1. **Title of the module**

PSYC6080 (SP608): Evolution & Universal Motivation

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 6

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

15 credits (7.5 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**

Optional to Psychology undergraduate students.

Not available as a wild module. Available to Short-Term Credit students, at the discretion of the school/module convenor.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate knowledge and understanding of core concepts, theories and findings in the study of experimental existential psychology and human motivation
   2. Critically evaluate the theoretical and empirical literature on motivation and experimental existential psychology
   3. Apply theory and existing research on motivation to real life situations/ events
   4. Demonstrate knowledge of the historical and conceptual issues in the study of motivation
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate literacy, writing and communication skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature
   2. Critically evaluate the quality of theories, methods and findings in published research
   3. Demonstrate generic research skills which include; the ability to synthesise theories, identify gaps in existing research, identify and locate appropriate resources, and develop novel research hypotheses.
   4. Demonstrate an ability to critically evaluate, work independently and undertake problem solving tasks.
3. **A synopsis of the curriculum**

This module provides an opportunity to study the literature on motivation, inspired by a wide range of psychological perspectives (e.g., Evolutionary Psychology, Social Psychology, and Existential Experimental Psychology). In this, we will consider what motivates human cognition and behaviour. Specifically we will consider; (a) General Theories of Human Evolution & Motivation(b) Biological Perspectives (c) The self and Self-regulation (d) Human Mating Strategies, (e) Embodiment, (f) Threat Management, (g) Emotion, (h) Religion and Illusion, (i) The Modern Unconscious (j).. Moreover, the module will introduce students to experimental methods and measures applied in the field of research on human motivation. Finally, applications of theory and findings on human motivation to applied settings (e.g., daily life) are discussed

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aarssen, L. W. (2015). *What are We?: Exploring the Evolutionary Roots of Our Future*. Queen's University.

Baumeister, R.F. *The cultural animal.* New York: Oxford University Press, 2005.

Greenberg, J., Koole, S. L., & Pyszczynski, T. A. (Eds.). (2004). *Handbook of experimental existential psychology*. Guilford Press.

Leary, M.R. *The curse of the self.* Oxford: University Press, 2004

Pinker, S. *The blank slate: The Modern Denial of Human Nature*, Penguin Putnam,

2002

Stamos, D. N. (2011). *Evolution and the big questions: Sex, race, religion, and other matters*. John Wiley & Sons.

\* Note; these are optional text books – mandatory readings will be provided.

1. **Learning and teaching methods**

Total Contact Hours: 22

Private Study Hours: 128

Total Module Hours: 150

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

Exam 2 hours 60%

Research Poster 1,500 words 40%

* 1. 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lecture* | **x** |  |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Exam* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Research Poster* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.

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

Canterbury

1. **Internationalisation**

This module includes topics from both national and international sources. Students are encouraged to access as broad a range of reading material sources as possible.

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**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) |
| November 2017 | Minor | September 2018 | 6-7, 12-17 | No |
| January 2019 | Major | September 2019 | 1, 7-14 | No |