Instructor Information
A. Name: Prof. Stephen Clift and Claudia Hammond
B. Day and Time: Group A: Wednesdays 9-1pm and Thursdays 9am-1pm. Group B: Wednesdays 1.15-5.15pm and Thursdays 1.15-5.15pm
   Note arrangements for visit days when timings will vary
D. BU Telephone:
E. Email:
F. Mobile:
G. Office hours: By appointment

Course Aims

Students enrolled on this course may have studied psychology at an introductory level and 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:

• 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.
• Consider the importance of an evolutionary perspective in contemporary psychology, and consider its relevance to understanding and tackling current social issues.
• Raise awareness of selected issues relating to gender and sexuality, civil disorder and violence; immigration and prejudice, and environment and climate change in Great Britain and the policies and strategies currently pursued by government to address them.

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, seminar, 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 more than one day. In this situation students 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: http://www.bu.edu/london/current-semester/

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 (first day of sickness):** If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student’s lecturer).
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call into the BU London Student Affairs Office each day the student is ill. Students 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 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.
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

Each student will need to contact the Office of Disability Services to request accommodations for the semester they are abroad. Students are advised by BU-ODS not to expect the same accommodations as they 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 Reading

Required reading related to each session will be provided for students on-line or in hard copy through the library.

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 a selection of research papers related to the themes covered in the course.

Grading

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.
### Course Outline

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| **18 January**  
Stephen Clift  
*Psychology and its application to social issues* | |  
Social Psychology and Policy-Making – A discussion exercise |
| **24 January**  
Stephen Clift  
The development of psychology in Britain and contemporary contributions | **25 January**  
Claudia Hammond  
The Psychology of Emotions  
Critical reading exercise 1 |  
Visit to the Science Museum  
Who am I? Exhibition |
| Preparations for presentations 29 June  
REF14 and the contributions of British Social Psychology | |  |
| **31 January**  
Stephen Clift  
*Is Freud still relevant today?*  
Visit to the Freud Museum: London home of the founder of Psychoanalysis. Please be outside the museum at 11.45am. See details of location at end of outline.  
Critical reading exercise 2 | **1 February**  
Stephen Clift  
*Gender, Sexuality and Psychology: British contributions*  
Relationship abuse of girls and young women  
The work of Christine Barter and the EU Stiritup Project.  
Critical reading exercise 3 | |
| **7 February**  
Stephen Clift  
Aggression and violence – the August 2011 Riots  
Critical reading exercise 4 | **8 February**  
Claudia Hammond  
*Immigration and seeking political asylum in Britain*  
Morning session at Harrington Gardens, Afternoon visit to a migrant charity.  
Critical reading exercise 5 | |
| **14 February**  
Stephen Clift  
Current UK Social Psychology and its impacts  
Presentations based on the REF14 exercise | **15 February**  
Stephen Clift  
*Visit to Tottenham* | |

**Take Away Exam Date: Monday 19 February.** Exam arrangements will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.

**Contingency Class Dates: Friday 9 February.** Students are obliged to keep this date free to attend class should any class dates need to be rescheduled.
Psychology and its application to social issues

Session objectives

- To reflect on the nature of Psychology as a discipline
- To introduce Pinker's conceptual framework for thinking about human nature
- To reflect on current challenging social issues facing Britain today
- To consider the role of psychology in social policy drawing on the work of social psychologists at Sussex University and introduce some further leading social psychology departments in the UK

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.

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.

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 reflect on current social issues facing the UK today by considering findings from a recent IPSOS-MORI poll of a representative sample of British adults on 'the most important issues facing Britain today.' The BBC news website and newspapers such as the Guardian, Independent, Telegraph and Times also provide excellent coverage of current affairs.

We will move on to recent research contributions made by a group of social psychologists at the University of Sussex, applying psychology theory and methods to a range of current social issues. This will lead to considering the outcomes of the 2014 Research Excellence Framework (REF14) assessment of research in UK universities and the identification of those departments that have made the most substantial research contributions in psychology over the last six years.

Required reading:


Further reading:


To see and hear Steven Pinker visit:

Steven Pinker – Blank Slate lecture: http://www.youtube.com/watch?v=CuQHSKLYXu2c

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

Steven Pinker – The Better Angels of Our Nature lecture at the Royal Institution in London
IPSOS-MORI Most important issues facing Britain today

The most recent Ipsos-Mori poll at the time of producing this syllabus was for November 2017


Social Psychology and Policy-making

A discussion exercise based on a paper by Brown et al. (2011) in which the policy implications of research undertaken within the social psychology group at Sussex University are discussed.

The areas covered are:

- Encouraging healthier lifestyle choices
- Achieving sustainable futures
- Encouraging constructive citizenship
- Building greater social cohesion in a multi-ethnic society
- Fostering collective resilience in mass emergencies
- Protecting personal wellbeing in materialistic countries

Two or three students will be asked to read one of these sections, discuss the ideas presented and feedback to the whole group.

- What are the key issues being addressed?
- What theoretical perspectives and research evidence are drawn upon?
- What implications are drawn for policy and practice?
The development of psychology in Britain and contemporary contributions

Key figures in the development of psychology in Britain

In order to gain a flavour of the various approaches pursued by British social psychologists in addressing significant social issues, we will study selected chapters from:


Everyone should read the introductory chapter by Geoffrey Bunn, and then one of the following chapters:

7. Martin Roiser, Social psychology and social concern in 1930s Britain

Discusses the Mass Observation project in Britain established in the 1930s. Further information on this project, and subsequent developments can be found here: http://www.massobs.org.uk/ The Mass Observation Archive specialises in material about everyday life in Britain. It contains papers generated by the original Mass Observation social research organisation (1937 to early 1950s), and newer material collected continuously since 1981 (Mass Observation Project). The Archive is a charitable trust in the care of the University of Sussex.

13. Maarten Derksen, Science in the clinic: clinical psychology at the Maudsley

Discusses the contributions of Hans Eysenck to the development of Clinical Psychology in Britain. Hans Eysenck made a very substantial contribution to the development of Psychology in Great Britain and was very controversial figure. He was well known for his trenchant criticisms of Freud. https://www.youtube.com/watch?v=ZN4Hod8Clv8

Eysenck's biography


Michael Argyle is the first person to be appointed to a lecturership position in Social Psychology at Oxford. He made a considerable contribution to the development of the discipline both in the UK and internationally. For further details of his life and principal publications, see: https://www.bl.uk/people/michael-argyle

22. Rom Harre, The advent of a methodological critique

Rom Harré is one of the most important figures in academia of recent decades. Born in New Zealand he developed most of his career in Oxford. Influenced by authors such as John Austin, Ludwig Wittgenstein and Lev Vygotsky, Harré has produced his own and innovative approach to humanities and social sciences topics. His writings on philosophy of science have been focused on destabilizing the central doctrines of logical empiricism and positivism. However, his work has been not only influential in philosophy but also in other fields. This paper introduces his main contributions to psychology in general and social psychology in particular. It presents an interview with Rom Harré which outlines an approach to the author and his contributions to the social psychology crisis. Some key concepts in social sciences and in Rom’s own work are also addressed, and research lines he advises to follow in the next decade are examined. The interview depicts Rom Harré as a scholar who crosses the boundaries between different disciplines and places.


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

Answer the following questions from your reading before the session:
• What are the main points made in the chapter?
• How does the approach to psychology compare with approaches you are familiar with?
• What is the main thing you have learned from the chapter?

In the session, we will discuss these chapters.

Social Psychology in crisis in the 1970s – and again today?

One thing you will learn from the Argyle and Harre chapters is that a so-called ‘crisis’ arose in Social Psychology in the 1970s. This essentially revolved around a number of issues concerned with the role of experimental methodologies; the real-world relevance of laboratory research and the need to pay greater attention to theoretical underpinnings of the discipline – and particularly the role of language in social life.


Recently, the so-called ‘reproducibility crisis’ in psychology has arisen. Details of this can be found here:

http://www.nature.com/news/over-half-of-psychology-studies-fail-reproducibility-test-1.18248

Is there really a crisis?

http://www.nature.com/news/psychology-s-reproducibility-problem-is-exaggerated-say-psychologists-1.19498

For further information on the ‘reproducibility’ project see: https://osf.io/ezcuj/

Social Psychology in Britain Today

For a fascinating discussion of the contemporary status of British Psychology in international context see this ESRC report providing an *International Benchmarking Review of UK Psychology*:

http://www.esrc.ac.uk/files/research/research-and-impact-evaluation/international-benchmarking-review-of-uk-psychology/

Groups of 3-4 students will be allocated EITHER:

one of the leading social psychology research groups in the country
OR
the work of the Behavioural Insights Team

to work on for a presentation on the penultimate day of the class. This presentation will count towards 50% of the course assessment.

Leading UK universities in Psychology

Each of the following universities received high ratings in Unit of Assessment 4 – Psychology, Psychiatry and Neuroscience in REF 2014. Consult the group website and learn about the research interests of the group. Identify and obtain one recent research paper on a social issue of current significance. Create a 15 minute presentation of the work of the work and the findings from the research paper you have located for the sessions on 14 February.

University of Oxford, Social Psychology and Psychological Disorders (95% international significance)
http://www.psy.ox.ac.uk/research/social-psychology-and-psychological-disorders

University of Cambridge Social Psychology (93% international significance)
http://www.psychol.cam.ac.uk/directory/research-themes/theme-soc
University of Sussex Social and Applied Psychology (91% international significance)
http://www.sussex.ac.uk/psychology/research/socialandappliedpsychology

Kings College London (88% of department research output of international significance)
http://www.kcl.ac.uk/ioppn/depts/psychology/index.aspx

University of Exeter Social, Environmental and Organisational Research Group (85% international significance)(includes BBC Prison Study in association with St. Andrew's University)
http://psychology.exeter.ac.uk/research/groups/seorg/

University of St. Andrews (84% of department research output of international significance)
https://www.st-andrews.ac.uk/psychology/research/social/

University College London, Social Cognition (83% international significance)
https://www.ucl.ac.uk/pals/research/experimental-psychology/theme/social-cognition/

University of Bristol Social Group (80% of department research output of international significance)
http://www.bristol.ac.uk/exppsych/research/

The Behavioural Insights Team

From the Behavioural Insights Team website: http://www.behaviouralinsights.co.uk/

The Behavioural Insights Team (BIT) is a social purpose company. We are jointly owned by the UK Government; Nesta (the innovation charity); and our employees.

BIT started life inside 10 Downing Street as the world’s first government institution dedicated to the application of behavioural sciences. Our objectives remain the same as they always have been:

- making public services more cost-effective and easier for citizens to use;
- improving outcomes by introducing a more realistic model of human behaviour to policy; and wherever possible,
- enabling people to make ‘better choices for themselves’

We do this by redesigning public services and drawing on ideas from the behavioural science literature. We are also highly empirical; we test and trial these ideas before they are scaled up. This enables us to understand what works and (importantly) what does not work.

Our staff have either a strong academic grounding in economics, psychology, or randomised controlled trial design; or a background in government policy-making.

Weblinks:

For the British Psychological Society (BPS) ‘origins of psychology timeline’ visit:
http://origins.bps.org.uk/

For the BPS Social Psychology section visit: http://www.bps.org.uk/networks-and-communities/member-microsite/social-psychology-section

For the BPS Research Digest visit: http://digest.bps.org.uk/

For details of REF2014 visit: http://www.ref.ac.uk/

The result for UoA4 including psychology visit: http://results.ref.ac.uk/Results/ByUoa/4

The Behavioural Insights Team: http://www.behaviouralinsights.co.uk/
The Psychology of Emotions

Learning objectives

- To explore the range of theoretical perspectives developed to understand emotion and to reflect critically on recent examples of research on the psychology of emotions
- To visit aspects of the Psychology Trail and the Who Am I? exhibition at the Science Museum and consider the exhibits from the perspective of the psychology of emotions.

Claudia will provide an overview of recent developments in the psychology of emotions, including the contribution of evolutionary psychology. Emotions – generally of a negative kind, will be a common thread running through all the issues addressed on this course. It is appropriate, therefore, to reflect on the contribution made by psychologists in understanding our emotional lives, and in particular to redress the focus on negative feelings with an examination of the circumstances which lead us to feel good about ourselves, and our social circumstances. In considering the role of emotion in relation to social issues, Claudia will focus on feelings of disgust and the extent to which disgust may underpin social attitudes. The role of emotions in mental distress and illness, will be illustrated in relation to post-traumatic stress disorder. Claudia will introduce the notion of ‘Shell Shock’ – a term for post-traumatic stress disorder, used by Charles Myers, a key figure in the development of Psychology in the UK.

See Claudia’s presentation on work at the Craiglockhart hospital: http://www.bbc.co.uk/guides/z9g7fg8

Reference will also be made to the remarkable memoir by Jess Goodall Shade it Black, recounting her experience as a marine in Iraq, and its psychological consequences: http://shadeitblack.com/

Required reading:

Please read this paper before the session and be ready to discuss it in class:


Further reading on the disgust – social attitudes link:


This paper will be one of five options for critical review in the course examination.

Visit to the Science Museum

*Who Am I?*

For details of the Who Am I? exhibition and to watch an introductory video visit: https://www.sciencemuseum.org.uk/see-and-do/who-am-i

See additional resources at: http://whoami.sciencemuseum.org.uk/whoami/findoutmore
Visit to the Freud Museum – Is Freud still relevant today?

Session objectives

- To learn about the life and work of Freud from a visit to his home in London
- To consider the place of Psychoanalysis in British Psychology both historically and today
- To discuss whether Psychoanalysis has any contemporary relevance in the understanding of current and future trends in the psychology of sexuality and gender

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.

During the visit we will meet an education officer and psychoanalyst and will have the opportunity to discuss whether Freud has any continuing relevance today. The museum is currently hosting an exhibition on the unconscious.

Before the visit

List any books/articles you have read by Freud himself. Write a short account on your opinion of the current relevance of Freud's ideas based on what you have learned from courses you have followed and recommended reading.

Read this significant recent study on the effectiveness of psychoanalytic psychotherapy:


http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4592654/

This paper will be one of five options for critical review in the course examination.

Museum website

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

After the visit

Write an account reflecting on your thoughts and feelings about the museum visit, and meeting the education officer. Do you feel your understandings of psychoanalysis and your opinions of it's contemporary relevance have changed?
Gender, Sexuality and Psychology: British contributions

- To consider issues of gender and sexuality in British society today and the continuing need to address inequalities
- Discuss recent examples of social and cultural changes relating to issues of gender and sexual identity
- Explore psychological perspectives on sex differences and gender – drawing on the work of Pinker, and British psychotherapists and social psychologists.
- To consider the findings from research on abuse in teenage relationships by Christine Barter and colleagues in the UK and the EU funded Stir it Up project.

Discussion exercise based on Pinker Chapter 18 Gender

Read Pinker’s chapter on Gender and make notes on his key points. You will find that it addresses a number of controversial issues:

- The impact of feminist ideologies on issues affecting women
- Potential conflicts between ideology and a scientific perspective on sexuality and gender
- The nature of sex and gender differences and the role of evolutionary, genetic and physiological factors
- Gender and values in the context of career choices and social positions of women
- Explanations for sexual violence and rape

In the class, I will facilitate small group discussions to explore our reactions to his idea.

Key sources on sex and gender in the UK

The 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/

London School of Economics – Gender Institute

One of the leading academic centres concerned with gender issues is based at the London School of Economics:

http://www.lse.ac.uk/Gender

They have recently undertaken a Commission on Gender, Inequality and Power:

http://www.lse.ac.uk/gender/research/Gender-Inequality-and-Power-Commission

A key publication from the Gender Institute provides a comprehensive picture of gender inequalities in the UK today:


British Psychologists and LGBT theory and research

British psychologists have been at the forefront of developments in LGBT studies and research within Psychology. Examples of publications include:

Relationship abuse of girls and young women in the UK and the EU

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 the recent report from the UK’s Children’s Commissioner on the abuse of girls in gangs and groups.

We will also consider the Barter work in the light of Pinker's discussion of sexuality and gender in *The Blank Slate*.

The work of Christine Barter and colleagues

Reading:


Stir it Up – A European research programme on abuse in young people's relationships

Christine Barter has also collaborated with partners in several European countries to further extend work on abuse in young people's relationships. More information can be found here:

http://stiritup.eu/

From the website:

*This is a 24 month collaborative research project based in five European countries – England, Bulgaria, Cyprus, Italy and Norway.*

It has four main aims:

- Map relevant European research, policy and practice.
- Document the incidence, impact and dynamics of online/offline experiences of partner violence and control within young people’s lives.
- Explore young people’s own experiences of relationship violence and views on prevention.
- Development of an appropriate, directly accessible, web-based resource and app for young people.

Critical reading exercise


This paper will be one of five options for critical review in the course examination.

We will also consider the findings from this project in the light of Pinker's discussion of sexuality and gender in *The Blank Slate*
Wednesday 7 February
(and Thursday 15 February)

Stephen Clift

The Riots in August 2011 – Visit to Tottenham

Session Objectives

- To discuss Pinker's perspectives on aggression and violence and recent research perspectives on crowd psychology
- To learn about the riots which broke out across the UK in the summer of 2011
- To consider some of the research evidence on the role of young people in the riots
- To visit the site of the first riot which occurred in Tottenham and meet a local priest who had first-hand experience of community reaction and reconstruction following the riots

These sessions 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.

Required reading on Pinker:


Pinker talking about his ideas:

Steven Pinker – Blank Slate lecture: http://www.youtube.com/watch?v=CuQHSKLUx2c


Required reading on Crowd Psychology:

Work of Clifford Stott
Understanding crowds:
http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/understanding-crowds/

http://www.law.leeds.ac.uk/people/staff/clifford-stott/

Short film on football crowds – Andrew Marr and Clifford Stott:
https://www.youtube.com/watch?v=RBx_pg8r05M

ESRC Impact presentation:

Work of John Drury
http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=28487

http://www.sussex.ac.uk/psychology/crowdsidentities/

Critical Reading of a research report on the riots

For the first 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 paper will be one of five options for critical review in the course examination.

Maps and timeline of the riots

http://www.bbc.co.uk/news/uk-14436499

Visit to Tottenham

On Thursday 15 February 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.
Asylum seekers and refugees in Britain – Visit to a refugee charity

NB: This will be a whole day session. Please meet in the Boston Room at 9am. There will be a visit to a migrant charity in the afternoon.

Session objectives

- To consider the experiences of asylum seekers and refugees in Britain today, as well as attitudes of the general population towards these groups.
- To learn about the challenges facing asylum seekers and refugees from a field visit
- 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.

There will be a special focus on the work of Miles Hewstone at the University of Oxford.

Required reading:

Before the session please read the following paper:


You can find this online in the BU library. Please note down two positive aspects of the study and two criticisms ready for discussion in class. This paper will be one of five options for critical review in the course examination.

For Miles Hewstone see:

Academic profile
http://www.psy.ox.ac.uk/team/miles-hewstone

Oxford Centre for the Study of Intergroup Conflict
http://www.psy.ox.ac.uk/research/the-oxford-centre-for-the-study-of-intergroup-conflict-oxcsic

REF14 Impact Case Study of Hewstone's work
http://impact.ref.ac.uk/casestudies2/refservice.svc/GetCaseStudyPDF/4883

Experiment on integration at Waterford Academy
http://www.theguardian.com/news/2015/nov/05/integrated-school-waterford-academy-oldham

Why Can't we Live Together? Talk at Royal Society for Arts
https://www.youtube.com/watch?v=ZunC2u7pUd4
Presentations on Social Psychology in Britain today and its impact

Social Psychology in Britain today and its impact

Groups have 15 minutes to give a presentation on what they have found in researching social psychological research in one of the top Research Excellence Framework (REF14) psychology departments in the country OR work undertaken by 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
- Think about issues/questions for discussion by the group

Presentations should be 8-10 slides in length.

The presentations will be the basis for 50% of the course assessment. Each individual group member is required to give a 1,000 word account for their contribution to the development of the presentation and what they learned from the exercise.
Thursday 15 February

Visit to Tottenham

For the visit to Tottenham, please read the Citizen’s Inquiry into the Tottenham Riots and have some questions are comments for Simon based on the recommendations made:


The following video on reactions in Tottenham is also of interest:


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

1. What general social psychological principles are relevant to understanding disorder in crowd behaviour?

2. What general social psychological principles are relevant to guiding the response of police to crowd disorder?

3. What background factors are important in understanding the recent outbreaks of rioting in London and other cities in England?

4. What explains why riots occurred in the areas they did in London and not in other areas?

5. What explains why riots occurred in some cities and not others in England? Why did no riots happen in other parts of the UK?

6. What situational factors are important in explaining why people got involved in rioting and looting behaviour?

7. What social and personal characteristics of individuals might explain rioting and looting behaviour?

8. How appropriate have the responses of the courts been to people who committed offences during the riots?
Assessment

There are two elements to the assessment of this course:

A presentation on the work of social psychologists at a selected UK university or the work of the The Behavioural Insights Team (plus a 1,000 word report from each individual in the group giving an account of their contribution (50%): The presentation will be given on Wednesday 14 February in class and should be submitted to the course tutor end of day Friday 30 June.

Take away examination (50%): To be sent to you 9am on Monday 19 February, due 5 pm

The examination

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 papers discussed in sessions during the course:


Visit to Freud Museum

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/