Module title: Psychology of City Life	
SITS Module Code: 5PSYC001X	
Credit level: 5	
Length: Summer School Only	
UK credit value: 20	
ECTS credit value: 10	
College and School: Liberal Arts and Sciences, Humanities	
Module Leader: Bryan Bonaparte	
Progression and assessment board: Psychology UG	
Pre-requisites: n/a	
Co-requisites: n/a	
Study abroad: n/a	
Special features: The module includes a half-day field trip to the Museum of London, Barbican.	
Access restrictions: Not available to Westminster BSc Psychology undergraduates	
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: No	
Summary of module content: This module aims to provide students with the opportunity to engage with a range of topics and issues in psychology that relate to growing up and living in or visiting a large urban city such as London, England. It will bring together research and theory from a number of areas of psychology including social psychology, health psychology, cognitive psychology and forensic psychology. Topics include: Stress & Wellbeing; Crime & Aggression; Loneliness, Pro-social Behaviour and Resilience. Lectures will discuss recent research and seminars will provide students with practical activities, visualisation through documentaries and guided discussions related to each topic.	

Assessment Methods

Rank	Assessment type	Assessment name	Weighting	Qualifying Mark %	Qualifying set (where the minimum mark required applies across multiple assessments)
001	Essay	Essay (2,000 words)	70	30	2,000 max word count

002	Group Presentation	Group Presentation	30	30	Oral Presentation using AV aids & 300 word written individual summary

Study Abroad or Equivalent Assessment Methods

n/a

Learning outcomes

On successful completion of the module students should be able to demonstrate that they can:

- Describe, evaluate and discuss psychological approaches to a range of issues in psychology. (LO.1)
- Demonstrate skills in researching, summarising and reviewing relevant literature, and to employ an appropriate style for academic writing. (LO.2)
- Research and summarise a relevant area of literature as a group task and present findings to their peers. (LO.3)

Course outcomes the module contributes to:

n/a

Indicative syllabus content

Assuming no prior knowledge of psychology, the module introduces students to the nature of psychology as it applies to growing up and living in a large city environment such as London. The module embraces different areas of psychology such as Health, Cognitive & Forensic, as well as introducing key psychological theories and concepts to the understanding of real-world social issues of City Life.

In addition, the module provides students with the opportunity to be more aware of methodological strengths and weaknesses when reading and evaluating published research that also embraces *equality, diversity and inclusion, leading to the development of* the set of skills necessary to produce academically robust assessment coursework.

Teaching and learning methods

Over a three-week block during the summer, teaching will be through a combination of lectures and seminars. With 2-hour lectures being the main vehicle of delivery for the key theories and concepts of the subject matter covered in the module. Lectures are supplemented by 2-hour seminars, which incorporate the knowledge base from the lecture programme and consist of group discussions, guided groupwork activities and films. The seminars in the module have been designed to cement the information students will learn in the lectures, which they will then utilise for their assessments.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	24
Seminar	Scheduled	20

Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	6
Work based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
Total scheduled		**50**
Placement	Placement	
Independent study	Independent	150
Total student learning and teaching hours		**200**

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

The module is assessed by (a) a 2,000 word essay (70%) and (b) group presentations including an individual summary from each member of every group (30%).

The presentation itself assesses the ability of the students to work collaboratively to research and summarise a relevant area of psychological literature as a group task and to present findings to their peers at an appropriate level. (L.03)

The summary allows each student to demonstrate their individual contribution to the development of their group presentation. (L.01; L.02)

The essay will allow students to demonstrate in-depth knowledge of a specific topic from the module using academic information via books, journals, the internet and other sources; critically evaluate that information and show their ability to communicate that knowledge in a precise and coherent manner. (L.01; L.02)

The Essay:

The essay requires students to develop the skills necessary to access academic information through books, journals, the internet and other sources and to examine a particular topic in-depth. The presentation involves assessment of both the presentation itself and the research effort behind it.

The Group Presentations:

Groups will be required to produce a presentation from a selection of topics related to the lectures. The 30% will be allocated as follows:
10% for the overall group effort and 20% for each individual's contribution.

Presentations should be approximately 5 minutes per student.

Each individual will be required to produce a hand-out to illustrate the content of their part of the presentation (one A4 side will be sufficient). This must not be a replication of the PowerPoint presentation or accompanying notes.

For the presentation the relevant criteria are:

- Summarise key points of the article and communicate these to your peers
- Demonstration of critical awareness, including the strengths and limitations of the methodology
- Demonstration of understanding of how this research fits within a broader psychological context.
- Demonstration of in-depth knowledge of your research article
- Presentation skills: delivery, AV aids (Power Point), clarity of communication
- Group co-ordination

Hand-out for presentation (20%)

This part of the assessment requires that you provide evidence for your contribution towards the group presentation. This can be done in a number of ways, but it must include the following points:

A summary of the academic content of your own contribution (300 words).

In addition, students must also include the following:

- Detail the sources that you explored during the task (books, journals, internet resources – please make sure that these are reliable – Wikipedia is not considered an appropriate source for academic work at this level)
- How you approached the task (what were the stages you went through – i.e. in research, planning etc)
- What was your contribution to the meetings in your group (How did you divide the tasks etc)
- What arguments/controversies did you identify related to the topic?

 This should be word-processed and given to the group leader on **the day you present**. It can include diagrams, if appropriate and must include your name and student number.

Assessment criteria: what criteria will be used to assess my work on this module?

The assessment(s) will examine to what extent the student has demonstrated ability to:

- Demonstrates understanding of the major theories, research and issues.
- Produce a clearly constructed answer with a coherent argument directed towards resolving the issue posed in the question.
- Demonstrate a critical awareness of the strengths and limitations of psychological theory
- Have consulted a range of sources from original journal articles, books to basic textbooks.
- Have provided full references for these sources in the approved manner (refer to Assessed Work in Psychology handbook).

Sources
Essential reading list

Eysenck, M. (2009). Fundamentals of Psychology. Psychology Press: England

Myers, D.G. & Twenge, J.M. (2022) Social psychology. McGraw-Hill. New York.

Ehland, C., Fischer, P. (2018) Resistance and the city negotiating urban identities: race, class, and gender. Leiden ; Brill / Rodopi.

Additional Reading:

Health Psychology
Kaptein, A. & Weinman, J. (Eds) (2004). Health Psychology. Oxford, BPS Blackwell.

Schabracq, M. J., Winnubst, J. A.M. & Cooper, C.L. (2003). The Handbook of Work and Health Psychology, 2nd ed. Chichester, UK: Wiley.

Taylor, S.E. (2009). Health Psychology. London,7th ed. UK : McGraw-Hill.

Stress
Cooper, C. L. (Ed) (2005). Handbook of Stress Medicine and Health, 2nd ed. London, UK: CRC Press.

Glaser, R. Kiecolt-Glaser, J.K. (Eds) (1994). Handbook of Human Stress and Immunity. London, UK : Academic Press .

Selye, H. (1976). The Stress of Life. New York, USA: McGraw-Hill .

Prejudice
Augoustinos, M. & Reynolds, K. (eds.) (2001). Understanding Prejudice, Racism and Social Conflict. London: Sage.

Howitt, D. (1994). The Racism of Psychology : Time For Change. London, UK : Harvester Wheatsheaf.

Lott, B. E. & Maluso, D. (Eds) (1995). The Social Psychology of Interpersonal Discrimination. London, UK : Guilford Press.

Nelson, T. D. (2006). The Psychology of Prejudice. Boston , USA: Pearson , Allyn and Bacon.

Sampson, E.E. (1999). Dealing with Differences: An Introduction to the Social Psychology of Prejudice. London, UK: Harcourt College Publishers.

Whitley, B. E. & Kite, M.E. (2010). The Psychology of Prejudice and Discrimination, 2nd ed. Belmont, USA : Wadsworth Cengage Learning.

Loneliness
Griffin, J. (2010) The Lonely Society, Mental Health Foundation Report available at: http://www.mentalhealth.org.uk/campaigns/loneliness-and-mental-health/

Heinrich, L.M. & Gullone, E. (2006). The clinical significance of loneliness: A literature review, Clinical Psychology Review 26, 695-718

Pro-social behaviour and the bystander effect

Fischer, P., Greitemeyer, T., Pollozek, F. & Frey, D. (2006). The unresponsive bystander: Are bystanders more responsive in dangerous emergencies? European Journal of Social Psychology, 36, 267-278

Levine, M. (1999). Rethinking bystander non-intervention: Social categorisation and the evidence of witnesses at the James Bulger Murder Trial, Human Relations, 52, 1133