



**School of Human Sciences**

**Faculty of Education, Health and Human Sciences**

<b>Module title</b>	<b>Social Psychology</b>
<b>Module code</b>	<b>PSYH-1043</b>
<b>Module leader</b>	<b>Dr. Fouad Bou Zeineddine</b>
<b>Level</b>	<b>5</b>
<b>Coursework Title</b>	<b>Critical and Analytical Perspectives on Social Psychological Topics</b>
<b>Weighting (%)</b>	<b>100</b>
<b>Submission details</b>	<b>via Moodle</b>
<b>Submission deadline</b>	<b>26/04/2024</b>
<b>Return date</b>	<b>20/05/2024 (15 working days after submission date)</b>

### **Coursework Assessment Guidance**

#### **1. Learning outcomes of the assessment**

The aim of this test is to facilitate students to develop a critical and advanced understanding of how social psychological theory and empirical research has contributed, and is still contributing, to examining and understanding issues that relate to individuals and the society.

Learning Outcomes: On successful completion of this test, on top of the basic learning outcomes described earlier in the Handbook, a student will be able to:

1. Critically evaluate concepts and theories in social psychology
2. Integrate research and theory in approaching complex issues
3. Demonstrate awareness of methodological approaches in social psychology

#### **2. Rationale for assessment**

This test allows students to demonstrate a breadth and depth of knowledge and understanding of two or more topics from the course and apply critical and analytical skills to these topics. They should be able to draw on the content of the course. Importantly, this assessment will allow scaffolding of critical thinking for Level 6.

The reason for a take-home is to ensure that all revision is not a wasted exercise as students will only revise topics that appear in the test, reducing anxiety and increasing ability to focus on the important content. In having several weeks to work toward this test, students can take the time to conduct focused literature searches, analyse and critique course material and external sources, and ensure excellent scientific writing and formatting.

### 3. Guidelines for the assessment

This is a take-home test. There are two parts of the assessment. In Part 1, you will provide three critiques of journal articles (~ 400 words each). In Part 2, you will write two mini-essays (~ 600 words each). Word counts include your answer text and in-text citations but do not include the reference list. Note: This assessment will be marked anonymously. Do not identify yourself with name or ID in the document you submit on Turnitin. Turn in both parts in one document, in the order they are presented to you – use the Assessment Formatting Guide provided on Moodle.

#### Part 1

Select 3 research articles (must be one selected from each of the three sections below) to critique in a concise way (i.e., 400-440 words each). For each critique, use at least one academic journal article published after 2021 (2022-2024) as well as at least two references mentioned in your lectures to support your arguments. Give an example to illustrate your critical argument drawn from real life events that you or those you know have experienced or that you have heard of in the news this year.

#### Section 1

Andersson, I., Persson, J., & Kajonius, P. (2022). Even the stars think that I am superior: Personality, intelligence and belief in astrology. *Personality and Individual Differences*, 187, 111389.

[Tukachinsky, R. \(2020\). Playing a bad character but endorsing a good cause: Actor-character fundamental attribution error and persuasion. \*Communication Reports\*, 33\(1\), 1-13.](#)

#### Section 2

Azevedo, F., & Jost, J. T. (2021). The ideological basis of antiscientific attitudes: Effects of authoritarianism, conservatism, religiosity, social dominance, and system justification. *Group Processes & Intergroup Relations*, 24(4), 518-549.

<https://doi.org/10.1177/1368430221990104>

Appiah, O., Eveland, W., Bullock, O., & Coduto, K. (2022). Why we can't talk openly about race: The impact of race and partisanship on respondents' perceptions of intergroup conversations. *Group Processes & Intergroup Relations*, 25(2), 434-452.

<https://doi.org/10.1177/1368430220967978>

#### Section 3

Dvir, M., & Nagar, M. (2022). Would victims blame victims? Effects of ostracism, sexual objectification, and empathy on victim blaming. *Frontiers in Psychology*, 13, 912698.

<https://doi.org/10.3389/fpsyg.2022.912698>

Drury, J., Stott, C., Ball, R., Barr, D., Bell, L., Reicher, S., & Neville, F. (2022). How riots spread between cities: Introducing the police pathway. *Political Psychology*, 43(4), 651-669.

<https://doi.org/10.1111/pops.12786>

## Part 2

Answer 2 questions (from the below list of 3) in a concise way (i.e. 600-660 words).

1. Critically evaluate the role of empathy in pro-social behaviour with reference to relevant empirical evidence and at least one illustrative example from the news this month. Be sure to discuss a) the type of empathic response, b) who people are most likely to empathise with, and c) the behavioural and social implications of empathic biases.
2. Identify and use one real-world scenario (e.g., in politics, workplace, relationships, daily life) in which people flip between conformity and dissent - where they are seemingly inconsistent or hypocritical in how they respond to social influence. Use this example and pragmatic values theory (Hodges & Geyer, 2006) to explain how context foster competing values and motivations which shape conformity and dissent. Build on this argument to critically evaluate classic theories of conformity and majority influence.
3. Drawing upon published research on anti-prejudice/discrimination interventions, discuss the complexities and difficulties associated with developing interventions for mitigating prejudice and discrimination that are valid in real-world settings. Be sure to include and critically evaluate examples of research showing successful interventions as well as research showing less favourable results to illustrate your discussion. Building on your discussion and evaluation, reflect on what makes interventions fail or succeed.

Here are some guidelines that will also be covered in an allocated seminar:

- You will be able to use the originality report links.
- Regarding formatting, please follow APA style guidelines for citation/referencing, and the formatting guidelines posted on Moodle for the headings/subheadings, font, and line spacing of your submission.
- You will need in-text references and a reference list (use APA-style formatting)
- Late submissions will not be accepted without extenuating circumstances.
- As this will be a summative assessment, as with exams, once the questions have been made available staff cannot be contacted for help.
- Please review the module handbook policies regarding AI use (cite when used, use supportive AI like Elicit rather than generative AI like ChatGPT, double check the outputs from AI for false, illusory, or tangential outputs and citations).

Assessment answers will be marked in line with Level 5 standards.

Once the assessment is marked, you will find feedback on Turnitin. Feedback will be in the form of short written summary feedback (what you did well, what you could have done better, and what to take forward), and more specific comments annotating your submitted document.

#### **4. Recommended reading**

Read the lecture handouts and recommended readings for the lectures and review a recommended textbook. Make sure you read current empirical (research) articles while you prepare your answer to the topic. Wider reading tends to result in higher marks.