1. **Title of the module**

PSYC8130 (SP813): Advanced topics in Inter-Group Relations

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for :

* MSc in Group Processes and Intergroup Relations

Optional for :

* MSc Research Methods in Psychology
* MSc Social and Applied Psychology
* MSc Developmental Psychology
1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate advanced knowledge of the core domains of intergroup relation

8.2 Develop the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of intergroup relations

8.3 Show key intellectual skills when critically evaluating theoretical and empirical literature on intergroup relations

8.4 Develop the skill to apply the theoretical models to real-life social contexts

8.5 Develop the transferable skills to communicate and evaluate analyses of intergroup relations in speech and writing

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate writing, reading and oral skills to present and interpret material with evidence of the use of relevant literature

9.2 Develop knowledge and understanding of intergroup relations

9.3 Show the ability to critically evaluate the quality of theory and method in published research and of peers

9.4 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

1. **A synopsis of the curriculum**

This module provides an opportunity to study at an advanced level the literature on intergroup relations. The module builds upon knowledge gathered in the undergraduate degree on social and personality psychology. It will stress how social-psychological and personality theories in combination can explain intergroup processes. Emphasis will be placed on applying theoretical models and empirical findings to the analysis of real-world problems. Topics that will be addressed include social identity and social categorization, social inequality, prejudice, intergroup conflict and innervations to improve intergroup relations. The module relies primarily on research in social and personality psychology, but we will also consider perspectives from other fields, such as political science and sociology. This module relies heavily on student presentation, participation and student discussion.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Golec de Zavala, A., & Cichocka, A. (Eds.) (2013). Social Psychology of Social Problems. The Intergroup Context. Basingstoke, UK: Palgrave Macmillan. (referred to as GZ&C)

We will also extensively use journal articles and reports for discussion in each seminar. For details, please see the reading list for specific topics.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 78

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Presentation 30%

Extended Essay 3,000 words 70%

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Presentation | **X** |  | **X** | **X** |  | **X** |  |  | **X** |
| Extended Essay (3,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018