# UNIVERSITY OF WEST LONDON
The **Career** University

# Module Study Guide

Academic Year 2022–2023


Academic Partner: Marbella International
University Centre


Social Psychology: Attitudes and Behaviours


Level: 4

Credits: 10 UK Credits (5 ECTS)

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# Key team contact details

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The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at ming-jin@miuc.org

The Dean responsible for this module is Beata Froehlich, and can be contacted at beata@miuc.org

# 1    Module overview

## 1.1  Introduction

Welcome to the module Social Psychology: Individual in Society. This is a Level 4 core module for the BSc in Psychology programme. This module will also encourage you to engage in a critical assessment of your own positions, experiences, and social behaviours, as well as the different models of social structure organisation. The module will be taught through weekly lectures and seminars. In the lecture, the main concepts and ideas will be explained by the module leader, and the seminars will provide the space to discuss the compulsory readings and cover examples from the case studies. Engagement with self-study is essential, as the taught sessions will rely on weekly readings that should be completed in advance. All readings, materials and resources will be available in the module's NEOlms page.

This module will run throughout the semester (14 weeks)

## 1.2  Module summary content and aims

The module will present the theoretical developments and methodological approaches in the study of inter-personal relations, inter-group relations, and organisational/institutional processes, and how these affects and are affected by individuals and their dispositions and contexts. This module will introduce you to the broad range of sub-discipline within the broad theoretical and applied field of Social Psychology. The main topics will cover 1) the foundations of Social Psychology as a subdiscipline, 2) principal theoretical orientations, 3) methodological approaches and case studies and applications of social psychology in the contemporary world.
Topics in this module include:
• Social cognition and social thinking.
• Attribution and social explanation.
• Self and identity.
• People in groups.
• Prejudice and discrimination.
• Intergroup behaviour.
• Research in social psychology

**Expectations**

**Specific expectations students can have of tutors**:

- Constructive formative feedback on draft for the assessment (not including written examination, oral assignment).
- Slides and learning materials made available on the learning platform.
- Assessment marks and summative feedback given within fifteen working days from the assessment submission deadline.

**Specific expectations tutors will have of students:**

- Attend all teaching and activity sessions.
- Behave professionally in classes and avoid disruption to class and other students.
- Inform module leader via email and fill out the absence notification/justification form online beforehand when not able to attend any classes.
- Participate and communicate professionally in class and with module leader.

- Attempt all assessments by submission deadline and communicate with the module leader if there are any extenuating circumstances to explore extensions requests and/or mitigation claims.

## 1.3 Learning outcomes to be assessed

At the end of the module, the student will be able to:

LO 01: Demonstrate an understanding of the key areas of study within social psychology.

LO 02: Demonstrate knowledge of the main methodological approaches and their applications to the different sub-disciplines in social psychology.

LO 03: Demonstrate an understanding of the basic dynamics in inter-personal, inter-group, and organizational interactions.

## 1.4 Indicative Contact Hours

| | |
|---|---|
| Teaching Contact Hours | 56 hours |
| Independent Study Hours | 44 hours (for modules with 10 UK credits) |
| Total Learning Hours | 100 hours (for modules with 10 UK credits) |

# 2   Assessment and feedback

## 2.1  Summative assessment grid

| Type of Assessment | Word Count or equivalent | Threshold (if Professional Body-PSRB applies) | Weighting | Pass Mark | Indicative Submission week | Method of Submission & Date of Feedback (refer to NEOlms) |
|---|---|---|---|---|---|---|
| A1: In class exercise: Quiz | 30 minutes | N/A | 10 % | 40 % | Week 5 | NEOlms |
| A2: In class exercise: Quiz | 30 minutes | N/A | 10 % | 40 % | Week 8 | NEOlms |
| A3: In class exercise: Quiz | 30 minutes | N/A | 10 % | 40 % | Week 11 | NEOlms |
| A4: Exam. | N/A | N/A | 70 % | 40 % | Week 16 | NEOlms |

## Assessment Support

| Assessment (insert below type of assessment as per the table above) | Teaching Weeks in which Assessment Support Takes Place (enter each week no. in a new row) | Outline of Type and Form of Assessment Support to be Provided | Student Preparation Required Prior to or After the Support Session | How will the Support Session be Delivered |
|---|---|---|---|---|
| A1: In class exercise: Quiz | Week 4 | Recapitulation, Remarks, Doubts | To prepare the contents related with the assessment | In-Class |
| A2: In class exercise: Quiz | Week 7 | Recapitulation, Remarks, Doubts | To prepare the contents related with the assessment | In-Class |
| A3: In class exercise: Quiz | Week 10 | Recapitulation, Remarks, Doubts | To prepare the contents related with the assessment | In-Class |

| A4: Exam | Week 14 | Recapitulation, Remarks, Doubts | To prepare the contents related with the assessment | In-Class |
|---|---|---|---|---|

## 2.2 Assessment brief – formative assessments and learning outcomes

### 2.2.1 Assessment 1: In class exercise: Quiz (10% of the final mark)

In week 4 the students will complete the first in class exercise consisting of a 30-minute quiz addressing the key content learned in the first 4 weeks of the module. The quiz will consist of a series of multiple-choice questions and will be completed in class through Blackboard.

**Assessment criteria for Assessment 1 (LO1 will be assessed)**
This assessment will be marked according to the following criteria:

o **Knowledge and understanding (40%)**: The student demonstrate knowledge and understanding of the different theoretical and methodological approaches in social psychology
o **Cognitive Skills (20%)**: The student can demonstrate this knowledge accurately and succinctly, within an in-class exercise.
o **Practical and professional skills (20%)**: The student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.
o **Transferable and key skills (20%)**: The student is able to communicate ideas fluently in written form and using an appropriate style of writing. The student is able to provide accurate responses to specific questions.

### 2.2.2 Assessment 2: In class exercise: Quiz (10% of the final mark)

In week 4 the students will complete the first in class exercise consisting of a 30-minute quiz addressing the key content learned in the first 4 weeks of the module. The quiz will consist of a series of multiple-choice questions and will be completed in class through Blackboard.

**Assessment criteria for Assessment 1 (LO1 will be assessed)**
This assessment will be marked according to the following criteria:

o **Knowledge and understanding (40%)**: The student demonstrate knowledge and understanding of the different theoretical and methodological approaches in social psychology
o **Cognitive Skills (20%)**: The student can demonstrate this knowledge accurately and succinctly, within an in-class exercise.
o **Practical and professional skills (20%)**: The student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.
o **Transferable and key skills (20%)**: The student is able to communicate ideas fluently in written form and using an appropriate style of writing. The student is able to provide accurate responses to specific questions.

### 2.2.3 Assessment 3: In class exercise: Quiz (10% of the final mark)

In week 4 the students will complete the first in class exercise consisting of a 30-minute quiz addressing the key content learned in the first 4 weeks of the module. The quiz will consist of a series of multiple-choice questions and will be completed in class through Blackboard.

**Assessment criteria for Assessment 1 (LO1 will be assessed)**
This assessment will be marked according to the following criteria:

o **Knowledge and understanding (40%)**: The student demonstrate knowledge and understanding of the different theoretical and methodological approaches in social psychology
o **Cognitive Skills (20%)**: The student can demonstrate this knowledge accurately and succinctly, within an in-class exercise.
o **Practical and professional skills (20%)**: The student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.
o **Transferable and key skills (20%)**: The student is able to communicate ideas fluently in written form and using an appropriate style of writing. The student is able to provide accurate responses to specific questions.

### 2.2.4 Assessment 4: Final Exam. (60% of the final mark)

The students will be required to complete an exam with 5 questions that recap the contents of the course and involve students in the application of the theoretical contents to practical cases.

**Assessment criteria for Assessment 2 (LO1, LO2 & LO3 will be assessed)**
This assessment will be marked according to the following criteria:

o **Knowledge and understanding (40%)**: The student has a comprehensive knowledge of the different theoretical and methodological in the practice of social psychology covered through the module.
o **Cognitive Skills (20%)**: The student is able to demonstrate knowledge accurately. Furthermore, the student demonstrates critical judgment and assessment of and principles covered.
o **Practical and professional skills (20%)**: The student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.
o **Transferable and key skills (20%)**: The student is able to communicate ideas fluently in written form and using an appropriate style of writing. The student is able to provide accurate responses to specific questions.

## Employability Skills

This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:

- Communication

  - Writing
  - Speaking
  - Listening
  - Presenting
  - Non-Verbal
- Problem solving
- Take initiative and self-motivating
- Critical thinking
- Can work under pressure and to deadline
- Planning and organisation skills
- Team working
- Ability to learn and adapt
- Valuing Diversity
- Negotiation Skills
- Reflective lifelong learners
- Digitally literate
- Creativity/lateral thinking
- Time management
- Intellectual curiosity
- Flexibility
- Interpersonal
- Leadership
- Perseverance
- Confidence
- Global/cultural awareness
- Decision making

# 2.3  Learning materials

The reading list for this module is available on the module page of MIUC learning platform.
Remember to log into MIUC LMS (NEO LMS) daily to receive all the latest news and support available at your module sites!
All students are automatically members of the MIUC Library and can use the services provided by the library and have free access to its collection.

The collection is composed of specialised resources in the following subjects: Personality Theories, Personality: Theory and Research. Users can find reference books, monographs, journals, electronic resources (e-books, CDs, DVDs, and Blu-ray) and databases.

The largest numbers of items for each discipline are monographs and reference works, which are approximately 1600 volumes. Moreover, the audio-visual collection is approximately 400 volumes.

At the same time, our electronic library offers a collection of digital resources to the MIUC community. The collection can be categorised into 4 areas:

•Databases: provide full-text, secondary information or bibliographical references of articles, books, reports, and other publications.
•Electronic Journals: journal subscribed by the MIUC.
•Electronic Books, Dictionaries and Encyclopaedias: full-text books and book collections.

•LibGuides (MIUC learning platform □ Library □ LibGuides): electrical resources organised by fields of knowledge which are available to help you find relevant information for assignments

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the Academic Offences Regulations.

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the Academic Offences Regulations.

# 3   Things you need to know

## 3.1  Our Expectations

You are expected to behave in accordance with the Student Code of Conduct, and treat others with kindness and respect whether at university or online. It's important to consider your safety and the safety of others around you, especially how to stay safe online and ensure your communications are secure and appropriate.

Whether you are engaging with teaching and learning activities onsite or online, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled onsite or online activities, or complete activities in the time frames set out, you should let your tutors know.

You should aim to meet assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

Please remember that your course team is here to support you so if you are having problems, let us know so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

## 3.2  Getting Support

Graduating with a UWL degree will open up a world of opportunities for you, but we understand that the journey to get there is not always easy – especially when you are combining studying with work, caring for others, or dealing with illness. That is why we offer lots of support to help you meet your full potential.

### 3.2.1   Personal Tutors, Module Leaders, Subject Librarians, and Course Leaders

Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find the best way for you to succeed.

Your Module Leader can help if you're struggling with work, don't think you can meet a deadline, or there was something you didn't understand or want to know more about.

Your Subject Librarian can help you with finding, evaluating, reading, and referencing sources. They offer drop-ins and workshops throughout the year.

Your Course Leader can help with any questions about the course you're studying, such as any course-specific requirements or options.

### 3.2.2   Student Support

Students at MIUC will receive the following support:

•MIUC provides every student coaching services for personal and professional development to unlock their potential and maximise their performance. Students will attend the individual sessions

scheduled with Life Coach at the beginning of each semester.

•Personalised learning supported through the provision of materials, resources, and recorded lessons direct to students via VLE on the web.

•Workshops on academic skills offered throughout the semester. Besides regular workshops, students can also seek individual academic support (including research skills, ICT literacy) by making appointments with the workshop tutor.

•Through the personal tutorial system – the primary role of the personal tutor is to support students' personal development planning together with the life coach. Tutors and life coach are always reachable in person and via email.

•Through the curriculum – all course team members are personal tutors and support the personal development process with their tutees.

•Through counselling service – MIUC offers counselling services to all students. Depending on an initial psychological evaluation, the university counsellor will develop the most effective treatment plan to adequately address any concerns at hand.

•Through internship support - internships can take place domestically or internationally. Students will learn to work individually, as well as in a team. They also will be exposed to a dynamic global environment that will help them learn to manage challenge and uncertainty in real world.

•Through extracurricular activities - Student Life Department offers students a wide variety of thrilling trips and extracurricular activities providing great opportunities for networking.

### 3.2.3   Meeting Deadlines

You should always try your best to submit your work on time. If you submit coursework late, within 10 calendar days of the deadline, then the maximum mark you will be able to get for that work will be the pass mark. Anything submitted after this would be counted as a non-submission.

We understand that there may be times when you experience circumstances outside of your control that mean you are not able to submit on time. It's a good idea to talk your Module Leader if you're not going to be able to submit on time so that they can support you and make you aware of any services that can help.

Where exceptional circumstances mean you'll be submitting your coursework late, you can request an extension before your deadline. An extension means that the penalty for submitting up to 10 calendar days late will not apply.

If your circumstances are so serious that you are not able to submit at all or are unable to attend an in-person assessment like an exam or in-class test, then you can request mitigation for the assessment. Mitigation means that you can submit work at the next available attempt instead.

If you request an extension or mitigation before the deadline you can choose to self-certify, meaning that you do not have to provide evidence, so long as you provide a valid reason for the request. You can only self-certify three assessments per academic year. If you have used all your self-certification opportunities, or requested mitigation after the deadline, you will need to provide evidence of your exceptional circumstances for your request to be granted.

To apply for an Extension or Mitigation, please use the following links:

- Extension https://forms.gle/RZyp1aBJWKwwU6wWA

- Mitigation https://forms.gle/iX8FEqUysGRqLHP36

# 3.3 Making an Impact

### 3.3.1 When there's an issue

If something's negatively impacting your experience at university, you should raise this informally with your Module Leader or Course Leader.

We aims to ensure that any issues are resolved as quickly as possible to have minimum impact on your studies.

### 3.3.2 Module Evaluation Surveys

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see the impact your voice has had.

# 4    Appendix: Weekly Content

This module will run throughout the semester (14 weeks).

## Week 1: The science of social psychology

**Description**
Introduction to the Module, presentation of the instructor and students. Set up of expectations and explain the MSG. This week we will introduce the broad theoretical and applied field of social psychology. We will discuss the historical context and development of social psychological study and research and will discuss the main areas of interest in the field.
**Key concept:** Module overview; class rules; assessment and deadline; office hour; introduction to social psychology; history of social psychology
**Recommended reading**
Kassin, S., Fein, S. and Markus, H.R. (Chapter 1) (2013) *Social psychology*. Belmont, CA: Cengage Learning.

## Week 2: Research, methods and techniques in social psychology

**Description**
This week we will discuss some of the common methodological approaches and techniques employed in social psychological research. We will discuss the characteristics, principles, and differences between techniques such as observational studies, correlational studies and surveys, and experimental studies, and the appropriate use of these given different research questions.
**Key concept:** Scientific method; correlational designs; experimental designs
**Recommended reading**
Dunn. D.S. (Chapter 1) (2013) *Research methods in social psychology*. New York: Blackwell Publishing.
**Optional reading**
Kassin, S., Fein, S. and Markus, H.R. (Chapter 2) (2013) *Social psychology*. Belmont, CA: Cengage Learning

## Week 3: Social cognition and social thinking I

**Description**
Social cognition will be introduced this week. We will review the formation of impressions and social schemas, which guide our thinking and behaviour. Finally, we will look at social categorisations and stereotypes.
**Key concept:** Forming impressions; social schemas and categories; stereotyping
**Recommended reading**
Hogg, M., & Vaugham, G. (Chapter 2) (2017) *Social psychology*. New York: Pearson.
**Optional reading**
Myers, D.G. (Chapter 4) (2013) *Social psychology*. New York: McGraw-Hill.

## Week 4: Social cognition and social thinking II

**Description**
Continuing with the contents of the previous week, categories and their formation will be presented. Next, aspects related to memory and its relation to schemas will be presented. Finally, the different ways of thinking and the heuristics and biases that limit our decisions will be introduced.
**Key concept:** Social encoding; memory; heuristics; emotions

**Recommended reading**
Hogg, M., & Vaugham, G. (Chapter 2) (2017) *Social psychology*. New York: Pearson.
**Optional reading**
Smith, E.R, Mackie, D.M. and Claypool, H.M. (Chapter 3) (2015) *Social psychology*. New York: Psychology Press.

## Week 5 – Attribution and social explanation

**Description**
This week will focus on behavioural attributions. We will look at the evolution of different attribution theories and the different biases related to attributions. Finally, we will explore attributions at the intergroup and societal levels.
**Key concept:** Causes of behaviour; attribution theories; attributional biases; intergroup attributions; Societal attributions
**Recommended reading**
Hogg, M., & Vaugham, G. (Chapter 3) (2017) *Social psychology*. New York: Pearson.
**Optional reading**
Kassin, S., Fein, S. and Markus, H.R. (Chapter 4) (2013) *Social psychology*. Belmont, CA: Cengage Learning.

## Week 6: Self and identity I

**Description**
This week will introduce the concept of self. We will explore the relationship between self and identity and then look at the different components of the self such as self-awareness and selfknowledge, and the related effects and implications. Finally, multiple identities and their management will be presented.
**Key concept:** Self and identity; self-awareness; self-knowledge; multiple identities
**Recommended reading**: Hogg, M., & Vaugham, G. (Chapter 4) (2017) *Social psychology*. New York: Pearson.
**Optional reading:** Kassin, S., Fein, S. and Markus, H.R. (Chapter 3) (2013) *Social psychology*. Belmont, CA: Cengage Learning

## Week 7: Self and identity II

**Description**
Continuing with the concepts of the previous week, the theory of social identity and the different processes that constitute this phenomenon will be introduced. Also, in relation to the self, we will look at the different motivations that underpin social identity and the effects related to self-esteem and selfpresentation. Finally, impression management will be introduced.
**Key concept:** Social identity; self-motives; self-esteem; self-presentation; impression management
**Recommended reading** Hogg, M., & Vaugham, G. (Chapter 4) (2017) *Social psychology*. New York: Pearson.
**Optional reading** Smith, E.R, Mackie, D.M. and Claypool, H.M. (Chapter 6) (2015) *Social psychology*. New York: Psychology Press.

## Week 8: People in groups I

**Description**
This week the focus will shift from individual cognitive aspects to group aspects. The concept of the group, its formation, effects and different phenomena derived from groupness such as cohesion and socialisation will be introduced.
**Key concept:** Groups and aggregates; group effects; group cohesiveness; group socialisation

**Recommended reading** Hogg, M., & Vaugham, G. (Chapter 8) (2017) *Social psychology*. New York: Pearson

**Optional reading** Kassin, S., Fein, S. and Markus, H.R. (Chapter 8) (2013) *Social psychology*. Belmont, CA: Cengage Learning.

## Week 9: People in groups II
**Description**
Following on from the previous week's content, the different types of groups, their formation and structure will be explored. At the end, we will look at group affiliation and its consequences.
**Key concept:** Group norms; group structure; group affiliation
**Recommended reading** Hogg, M., & Vaugham, G. (Chapter 8) (2017) *Social psychology*. New York: Pearson.
**Optional reading** Kassin, S., Fein, S. and Markus, H.R. (Chapter 8) (2013) *Social psychology*. Belmont, CA: Cengage Learning.

## Week 10: Prejudice and discrimination

**Description**
This week will introduce prejudice and discrimination. We will look at the nature of prejudice and the main groups that suffer from it. The different forms of discrimination will also be presented in order to end with the introduction and consequences of stigma.
**Key concept:** Nature of prejudice; targets of prejudice; forms of discrimination; stigma
**Recommended reading** Hogg, M., & Vaugham, G. (Chapter 10) (2017) *Social psychology*. New York: Pearson.
**Optional reading** Kassin, S., Fein, S. and Markus, H.R. (Chapter 5) (2013) *Social psychology*. Belmont, CA: Cengage Learning.

## Week 11: Intergroup behaviour
**Description**
This week you will look at different cooperative and competitive behaviours related to group membership and social cognition. In particular, we will look at the phenomena of relative deprivation and realistic conflict. These will be introduced from the perspectives of social identity and social cognition. Finally, emotions at the group level and some collective behaviours will be reviewed.
**Key concept:** Relative deprivation; realistic conflict; social identity; social cognition; intergroup emotions; collective behaviour
**Recommended reading** Hogg, M., & Vaugham, G. (Chapter 11) (2017) *Social psychology*. New York: Pearson.
**Optional reading** Kassin, S., Fein, S. and Markus, H.R. (Chapter 11) (2013) *Social psychology*. Belmont, CA: Cengage Learning.

## Week 12: Research design in social psychology I

**Description**
This week will introduce study design in the field of social psychology. To frame it, we will start by reviewing the epistemological and ontological aspects of the social sciences and the position of social psychology. We will also introduce the most common methodologies in social psychology for collecting data and the importance of the scientific method. Finally, the scientific method will be compared with pseudosciences.
**Key concept:** Methodology; methods; epistemology; ontology; data collection; scientific method; pseudoscience
**Recommended reading** Della Porta, D. and Keating, M. (Chapter 2) (2008) *Approaches and methodologies in the social sciences: A pluralist perspective*. London: Cambridge University Press.

**Optional reading** Kassin, S., Fein, S. and Markus, H.R. (Chapter 2) (2013) *Social psychology*. Belmont, CA: Cengage Learning

## Week 13: Research design in social psychology II

**Description**
This week we will continue our discussion of practical considerations in conducting research in social psychology. Given that the topics of social psychology tend to be sensitive in nature, ethical considerations are of particular importance in this field. In this context, we will discuss ethical principles, protocols, and considerations in social psychological research.
**Key concept:** Methodology; methods; research design; ethics
**Recommended reading:** Dunn. D.S. (Chapter 3) (2013) *Research methods in social psychology*. New York: Blackwell Publishing

## Week 14: Review and exam preparation

**Description**
This last week you will review the contents seen throughout the module and look at the requirements for the final assignment. There will also be an informal evaluation of the module to allow students to express their impressions.
**Key concept:** Revision; exam preparation; module evaluation
**Recommended reading:** N/A