



Boston University Study Abroad
London

Boston University Study Abroad London
Psychology Applied To Social Issues
CAS PS 365 (Core course)
Spring 2016

Instructor Information

- A. Name** Prof. Stephen Clift and Claudia Hammond
B. Day and Time: Wednesdays and Thursdays
C. Group: A 9am-1pm, Group B: 1.30pm- 5.30pm
Note arrangements for visit days when timings will vary
C. Location Group A: Wetherby
Group B: Brompton
Both rooms at 43 Harrington Gardens, SW7 4JU
D. BU Telephone 020 7244 6255
E. Email s.clift@btinternet.com
F. 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. This may result in the student having to take a medical leave of absence from the programme or withdraw from 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). **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 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.

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 Assistant Director of 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.

Additional reading may be found on Blackboard: <http://learn.bu.edu>

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 Summary

Wednesday	Thursday
	14 January Claudia Hammond Introduction to the Course / The Psychology of Emotions Critical reading exercise: see session outline (provided in advance) Visit to the Science Museum Who am I? Exhibition
20 January Stephen Clift The nature of psychology and key theoretical perspectives and principles Required reading: see session details The development of psychology in Britain and current contributions Required reading: see session details	21 January Stephen Clift Social Psychology in Britain today Required reading: see session details Preparation for group presentations 10 / 11 February Relationship abuse of girls and young women in the UK and the EU The work of Christine Barter Critical reading exercise: see session outline Preparation for the visit to the Freud Museum See session outline for details
27 January CONFIRMED Stephen Clift Is Freud still relevant today? Visit to the Freud Museum: London home of the founder of Psychoanalysis. Groups will combine. Please be outside the museum at 10.30am. See details of location at end of outline.	28 January Stephen Clift The August 2011 Riots We will watch a Panorama film about the riots Critical reading exercise: The August Riots 2011 Crowd Psychology and Social Identity Theory The work of John Drury and Clifford Stott
3 February Stephen Clift The August 2011 Riots – a visit to Tottenham, where the first riot happened We will leave from Gloucester Road tube at 9am We will be meeting Fr. Simon Morris, St. Mary's Church Tottenham, to hear about his experiences and the local consequences of the riots.	4 February Claudia Hammond Immigration and seeking political asylum in Britain Claudia Hammond Both groups will combine and meet at Harrington Gardens at 9am for an introductory session and then travel with Claudia for a visit to a refugee charity. The session will finish by 5pm. Critical reading exercise: see session outline Inter-group conflict and the contact hypothesis The work of Miles Hewstone
10 February Stephen Clift Climate change: the nature and consequences of fossil fuel emissions Required reading: Selected chapters from - This Changes Everything – Naomi Klein Social Psychology in Britain today – presentations	11 February Stephen Clift The Psychology of climate change: Do psychologists have a role in helping to address the challenges? Critical reading exercise: see session outline Social Psychology in Britain today - presentations
Take Away Exam Date: Monday 15 February. Exam arrangements will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.	

**** Please note: students will have their first Internship Seminar meeting on Wednesday 10th February. Please see Internship Seminar Timetable for time and room.**

*****All students must attend a mandatory drop-in session (to sign Internship Agreement and for any questions about placement, social programme, travel and academics) on 15th February, 43 Harrington Gardens, SW7 4JU. Food will be served!**

**** Contingency Class Date: Friday 5th February. Students are obligated to keep this date free to attend class should any class dates need to be rescheduled.**

Introduction to the Course / The Psychology of Emotions

Learning objectives

1. 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
2. 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, have been a common thread running through all the issues addressed so far in the 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. Claudia will focus on the work of a group of psychologists at Bristol University studying disgust.

Required reading:

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

Schaller, M., & Park, J. H. (2011). The behavioral immune system (and why it matters). *Current Directions in Psychological Science*, 20, 99-103

Claudia will also pick up on the introduction to the notion of Shell Shock illustrated in the Psychology Trail at the Science Museum and introduce you to some recent research on PTSD.

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/>

Who Am I?

For details of the Who Am I? exhibition and to watch an introductory video visit:
<http://www.sciencemuseum.org.uk/WhoAmI/Visit.aspx>

Psychology, its development in Britain and application to social issues

Session objectives

1. To reflect on the nature of Psychology as a discipline
2. To introduce Pinker's conceptual framework for thinking about human nature
3. To reflect on current challenging social issues facing Britain today
4. 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 20th January 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. The work of the British Psychological Society will also be briefly introduced.

On 21st January we will 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.

Reference will also be made to the recent identification by the Economic and Social Research Council of 50 major contributions from social sciences

Required reading:

Brown, R. et al. (2012) Social Psychology and Policy Making, *Public Policy Research*, December-February, 18, 227-234.

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

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

Pinker, S. (2004) The Blank Slate: the modern denial of human nature. London: Penguin. Chapters on sexuality/gender and aggression

Further reading:

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>

To hear Rom Harre:

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

IPSOS-MORI Most important issues facing Britain today

The most recent Ipsos-Mori poll for December 2015

<https://www.ipsos-mori.com/researchpublications/researcharchive/3673/EconomistIpsos-MORI-December-2015-Issues-Index.aspx>

Economic and Social Research Council

Britain in 2016

<http://www.esrc.ac.uk/news-events-and-publications/publications/magazines-and-newsletters/britain-in-magazine/>

Highlightseight big issues facing the UK in 2016:

- Austerity – reductions in public spending, social welfare, poverty, inequalities
- Renewable energy – carbon emissions from fossil fuels, wind and solar power, energy security
- Infrastructure – high speed rail, airport expansion, sustainable transport
- Olympics – legacy of sports investment, activity and engagement by young people, obesity epidemic
- Ageing population – increased demand on health and social care, growing levels of dementia, loneliness, older people as a resource
- Immigration: increased cultural and social diversity, challenges to social integration and cohesion
- Unemployment – increased proportions of younger people not in work and the consequences for security, wellbeing, housing etc.
- Big Society – charity, altruism, generosity, social engagement and cohesion or social breakdown

50 achievements of social science

<http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/>

Key achievements relevant to this course:

Social Identity – them and us: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/social-identity-us-and-them/>

The language instinct: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/the-language-instinct/>

Face recognition: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/face-recognition/>

Nudging behaviour: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/nudging-behaviour/>

The bystander effect: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/the-bystander-effect/>

Understanding crowds: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/understanding-crowds/>

Climate change: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/exploring-climate-change/>

The undermining effect and Self Determination Theory: <http://www.esrc.ac.uk/about-us/50-years-of-esrc/50-achievements/the-undermining-effect/>

Social Psychology in Britain Today

The class will be divided into groups of 3-4 and each group allocated one of the leading social psychology research groups in the country. 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 ten minute presentation of the work of the work and the findings from the research paper you have located for the sessions on 11/12 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>

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/impact/>

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.bris.ac.uk/expsych/people/group/expsych-group/1923>

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>

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

Session 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 explore the relevance of psychodynamic and evolutionary psychology perspectives in understanding sexual abuse

This session will follow on from our visits to the Freud 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 the recent report from the UK's Children's Commissioner on the abuse of girls in gangs and groups.

The work of Christine Barter and colleagues

Recommended reading:

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: <http://thisisabuse.direct.gov.uk/>

Wood, M., Barter, C. and Berridge, D. (2011) Standing On My Own Two Feet. NSPCC
<http://www.nspcc.org.uk/globalassets/documents/research-reports/standing-own-two-feet-report.pdf>

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.

Further sources

UK Deputy Children's Commissioner inquiry into the abuse of girls in gangs and groups

A major enquiry into this issue was completed in the UK in 2013. Details of reports and films made about the findings are available here: <http://www.childrenscommissioner.gov.uk/info/csegg1>

Listen to the Deputy Children's Commissioner talking about the report here:
<http://www.bbc.co.uk/news/education-20409229>

Sexual harrassment in UK universities:
<http://www.theguardian.com/education/2014/oct/11/campus-nightmare-female-students-rise-sexual-harassment>

Critical reading exercise

We will read and critically evaluate Briefing Papers 2 and 5 from the EU Project. These papers will be one of three 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*

Videos

New UK Government campaign to address relationship abuse: <http://www.heart.co.uk/news/uk-world/campaign-to-tackle-abusive-teen-relationships/#DvgbiVVstQxTF2WR.97>

Young men and sex in UK universities:
<http://www.theguardian.com/education/video/2015/oct/19/sex-lads-grey-areas-uk-universities-consent-rape-sexual-assault-video>

The Hunting Ground – the US experience of sexual assault on campus:
<http://www.thehuntinggroundfilm.com/>

Visit to the Freud Museum – home of Sigmund Freud in London

Session objectives

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 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.

Preparation for discussion with a Museum education officer during the visit

You will be asked to work in small groups in the previous session to discuss one of the following issues resourced by the suggested articles and videos:

Sex with robots

Building a sex robot: <https://www.youtube.com/watch?v=wLVOnVsLXqw>

Campaigning against sex robots:

<http://www.telegraph.co.uk/technology/news/11866970/Campaigners-seek-to-ban-humanoid-sex-robots.html>

Campaign against sex robots organisation: <http://campaignagainstsexrobots.org/>

Transgender/transsexual

Transsexual women in Scotland: <https://www.youtube.com/watch?v=uaFV21zNLR0>

Transgendered children: <http://www.channel4.com/programmes/my-transgender-kid/on-demand>

Teen fiction undergoing a transgender revolution: <http://www.standard.co.uk/lifestyle/books/how-teen-fiction-is-undergoing-a-transgender-revolution-from-the-art-of-being-normal-to-what-we-left-a3099936.html>

Jack Monroe on being non-binary:

<http://www.newstatesman.com/politics/feminism/2015/10/being-non-binary-i-m-not-girl-called-jack-any-more-i-m-not-boy-either>

Chemsex and HIV risk

Chemsex in London: <https://www.youtube.com/watch?v=yYC3sAtEuOA>

Radio report on chemsex: <http://www.bbc.co.uk/programmes/b060blkz>

SIGMA Chemsex research report: <http://sigmaresearch.org.uk/projects/item/project59>

Sexual grooming and the internet

Young people talk about sexting: <https://www.youtube.com/watch?v=2TWjGOCvpzA>

Sexual grooming in Manchester: <http://news.sky.com/story/1363050/child-grooming-normal-in-parts-of-manchester>

Coffey Report (2014) <http://anncoffeyp.com/wp-content/uploads/2014/10/Real-Voices-Final.pdf>

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 its contemporary relevance have changed?

Thursday 4 February

Claudia Hammond

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

**** Please note that this will be an all-day double session****

For the morning both groups will combine for a session in the classroom with visiting speaker in the Boston Room.

During the afternoon Claudia will lead a trip to the Migrant Forum, a refugee charity in London.
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.

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:

Turner, R., Hewstone, M. & Voci, A. (2007). Reducing explicit and implicit out-group prejudice via direct and extended contact: The mediating role of self-disclosure and intergroup anxiety. *Journal of Personality and Social Psychology*, 93, 369-388.

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 report will be one of the options in the examination for a critical evaluation.

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>

Further recommended reading:

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

Thursday 28 January/Wednesday 3 February

The Riots in August 2011 – Visit to Tottenham

Session Objectives

1. To discuss Pinker's perspectives on aggression and violence and recent research perspectives on crowd psychology
2. To learn about the riots which broke out across the UK in the summer of 2011
3. To consider some of the research evidence on the role of young people in the riots
4. 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, S. (2006) *The Blank Slate* – the chapter on Aggression

Pinker talking about his ideas:

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>

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: <http://www.esrc.ac.uk/news-events-and-publications/impact-case-studies/policing-crowds-without-force/>

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.

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.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/60531/The_20August_20Riots_20in_20England_20_pdf__201mb_.pdf

Maps and timeline of the riots

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

Visit to Tottenham

On Wednesday 3 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. We will also have the opportunity to meet a local authority councillor to get the perspective from local government.

For the visit to Tottenham, please read the Citizen's Inquiry into the Tottenham Riots and have some questions or comments for Simon based on the recommendations made:
<http://www.citizensuk.org/wp-content/uploads/2012/02/Citizens-Inquiry-into-the-Tottenham-Riots-REPORT.pdf>

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

<http://www.theguardian.com/news/video/2012/jul/03/tottenham-riots-video>

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?

Climate change: Psychology dimensions and challenges

Session Objectives

1. To consider the real and present dangers associated with climate change
2. To explore the psychological factors which lead people to disbelieve and disregard the threats associated with climate change
3. To discuss the contribution of Naomi Klein to current debates about climate change and capitalism

Reading:

Naomi Klein (2014) *This Changes Everything* Penguin

Naomi Klein's website: <http://www.naomiklein.org/main>

Video: <http://www.theguardian.com/business/video/2015/mar/06/this-changes-everything-naomi-klein-oil-video>

Guardian Keep it in the Ground campaign: <http://www.theguardian.com/environment/series/keep-it-in-the-ground>

Climate Change videos

<http://www.carbonbrief.org/10-of-the-best-youtube-videos-on-climate-change>

Royal Society on Climate Change

<https://royalsociety.org/topics-policy/energy-environment-climate/topic/>

UK Department of Energy and Climate Change

<https://www.gov.uk/government/organisations/department-of-energy-climate-change>
<https://www.youtube.com/user/DECCgovuk>

Sustainable Lifestyles Research Group (Tim Jackson, University of Surrey)

<http://www.sustainablelifestyles.ac.uk/team/tim-jackson>

Psychology of Climate Change

Yale Project on Climate Change Communication
<http://environment.yale.edu/climate-communication/>

American Psychological Association report on Climate Change
<http://www.apa.org/science/about/publications/climate-change-booklet.pdf>

All in the Mind – Claudia interview with Sander van der Linden on the psychology of climate change: <http://www.bbc.co.uk/programmes/b06r5d0h>

Sander van de Linden – Social and Environmental Decision-making Lab, Princeton
<http://edm.princeton.edu/people>

Assessment

There are two elements to the assessment of this course:

1. A paper of 2,000 words (50%): Monday 12 October, **due 5 pm**
2. Take away examination (50%): Monday 12 October, **due 5 pm**

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:

gender issues, partner abuse, sexual violence, immigration and asylum, climate change, rioting behaviour, crime and violence, youth gangs

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

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 research papers discussed in sessions during the course.

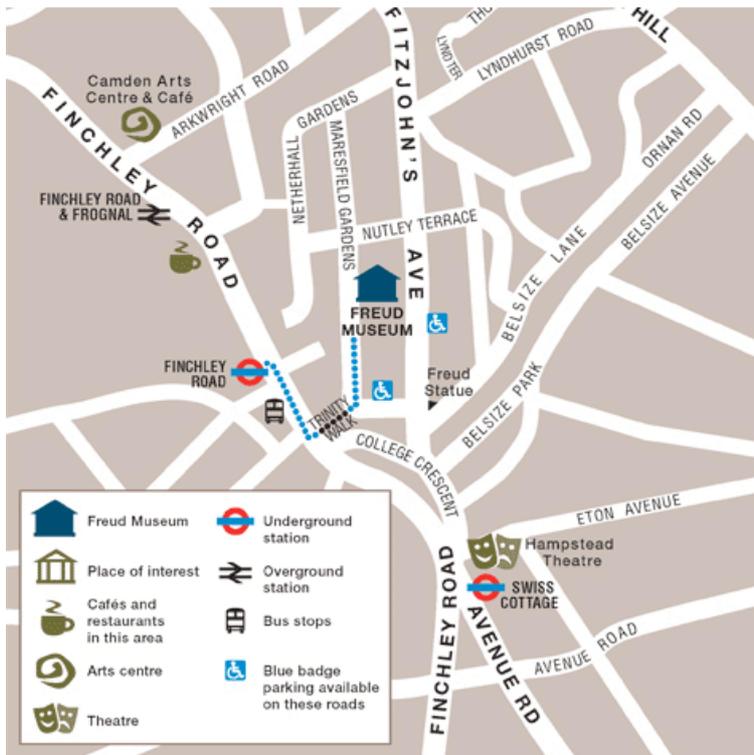
- Schaller, M., & Park, J. H. (2011). The behavioral immune system (and why it matters). *Current Directions in Psychological Science*, 20, 99-103
- Turner, R., Hewstone, M. &, Voci, A. (2007). Reducing explicit and implicit out-group prejudice via direct and extended contact: The mediating role of self-disclosure and intergroup anxiety. *Journal of Personality and Social Psychology*, 93, 369-388.
- Morrell et al. (2011) *The August Riots in England: Understanding the involvement of young people*
- Barter et al. (2009) *Briefing papers 2 and 5 from the Stir it up Project*

Visit to Freud Museum

Meet outside the Freud Museum not later than **10.30am**

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/>