of feedback successfully given and/or received during the group’s preparation for the presentation (what works and how) will be discussed in class.
An important principle governing the work of the course is that the reading, critical analysis and discussions undertaken in class and during course visits will be directly linked to the assessments. In addition, emphasis will be placed on your capacities to think and write reflectively, critically and creatively in responding the material covered in the course – rather than demonstrating, through recall from memory, that you have absorbed, and are able to reproduce, a body of prescribed information.

50% Final examination in two parts (eight double-spaced pages)

The first part will ask you to critically evaluate one of a number of recent examples of British social psychological or clinical research discussed during the course, and to make suggestions on what further research would be of value to build on the study evaluated (four double-spaced pages). At least three sources should be cited and fully referenced. Illustrative examples of research papers on: a pragmatic controlled trial of psychotherapy; an investigation of the role of young people in the 2011 riots; a study of the ‘contact hypothesis’ in Northern Ireland; a survey of sexual texting between young people; a study of emotional facial expression.

The second part will ask you to critically reflect on your learning, emotional experiences and increased insights following two of the visits organised as part of this course (four double-spaced pages). You will be asked to consider the contributions that the visit has made to their understanding of the issues addressed during the course. At least three sources should be cited. Illustrative visits include: The Freud Museum, The Science Museum for psychology exhibits, a charity supporting asylum seekers and refugees, the site of the first 2011 riots in Tottenham, a Muslim cultural centre. Reflections should:

- Briefly describe the visit and your feelings about it
- Outline the principal areas of learning from the visit in relation to issues addressed in the course
- Show evidence of prior preparation and further reflection following the visit by reference to sources consulted
- Conclude with an assessment of how worthwhile the visit was for you personally and your understanding of relevant perspectives in psychology

50% A group presentation plus an individual reflection (six double-spaced pages)

A presentation on the work of social psychologists at a selected UK university or the work of the Behavioural Insights Team.

Presentations should:

- Provide an overview of the department, its staff and work
- Give an account of their performance overall in the REF14 exercise paying particular attention to the Impact Case Studies submitted
- Identify one social psychologist in the department you will focus on and describe their interests (include a photograph if you can find one)
- Identify one recent piece of research by this psychologist and give an account of the approach and findings
- Make use of filmed material of the psychologist talking about his/her work if you can find something relevant
- Provide issues or questions for discussion by the whole group

The presentation will be given in class. For individuals, 25% of the assessment will be based on their individual contribution and 75% on a personal reflection of their contribution and on how the group worked together. For the presentation, criteria for assessment will be:
• Clearly articulated contribution relevant to the flow of the presentation
• Reference to the material on accompanying slides without too close reliance on the text
• Good engagement with the students listening to the presentation
• Contributing to questions or issues raised for the audience to consider

In addition a six double-spaced page report from each individual in the group giving an account of their contribution and an analysis of the work of the team. Individual reflections should:

• Discuss their role and responsibility within the team (and how these were assigned and/or rotated)
• Identify and discuss tools and strategies which enabled communication within the group
• Build from one example of tools, strategies or feedback successfully given and/or received during the group’s presentation to the class

Formative assessments

Throughout the course, you will be asked to complete tasks such as brief evaluative assessments of visits; identification of two strengths and two limitations of assigned research papers for evaluation which will allow the tutor to assess engagement with and understanding of the course content and the requirements of the course assessments. The tutor will also work actively with your group in the development of your presentation, with feedback on early drafts of slides and comments on the audio-visual resources employed. You will be given time in class to form your teams through experiential activity, assign a rota of roles and/or responsibilities, and draft your team contracts and project plans, with the expectation that you will liaise as a group to work on your presentations during out-of-class preparation time. Feedback and advice will be available during this process. The peer feedback that you receive from each other will also be formatively evaluated.

Grading

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<tr>
<th>Grade</th>
<th>Honour Points</th>
<th>Usual %</th>
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<tr>
<td>A</td>
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Grading Criteria

‘Incomplete’ or I grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do allow ‘Audits’ (AU), ‘Withdrawals’ (W), or ‘Pass/Fail’ (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.
A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. You must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. You must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. You have cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material and a good grasp of the issues. The difference between a B+, a straight B and a B- may reflect poor presentation of material, or mistakes in punctuation, spelling or grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors of grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C, the work must demonstrate that you are familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be your own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:
- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented that is no relevant to the assignment
- Demonstrates evidence of plagiarism

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

*Final grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.

Terms and Conditions

Time will be available in each session for you to raise questions etc. Should you wish to discuss matters in person the tutor will be available during the mid-session break and at the end of the class. Alternatively, questions can be e-mailed. If problems arise with the availability of course materials (all of which should be available through the library or on-line), please contact the course tutor by e-mail.

Note: Please turn off all mobile phones in class. Laptops can only be used for note-taking in exceptional circumstances and only after permission has been given in class. For some sessions, laptops will be used for instruction and exercises.
Attendance

Classes
All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfil 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 Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation you should submit the Authorised Absence Approval Form with the required doctor’s note as soon as possible). The Authorised Absence Approval Request Form is available from: https://www.bu.edu/london/report-absence/

Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence

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

- Illness (first day of sickness): If you are too ill to attend class, you must phone the BU London Student Affairs Office (who will in turn contact the tutors).
- Illness (multiple days): If you miss more than one class day due to illness, you must call into to the BU London Student Affairs Office each day you are ill. You must also provide the Student Affairs office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- 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 allow you 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.

Religious Holidays
Boston University’s Office of the University Registrar states:

‘The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.’

Special Accommodations
You will need to contact the Office of Disability Services to request accommodations for the semester that you are abroad. You are advised by BU-ODS not to expect the same
accommodations as you receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from the BU-ODS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the ODS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

_Lateness_

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues may have his/her final grade penalised.

_Course Chronology_

NB: The sequence of sessions may vary with each run of the course, dependent upon the dates when course visits can be arranged.

**Session One   Stephen Clift**

_Psychology and its application to social issues in Britain_

1) Introduction to the course structure, methods and content.
2) Short lecture on the development and nature of psychology, drawing on the ‘tree of knowledge’ framework developed by Henriques (2004) and of social psychology through the introductory sections of recently published textbooks, with discussion.
3) An introduction to key British contributions to the historical developments of psychology, and the current role of the British Psychological Society (BPS) through the BPS centenary publication with the Science Museum (Bunn et al., 2001).
4) An overview of issues identified in the most recent IPOS/MORI opinion polls of British attitudes to important issues facing Britain today.
5) An examination of the role of psychology in social policy drawing on the work of social psychologists at Sussex University and introduce the Research Excellence Framework for assessing the quality of research outputs from British universities (Brown et al., 2011).
6) Brief introduction to teamwork and collaboration concept and assignments

**Reading**


**Session Two   Stephen Clift**

_The development of social and clinical psychology in Britain and contemporary contributions_

1) Group discussion of the contributions of key figures in the history of social/clinical psychology in Britain based on preparatory reading of Bunn et al., (2001), followed by recorded discussion with Rom Harre discussing methodology in the social sciences.
2) Presentation on the crisis in social psychology in the 1970s and discussion of current concerns in psychology over problems of reproducibility.
3) Demonstration of the significant contribution of British research in psychology to internationally through the BPS benchmarking review.
4) On-line exercise to introduce the Research Assessment Exercise 2014 in the UK for assessing the quality of research outputs from British Universities, and short animated film to introduce the work of Behavioural Insights Teams.
5) Experiential ice-breaker activity in teams; student team development and submission of team contracts and project plans

Reading

Bunn, C.G., Lovie, A.D. and Richards, G.D. (eds)(2001) Psychology in Britain: Historical essays and personal reflections London: BPS/Science Museum. (Students will be allocated one of the following chapters to read: 7, 13, 16 or 22)


International Benchmarking Review of UK Psychology:
http://www.esrc.ac.uk/files/research/research-and-impact-evaluation/international-benchmarking-review-of-uk-psychology/

Research Excellence Framework 2021: www.ref2021.ac.uk

Behavioural Insights Team: www.bit.org.uk

Session Three Claudia Hammond
The psychology of emotions and contemporary social issues

1) Lecture on the range of theoretical perspectives developed to understand emotions and their role in social life, with particular attention to the contribution of Darwin
2) Discussion of the role of emotions in the context of contemporary social issues, including video presentations on post-traumatic stress disorder.
3) Practical demonstrations of recent examples of research on the psychology of emotions and discussion of the ‘reproducibility crisis’ in psychology.
4) Group discussion of a recent example of British research on the psychology of emotions identifying key strengths and limitations, and suggesting further studies to meet the limitations.
5) Visit to the Who Am I? exhibition at the Science Museum in South Kensington, with guidance on considering the exhibits in relation to key theoretical perspectives on the psychology of emotions.

Reading


Reproducibility crisis in psychology: http://www.nature.com/news/over-half-of-psychology-studies-fail-reproducibility-test-1.18248
Session Four  Stephen Clift  
Visit to the Freud Museum – Is Freud still relevant today?

1) Visit to the Freud Museum in Hampstead to learn about the life and work of Freud, through a guided audio tour.
2) Film presentation on the life of Freud with commentary from Anna Freud. A film of Freud’s apartment in Vienna before his departure to London in 1938, including a recording of Freud’s voice from a BBC recording.
3) Talk from one of the museum’s education officers on the place of Psychoanalysis in British psychology and clinical practice, both historically and today.
4) Group discussion exercise focused on a recent RCT of psychoanalytic psychotherapy for long-term treatment resistant depression, identifying key strengths and limitations, and suggesting future directions for research.
5) Reflection in pairs on whether Psychoanalysis has any contemporary relevance in the understanding of current and future trends in the psychology of sexuality and gender, to be followed up in the next session.

Reading


Freud Museum website: www.freud.org.uk


Session Five  Stephen Clift  
Gender, sexuality and psychology: British contributions

1) Lecture on issues of gender and sexuality in British society historically and today and the continuing need to address inequalities.
2) Discussion of recent examples of social and cultural changes relating to issues of gender and sexual identity, with a video of Owen Jones talking about the decriminalisation of sex between men.
3) Explore British psychological perspectives on sex differences and gender – drawing on the work of British LGBTQ psychologists, with video of Celia Kitzinger talking about the struggle to establish a gay and lesbian section in the British Psychological Society.
4) BBC Radio interview on the topic on ‘sexting’ and potential legal action taken against young people.
5) Group discussion exercise to critically evaluate the findings from research on abuse in teenage relationships by Christine Barter and colleagues in the UK and the work of the EU funded Stir it Up project on ‘sexting’ between young people. Identification of further research needed.
6) In class work on the group presentations with reference to the criteria for creating presentations and the assessments with reference to recent scientific research on team effectiveness. Formative feedback due on individual contribution to team work: in-class individual feedback within groups, and each team, upon observing another team during the in-class work period, submits brief written feedback to tutor and group observed.

Reading


**Sessions Six and Seven** Claudia Hammond

**Asylum seekers and refugees in Britain – Visit to a refugee charity**

1) Introductory lecture on the experiences of asylum seekers and refugees in Britain historically and today.
2) Exercise to explore the role of the media and newspapers in reflecting and reinforcing attitudes held among the general population in Britain towards asylum seekers and refugees.
3) Presentation and discussion of key theoretical perspectives on prejudice towards minority groups and examples of how individual attitudes can be challenged and changed through practical community initiatives.
4) Discussion exercise to critically evaluate a recent research project on attitudes towards immigration and asylum seekers in Britain, and identify future directions for research.
5) Visiting speaker and visit to a migrant charity to learn from the experiences of individuals about the challenges facing asylum seekers and refugees in Britain today.

**Reading**


**Sessions Eight and Nine** Stephen Clift

**The riots in August 2011 – Visit to Tottenham**

1) Lecture on trends in aggression, violence and crime in Britain and current theoretical perspectives on the nature of crime, drawing on the work of Steven Pinker.
2) BBC Panorama documentary and other media reports on the riots which broke out across the UK in the summer of 2011 through a BBC documentary and other media reports at the time, followed by discussion drawing on contemporary British research on crowd behaviour and social disorder.
3) Critical discussion of a government sponsored research study on the role of young people in the riots. Identification of strengths and weaknesses, and discussion of further research needed.
4) Visit to Tottenham, the site of the first riot to walk the route along the High Road from Tottenham Police Station to the furniture store that was burned to the ground.
5) Meeting with the priest of St. Mary’s Church who had first-hand experience of community reaction to the riots and took part in several formal inquiries following the riots.

Reading

Citizen’s Inquiry into the Tottenham Riots:


Session Ten  Stephen Clift
Presentations on social psychology in Britain today and its impact

1) Student groups to give presentations on recent research in social psychology from high ranking British departments of psychology in REF14 and the work of the Behavioural Insights Team.
2) Groups will raise issues and questions from their research for the presentation and facilitate a wider discussion in the group as a whole.
3) Guidance on the assessment requirements associated with the presentations.
4) Students provide brief peer feedback through audience notes to one another and submit it to tutor.

Reading

As identified by each group to support their presentation


Books and Course Materials

Required Reading

You will be required to read selected chapters from the following books:


and


Chapters on sexuality/gender and aggression

The following papers will be required reading and the focus of detailed critical scrutiny in class sessions:


Fonagy et al. (2015) Pragmatic randomized controlled trial of long-term psychoanalytic psychotherapy for treatment-resistant depression: the Tavistock Adult Depression Study (TADS).


Sources on group work


Effective team working skills: https://www.skillsyouneed.com/ips/team-working.html

Recommended Additional Reading


Belli et al. (2014) ‘It’s all discursive!’ Crossing boundaries and crossing words with Rom Harre


Faye (2011) American social psychology: Examining the contours of 1970s crisis. Studies in History and Philosophy of Biological and Biomedical Sciences, provides an interesting discussion of the context and nature of this crisis. See:


International Benchmarking Review of UK Psychology:
http://www.esrc.ac.uk/files/research/research-and-impact-evaluation/international-benchmarking-review-of-uk-psychology/

LSE report on gender inequalities in the UK today:


Web Resources

2011 Riots

BBC
Maps and timeline of the riots: http://www.bbc.co.uk/news/uk-14436499

Guardian reports
Young people’s experiences: https://www.theguardian.com/uk/video/2011/dec/05/reading-riots-video
Police experiences: https://www.theguardian.com/uk/video/2012/jul/02/reading-riots-video

Citizen’s Inquiry into the Tottenham Riots

Argyle – life and work: https://www.bl.uk/people/michael-argyle
Cuddy and the debate over ‘reproducibility’
http://www.slate.com/articles/health_and_science/science/2017/10/did_power_posing_guru_amy_cuddy_deserve_her_public_shaming.html

Kitzinger - the fight for lesbian and gay psychology:
https://www.youtube.com/watch?v=n4BGjmV9kbM

Craiglockhart hospital: http://www.bbc.co.uk/guides/z9g7fg8

Eysenck on Freud: https://www.youtube.com/watch?v=ZN4Hod8Clv8

Freud Museum: http://www.freud.org.uk/

Goodall Shade it Black, recounting her experience as a marine in Iraq, and its psychological consequences: http://shadeitblack.com/

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

IPSOS-MORI Most important issues facing Britain today.

London School of Economics – Gender Institute: http://www.lse.ac.uk/Gender

Mass Observation Archive: http://www.massobs.org.uk/

Office of National Statistics is the key national source of statistical data on all aspects of life in the UK.
https://www.ons.gov.uk/

Pinker – Blank Slate lecture: http://www.youtube.com/watch?v=CuQHSKLMxu2c

Pinter – On Psychology and Human Nature: https://www.youtube.com/watch?v=g_lfFYpVlGE

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

Reproducibility project see: https://osf.io/ezcuj/


Stir it Up – A European research programme on abuse in young people's relationships:
http://stiritup.eu/

Stott on football crowds: https://www.youtube.com/watch?v=RBx_pg8r05M

UK Behavioural Insights Team: http://www.behaviouralinsights.co.uk/