

**UNIVERSITY OF SUSSEX
DEPARTMENT OF PSYCHOLOGY**



***Psychology Now: Contemporary Approaches to
Understanding Behaviour***

**1st Year: C8846
15 Credits
Spring Term 2016-17**

Module Convenor: Dr. David A. Leavens

NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first lecture.

NOTE: This document concerns the structure and content of the module. If you have questions about procedures, please consult the Department of Psychology Administration Office in Pev1 2A13 or via psychology@sussex.ac.uk

MODULE INFORMATION & REQUIREMENTS

Module Structure, Aims and Objectives

This module introduces you to a wide range of research themes in contemporary psychology. Internationally recognised researchers will help you learn about work at the cutting edge of this dynamically changing discipline, covering topics such as the psychology of gender differences, the effects of drugs on our thinking and behaviour, the mechanisms involved in hypnosis, and the role of psychology in environmental issues. You will evaluate diverse approaches to understanding human behaviour, from comparative perspectives that help us revisit assumptions about the human-animal divide, through to social psychological explanations of why we interact with other people in the ways that we do. This module does not require any prior knowledge of psychology -- all are welcome

Module Learning Outcomes.

By the end of the module, a successful student should be able to:

1. Succinctly summarise published research in psychology,
2. Describe core theoretical and methodological concepts in the topics covered,
3. Apply existing knowledge to new problems.

Module Contact Information

Convenor: **David A. Leavens, PhD**
Location: Pevensy 2, Room 4B3
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E-mail: davidl@sussex.ac.uk

Teaching and Learning

- **Lectures** There will be two lectures per week.

To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture.

It is **CRUCIAL** for you to understand that formal assessment on this module will be based on material covered in the lectures, seminars **and** your 'essential reading' for each week. It is also important for you to understand that lectures will **NOT** attempt to 'cover' all such material. That is, lectures are not intended to provide an alternative to you learning the material in your essential reading. Any attempt to rely solely on learning material presented in lectures will severely restrict your ability to produce excellent essays. Lectures are intended to fulfil functions other than repeating or précising material covered in the essential readings.

Lectures on this module are intended to perform several functions. First, they will provide another 'channel' of communication, allowing you to hear as well as read about (selected) material relevant to the module.

A second function of the lectures is to allow you to review material you have learned so far. If you have already done the essential reading associated with the lecture, ask yourself how well the lecturer has covered that material.

A third function of the lectures is to illustrate the nature of a critical approach to students. The lecturer will sometimes simply explain material. At other times, however, the lecturer will criticise the material in some way. University education is about learning how to constructively criticise as well as simply absorb information. Evaluate your lecturer's criticisms. Are they simply personal prejudices (e.g., "I don't like this") and, if so, are they presented as such? Or are reasons given for criticisms made (e.g., "I don't like this because...")?

You should note that all the study skills advice in existence suggests that straightforward 'absorption' of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from 'interrogating' that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

Seminars. This elective has no scheduled seminars.

- **Independent study** The difference between studying at university and study you may have done previously is that at university the emphasis is on you finding out things for yourself. Just as fitness clubs attempt to foster and facilitate (but cannot impose) fitness, universities attempt to foster and facilitate (but cannot impose) academic excellence. Results will (and can only) come as a direct result of *you* making appropriate use of the facilities at your disposal. Lectures, seminars and the like are there to support and guide your independent learning – they are not there to “pass information from tutors' heads to students' notebooks without passing through the brains of either.” Not everything you will need or want to know will be covered in the lectures, seminars or essential readings. You need to become familiar with the material you are guided towards, but you also need to learn to ‘manipulate’ that material: apply it to new domains, compare and contrast across topics, synthesise it, evaluate it, consider its relevance to issues of interest to you, supplement it, etc. This can only be done by being interested and working hard because you want to. An exclusive focus on passing exams can *undermine* that motivation and will make you perform less well as a result; this module does not have an examination mode of assessment, in part, because we want you to feel free to explore the areas you find most interesting. Thus, study because you want to learn and stop when you have answers to your own satisfaction for the questions you care about. Finally, note that independent study is study you engage in outside of formal contact hours with faculty – it does not have to be solitary.

- **Student Feedback Sessions** Your module convenor will hold two student feedback sessions each week. Details are on Sussex Direct. Students may use these office hours (without appointment when demand does not exceed supply) to discuss or ask about *anything* module-related.

Books and Reading

- Due to the changing and varied content of this module, no single text can provide a thorough overview. However, for students desiring an excellent, topically broad introduction to psychology, the following text is recommended, although any introductory textbook will be helpful for non-psychology students (look for these around shelfmarks BF 121 and QZ 120, for example):

Davey, G. (Ed.). (2004). *Complete psychology*. Oxon, U.K.: Hodder & Stoughton. (or more recent edition)

CORE (REQUIRED) AND RECOMMENDED ADDITIONAL READINGS BY WEEK:

WEEK 1 (MON.): INTRODUCTION TO MODULE (DR. LEAVENS)

Required reading: Module Handbook

WEEK 1 (TUES.): (OPTIONAL) WRITING SURGERY (DR. LEAVENS)

See Study Direct for Recommended Readings

WEEK 2 (MON.): ENVIRONMENTAL PSYCHOLOGY (DR. SPARKS)

Introduction: This part of the module addresses some core contemporary issues in Environmental Psychology. Emphasis will be placed on a consideration of how psychology can help us understand (and perhaps influence) environment-related behaviour and on what psychology might contribute to the promotion of sustainability.

Lecture 1: People and planet: the psychology of environmental attitudes

Required reading

White, L. Jr (1967). The historical roots of our ecologic crisis. *Science*, 155, 1203-1207.

Additional reading

- Gifford, R. (2007). Environmental psychology and sustainable development: expansion, maturation, and challenges. *Journal of Social Issues*, 63, 1, 2007, 199-212.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162, 1243-1248.
- Kaplan, S. (2000). Human nature and environmentally responsible behavior. *Journal of Social Issues*, 56, 3, 491-508.
- Oskamp, S. (2000). A sustainable future for humanity? How can psychology help? *American Psychologist*, 55, 496-508.
- Schultz, P.W. (2001). The structure of environmental concern: concern for self, other people, and the biosphere. *Journal of Environmental Psychology*, 21, 4, 327-339.

WEEK 2 (TUES.): ENVIRONMENTAL PSYCHOLOGY (DR. SPARKS)

Lecture 2: Understanding inertia and other barriers to action

Required reading

Milbrath, L.W. (1995). Psychological, cultural, and informational barriers to sustainability. *Journal of Social Issues*, 51, 4, 101-120.

Additional reading

- Jacques, P.J., Dunlap, R.E. & Freeman, M. (2008). The organisation of denial: Conservative think tanks and environmental scepticism. *Environmental Politics*, 17, 3, 349-385.
- Lorenzoni, I., Nicholson-Cole, S., & Whitmarsh, L. (2007). Barriers perceived to engaging with climate change among the UK public and their policy implications. *Global Environmental Change*, 17, 445-459.
- Penn, D.J. (2003). The evolutionary roots of our environmental problems: toward a Darwinian Ecology. *The Quarterly Review of Biology*, 78, 3, 275-301.
- WWF (2008). *Weathercocks and Signposts: The environmental movement at the crossroads*. Available at wwf.org.uk/strategiesforchange

WEEK 3 (MON.): ENVIRONMENTAL PSYCHOLOGY (DR. SPARKS)**Lecture 3: Promoting pro-environmental behaviour****Required reading**

- Van der Linden, S., Maibach, E. & Leiserowitz, A. (2015). Improving public engagement with climate change: five “best practice” insights from psychological science. *Perspectives on Psychological Science*, 10, 6, 758-763,

Additional reading

- Abrahamse, W., Steg, L., Vlek, C. & Rothengatter, T. (2005). A review of intervention studies aimed at household energy conservation. *Journal of Environmental Psychology*, 25, 273-291.
- Cialdini, R.B., Demaine, L.J., Sagarin, B.J., Barrett, D.W., Rhoads, K. & Winter, P.L. (2006). Managing social norms for persuasive impact. *Social Influence*, 1, 1, 3-15.
- Dickerson, C., Thibodeau, R., Aronson, E., and Miller, D. (1992). Using cognitive dissonance to encourage water conservation. *Journal of Applied Social Psychology*, 22, 841-854.
- Sparks, P., Jessop, D.C., Chapman, J. & Holmes, K. (2010). Pro-environmental actions, climate change and defensiveness: Do self-affirmations make a difference to people’s motives and beliefs about making a difference? *British Journal of Social Psychology*, 49, 3, 553-568.
- Van Vugt, M. (2009). Averting the tragedy of the commons: using social psychological science to protect the environment. *Current Directions in Psychological Science*, 18, 3, 169-173.

WEEK 3 (TUES.): ENVIRONMENTAL PSYCHOLOGY (DR. SPARKS)**Lecture 4: ‘Saving the planet’: a cautionary postscript****Required reading**

- Maniates, M.F. (2001). Individualization: Plant a Tree, Buy a Bike, Save the World? *Global Environmental Politics*, 1, 3, 31-52.

Additional reading

- Gifford, R. & Nilsson, A. (2014). Personal and social factors that influence pro-environmental concern and behaviour: A review. *International Journal of Psychology*, 49, 3, 141-157.

- Hornsey, M.J., Blackwood, L., Louis, W., Fielding, K., Mavor, K., Morton, T., O'Brien, A., Paasonen, K-E, Smith, J. & White, K.M. (2006). Why do people engage in collective action? Revisiting the role of perceived effectiveness. *Journal of Applied Social Psychology*, 36, 7, 1701-1722.
- Meijers, M.H.C., Verlegh, P.W.J., Noordewier, M.K. & Smit, E.G. (2015). The dark side of donating: how donating may license environmentally unfriendly behavior. *Social Influence*, 10, 4, 1-14.
- Webb, J. (2012). Climate change and society: The chimera of behaviour change technologies. *Sociology*, 46, 109–125.

WEEK 4 (MON.): ADVANCES IN THE STUDY OF ANIMAL BEHAVIOUR (DR. BATES/PROFESSOR McCOMB)

This series of lectures explores recent developments in our understanding of the social intelligence of mammals and birds.

Lecture 1: Do animals have culture? (Dr. Bates)

Required reading

Required readings will be posted on Study Direct.

Suggested Reading

Suggested readings will be posted on Study Direct.

Relevant background sources for this topic include:

Laland, K. N., & Galef, G. (2009). *The question of animal culture*. Harvard.

WEEK 4 (TUES.): ADVANCES IN THE STUDY OF ANIMAL BEHAVIOUR (DR. BATES/PROFESSOR McCOMB)

Lecture 2: Case study: Culture in whales and elephants (Dr. Bates)

Required Reading

Required readings will be posted on Study Direct.

Suggested Reading

Suggested readings will be posted on Study Direct.

Relevant background sources for this topic include:

Whitehead, H., & Rendell, L. (2014). *The cultural lives of whales & dolphins*. University of Chicago Press.

WEEK 5 (MON.): ADVANCES IN THE STUDY OF ANIMAL BEHAVIOUR (DR. BATES/PROFESSOR McCOMB)

Lecture 3: Do animals have emotional lives? (Prof. McComb)

Required reading

Required readings will be posted on Study Direct.

Suggested Reading

Suggested readings will be posted on Study Direct.

Relevant background sources for this topic include:

Bekoff, M. (2008). *The emotional lives of animals*. New World Library.

Panksepp, J., & Biven, L. (2014). *The archaeology of mind : neuroevolutionary origins of human emotions*. New York : W. W Norton.

WEEK 5 (TUES.): ADVANCES IN THE STUDY OF ANIMAL BEHAVIOUR (DR. BATES/PROFESSOR McCOMB)

Lecture 4: Case study: Emotional awareness in horses (Prof. McComb)

Required reading

Required readings will be posted on Study Direct.

Suggested Reading

Suggested readings will be posted on Study Direct.

WEEK 6 (MON.): HYPNOSIS (PROFESSOR DIENES)

All articles are available electronically on Study Direct. These are original research articles: Do not worry if aspects of them are difficult, like the results sections. Take what you can from the articles and, if you are on a psychology degree, you will eventually be able to evaluate results sections properly.

Lecture 1. Hypnosis: Basic facts.

Overview of hypnosis:

Heap, M., Alden, P., Brown, R. J., Naish, P., Oakley, D. A., Wagstaff, G., & Walker, L. G. (2001). *The Nature of Hypnosis: A report prepared by a Working Party at the request of The Professional Affairs Board of The British Psychological Society*. British Psychological Society.

Kihlstrom, J. (2016).

<http://socrates.berkeley.edu/~kihlstrm/ConsciousnessWeb/HysteriaHypnosis/HypnosisSupplement.htm>

See also: <http://www.hypnosisandsuggestion.org/measurement.html>

I have put a couple of legitimate websites here; in general most material on the internet is not based on evidence – it is pseudo-science - and you should be very careful about the sources you pick. Best stick to material published in academic journals for drawing conclusions about the actual nature of hypnosis..

Are hypnotized subjects lying?

Kinnunen, T., Zamansky, H. S., & Block, M. L. (1994). Is the hypnotised subject lying? *Journal of Abnormal Psychology, 103*, 184-191.

Stage Hypnosis:

Crawford, H. J., Kitner-Triolo, M., Calrk, S. W., & Olesko, B. (1992). Transient positive and negative experiences accompanying stage hypnosis. *Journal of Abnormal Psychology, 101*, 663-667.

Heap, M. (2000) A legal case of a man complaining of an extraordinary sexual disorder following stage hypnosis. *Contemporary Hypnosis, 17*, 143-149.

Heap, M. (2000) The alleged dangers of stage hypnosis. *Contemporary Hypnosis, 17*, 117-126.

Hypnosis and antisocial acts:

Orne, M. T., & Evans, F. J. (1965). Social control in the psychological experiment: Antisocial behaviour and hypnosis. *Journal of Personality and Social Psychology, 1*, 189-200.

Coe, W. C., Kobayashi, K., & Howard, M. L. (1973). Experimental and ethical problems in evaluating the influence of hypnosis in antisocial conduct. *Journal of Abnormal Psychology, 82*, 476-482.

WEEK 6 (TUES.): HYPNOSIS (PROFESSOR DIENES)

Lecture 2: Hypnosis as an altered state.

Overview

Irving Kirsch (2011): The altered state issue: Dead or alive? *International Journal of Clinical and Experimental Hypnosis, 59* (3), 350-362.

Lynn, S. J., Kirsch, I., Knox, J., Fassler, O., & Lilienfeld, S. O. (2007). Hypnosis and neuroscience: Implications for the altered state debate. . In G. Jamieson (Ed) *Toward a cognitive neuroscience of hypnosis and conscious states*. Oxford University Press. (pp 145 – 165) (Book in Library)

Oakley, D. A., & Halligan, P. W. (2013). Hypnotic suggestion: opportunities for cognitive neuroscience. *Nature Reviews Neuroscience 14*, 565–576 doi:10.1038/nrn3538

Effect of hypnotic inductions

Braffman, W., Kirsch, I. (1999). Imaginative suggestibility and hypnotizability: An empirical analysis. *Journal of Personality and Social Psychology, 77*, 578-587.

Raz, A., Kirsch, I., Pollard, J., & Nitkin-Kaner, Y. (2006). Suggestion reduces the Stroop effect. *Psychological Science, 17*, 91-95.

Banyai, E. I., & Hilgard, E. R. (1976). A comparison of active-alert induction with traditional relaxation induction. *Journal of Abnormal Psychology, 85*, 218-224.

Matthews, M. J., Kirsch, I., & Mosher, D. (1985). Double hypnotic induction: An initial empirical test. *Journal of Abnormal Psychology, 94*, 92-95.

Lynn, S. J., Neufeld, V., & Matyi, C. L. (1987). Inductions vs suggestions: Effects of direct and indirect wording on hypnotic responding and experience. *Journal of Abnormal Psychology, 96*, 76-79.

Subjective markers of an altered state

Kirsch, I, Mobayed, C. P., Council, J. R., & Kenney, D. A. (1992). Expert judgments of hypnosis from subjective state reports. *Journal of Abnormal Psychology, 101*, 657-662.

WEEK 7 (MON.): HYPNOSIS (PROFESSOR DIENES)

Lecture 3: Hypnosis in an historical and clinical context

Hypnotic analgesia

Milling, L. S., Kirsch, I., Meunier, S. A., & Levine, M. R. (1992). Hypnotic analgesia and stress inoculation training: Individual and combined effects in analog treatment of experimental pain. *Cognitive Therapy and Research, 26*, 355-371.

Elkins, G., Jensen, M. P., & Patterson, D. R. (2007). Hypnotherapy for the management of chronic pain. *Intl. Journal of Clinical and Experimental Hypnosis, 55*(3), 275-287.

Hypnosis and therapy

Kirsch, I., Montgomery, G., & Sapirstein, G. (1995). Hypnosis as an adjunct to cognitive-behavioral psychotherapy: A meta-analysis. *Journal of Consulting and Clinical Psychology, 63*, 214-220.

Alladin, A., & Alibhai, A. (2007). Cognitive hypnotherapy for depression: an empirical investigation. *Intl. Journal of Clinical and Experimental Hypnosis, 55*(2), 147-166.

WEEK 7 (TUES.): HYPNOSIS (PROFESSOR DIENES)

Lecture 4: Hypnosis and memory; hypnotisability

Can memory be hypnotically enhanced?

Nogrady, H., McConkey, K. M., & Perry, C. (1985). Enhancing visual memory: Trying hypnosis, trying imagination, and trying again. *Journal of Abnormal Psychology, 94*, 195-204.

Implanting pseudo-memories

Labelle, L., Laurence, J.-R., Nadon, R., & Perry, C. (1990). Hypnotisability, preference for an imagic cognitive style, and memory creation in hypnosis. *Journal of Abnormal Psychology, 99*, 222-228.

Hypnotisability

Laurence, J. R., Beaulieu-Prévost, D., & du Chéné, T. (2008). Measuring and understanding individual differences in hypnotizability. *The Oxford handbook of hypnosis: Theory, research and practice, 255-282*.

Braffman, W., Kirsch, I. (1999). Imaginative suggestibility and hypnotizability: An empirical analysis. *Journal of Personality and Social Psychology, 77*, 578-587.

Woody, E. Z., Drugovic, M., Oakman, J. M. (1997). A re-examination of the role of non-hypnotic suggestibility in hypnotic responding. *Journal of Personality and Social Psychology, 72*, 399-407.

WEEK 8 (MON.) DRUGS (DR. MORGAN)**Lecture 1: Principles of psychopharmacology**

The topic of this section of the module is the neuropharmacology of recreational drugs, with particular focus on cannabis, heroin, cocaine, and MDMA (ecstasy).

Required reading (for all four lectures)

Rozenweig, M. R., Breedlove, S. M., & Watson, N. V. (2005). *Biological psychology: An introduction to behavioral and cognitive neuroscience*. Sunderland, MA: Sinauer Associates. (Chapters, 2, 3, & 4).

(Please note that the library is well-stocked with other relevant textbooks, such as Toates, F. M. (2007). *Biological psychology: An integrative approach*, 2nd ed. Harlow: Pearson Prentice-Hall, as well as earlier editions)

For specific drugs, the U.S. National Institute on Drug Abuse (NIDA) provides informative and up-to-date information on many recreational drugs (located at: <http://www.nida.nih.gov/>). Specific web pages are listed below—for each drug, first look for the NIDA Infofacts. If you want more in-depth information, look for the research reports.

Ecstasy: <http://www.nida.nih.gov/DrugPages/MDMA.html>

Cocaine: <http://www.nida.nih.gov/DrugPages/Cocaine.html>

Heroin: <http://www.nida.nih.gov/DrugPages/Heroin.html>

Cannabis: <http://www.nida.nih.gov/DrugPages/Marijuana.html>

WEEK 8 (TUES.): DRUGS (DR. MORGAN)**Lecture 2: Psychostimulants****WEEK 9 (MON.): DRUGS (DR. MORGAN)****Lecture 3: The opiates****WEEK 9 (TUES.): DRUGS (DR. MORGAN)****Lecture 4: Marijuana****WEEK 10 (MON.): GENDER DIFFERENCES (PROFESSOR CLIFTON)****Lecture 1: Biological Perspectives on Gender**

This lecture will look at sex and gender differences from a biological perspective.

Required reading - the relevant chapter from one of the textbooks listed here (earlier editions of these books will be fine).

Kolb, B., & Whishaw, I. Q. (2006). *An introduction to brain and behavior* (2nd Edition), Chapter 7, page 257 onwards.

Carlson, N. (2013, or earlier). Physiology of Behavior Chapter 10.
 Toates, F. (2007). Biological psychology (2nd Edition), Chapter 17.

Additional reading - you can pick and choose according to your interests.

Stearns, S.C. & Hoekstra, R.F. (2005). *Evolution: an Introduction*, Chapter 7, or Nettle, D (2009) *Evolution and Genetics for Psychology* (2009), Chapter 6. Either of these will give you an introduction to the evolution of sex, though Daniel Nettle is the more readable of the two.

Miller, D. I., & Halpern, D. F. (2014). The new science of cognitive sex differences. *Trends in Cognitive Sciences*, 18(1), 37–45. This is a recent review which includes the interaction model I use in the final lecture slide.

Hines, M., Constantinescu, M., & Spencer, D. (2015). Early androgen exposure and human gender development. *Biology of Sex Differences*, 6, 3. This article is an authoritative review of the literature on hormonal influences on early development in humans.

Archer, J. (2009). Does sexual selection explain human sex differences in aggression? *The Behavioral and Brain Sciences*, 32(3-4), 249–66– discussion 266–311. I have included this long article as one example of the way in debate occurs in the scientific literature. John Archer, who early in his career taught at Sussex, has written a ‘target’ article on sex differences in human aggression and their potential causes. He favours an explanation in terms of sexual selection, pitting this against sole role theory. A wide variety of responses to the target article are published along side it, some agreeing, others strongly disagreeing. Archer then has a chance to respond towards the end of the complete article. You might be interested to dip into the different responses rather than to attempt reading it all!

WEEK 10 (TUES.): GENDER DIFFERENCES (DR. LONG)

Lecture 2: Developmental perspectives on gender differences

This lecture will introduce you to two theoretical accounts of the processes by which gender develops in childhood. The two textbooks (Brannon, Durkin) listed below cover these theories comprehensively, but any developmental psychology textbook will provide a basic introduction.

- Brannon, L. (2005 or 2008) *Gender: Psychological Perspectives*. Fourth or Fifth Edition. Pearson Education Chapters 5 & 6 QZ 1455 Bra
- Durkin, K. (1995) *Developmental Social Psychology*. Oxford: Blackwell. Chapter 5: The Development of Gender. pp163 onwards HC 3000 Dur
- Fagot, B.I. & Hagan, R. (1991) Observations of parent reactions to sex-typed behaviours: Age and sex differences. *Child Development*, 62, 617-628.
- Lytton, H & Romney, D.M. (1991) Parents’ differential socialisation of boys and girls: A meta-analysis. *Psychological Bulletin*, 109, 267-96.
- Lindsey, E.W., Cremeens, P., & Caldera, Y.M. (2010). Gender differences in mother-toddler and father-toddler verbal initiations and responses during a caregiving and play context. *Sex Roles*, 63, 399-411.
- Martin, C.L. & Ruble, D. (2004) Children’s search for gender cues: Cognitive perspectives on gender development. *Current Directions in Psychological Science*, 13 (2) 67-70

*****--EASTER BREAK, 8 APRIL – 23 APRIL--*****

WEEK 11 (MON.): GENDER DIFFERENCES (DR. LONG)**Lecture 3: Sex, gender and the meaning of difference**

In this lecture we will explore the meaning of gender differences from a number of perspectives, including the argument that the genders are more similar than different. We will also consider potential sources of bias in the process of researching gender differences.

- Brannon, L. (2008). *Gender: Psychological perspectives*. Fifth Edition. Pearson Education Chapter 3. QZ 1455 Bra
- Eagly, A.H. (1995) The science and politics of comparing men and women. *American Psychologist*, 50, 145-158.
- Hegarty, P. & Buechel, C. (2006) Androcentric reporting of gender differences in APA Journals: 1965-2004. *Review of General Psychology*, 10 (4) 377-389,
- Hoffman, C. & Hurst, N. (1990) Gender stereotypes: perception or rationalization? *Journal of Personality and Social Psychology*, 58, 192-208.
- Hyde, J.S. (2005) The gender similarities hypothesis. *American Psychologist*, 60, 581-592.
- Hyde, J.S. (2014) Gender similarities and differences. *Annual Review of Psychology*, 65, 373-398.
- Lips, H.M. (2014). *Gender: The basics*. Routledge. Chapter 1: pp1-22

WEEK 11 (TUES.): GENDER DIFFERENCES (DR. LONG)**Lecture 4: Considering the role social influences on specific gender differences**

In the final lecture of this section we will look in detail at competing explanations of gender differences in cognitive and mathematical abilities and will consider the various explanations for the underrepresentation of women in science and technology careers.

- Brannon, L. (2008) *Gender: Psychological perspectives*. Fifth Edition. Pearson Education Chapter 7, and Chapter 8 p97 onwards, (see also pp97- 101) QZ 1455 Bra
- Ceci, S.J. & Williams, W.M. (2011). Understanding current causes of women's underrepresentation in science. *PNAS* 108(8) 3157-3162 doi: 10.1073/pnas.1014871108
- Ceci, S.J., Ginther, D.K., Kahn, S. & Williams, W.M. (2014). Women in academic science: A changing landscape. *Psychological Science in the Public Interest* 15(3) 75–141 DOI: 10.1177/1529100614541236
- Eagly, A.H. & Steffen, V.J. (1986) Gender and aggressive behaviour: A meta-analytic review of the social psychological literature. *Psychological Bulletin*, 100, 309-330.
- Fine, C. (2010). From scanner to sound bite: Issues in interpreting and reporting sex differences in the brain. *Current Directions in Psychological Science*, 19, 280-283.
- Halpern, D.H. (2004) A cognitive-process taxonomy for sex differences in cognitive abilities. *Current Directions in Psychological Science*, 13 (4), 135-139.
- Halpern et al (2007) The science of sex-differences in science and mathematics. *Psychological Science in the Public Interest*, 8, 1-51
- Spelke, E.S. (2005) Sex differences in intrinsic aptitude for mathematics and sciences? A critical review. *American Psychologist*, 60 (9) 950-958.
- Voyer, D., Voyer, S. & Bryden, M.P. (1995) Magnitude of sex differences in spatial abilities: A meta-analysis and critical consideration of the variables. *Psychological Bulletin*, 117, 250-270.

WEEK 12: READING/REVISION WEEK—NO CLASS MEETINGS.

Please note that additional recommended readings may be posted on Study Direct, for all weeks, so remember to check Study Direct regularly. You will need to go beyond these readings in preparing for your essays. Use it as a starting point to orient yourself to particular fields of interest, and then pursue other material which appears to you to be relevant.

ASSESSMENT

Formal assessment for *Contemporary Issues in Psychology* comprises two (short coursework) Essays, comprising 1,500 words each. Each of these essays is weighted 50.00% over the entire module. **Both essays are e-submission assessments.**

Please access Sussex Direct for submission deadlines: <https://direct.sussex.ac.uk>

The set essay titles will be posted on Study Direct. Essay titles for the Spring term will cover material from Weeks 1-5 of the Spring Term (two topical areas) and Weeks 6-12 (three topical areas).

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

In line with University regulations, every effort will be made to ensure that each essay is returned with feedback within 15 term-time weekdays of the relevant submission deadline.

Very Important Note: Appropriately completing and submitting formally assessed work is your responsibility. If you are in any doubt about the rules concerning submissions check with the departmental office.

Examination

Please note that there are no assessed examinations for this module.

Attendance, Absence and Engagement

You are expected to be ‘in attendance’ at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

Student Evaluation

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

Lecture Overview

Week 1: Introduction/Reading Surgery 30 & 31 February
First lecture: Introduction to module (Dr. Leavens) Second lecture (Optional): Surgery on essays & written communication (Dr. Leavens)
Week 2: Environmental Psychology 6 & 7 February
First lecture: People and planet: the psychology of environmental attitudes (Dr. Sparks) Second lecture: Understanding inertia and other barriers to action (Dr. Sparks)
Week 3: Environmental Psychology 13 & 14 February
Third lecture: Promoting pro-environmental behaviour (Dr. Sparks) Fourth lecture: 'Saving the planet': a cautionary postscript (Dr. Sparks)
Week 4: Adv. in the Study of Anim. Behav. I 20 & 21 February
First lecture: Do animals have culture? (Dr. Bates) Second lecture: Case study: Culture in whales and elephants (Dr. Bates)
Week 5: Adv. in the Study of Anim. Behav. II 27 & 28 February
Third lecture: Do animals have emotional lives? (Prof. McComb) Fourth lecture: Case study: Emotional awareness in horses (Prof. McComb)
Week 6: Hypnosis 8 & 10 March
First lecture: Hypnosis: Basic facts (Prof. Dienes) Second lecture: Hypnosis as an altered state (Prof. Dienes)
Week 7: Hypnosis 15 & 17 March
Third lecture: Hypnosis in an historical and clinical context (Prof. Dienes) Fourth lecture: Hypnosis and memory; hypnotisability (Prof. Dienes)
EASTER BREAK
Week 8: Drugs 5 & 7 April
First lecture: Introduction/Cocaine (Dr. Morgan) Second lecture: Ecstasy (Dr. Morgan)
Week 9: Drugs 12 & 14 April
Third lecture: Heroin (Dr. Morgan) Fourth lecture: Cannabis (Dr. Morgan)
Week 10: Gender Differences 19 & 21 April
First lecture: Biological bases of sex differences (Prof. Clifton) Second lecture: Developmental perspectives on gender differences (Dr. Long)
Week 11: Gender Differences 26 & 28 April
Third lecture: Sex, gender and the meaning of difference (Dr. Long) Fourth lecture: Considering the role of 'nurture' in specific gender differences (or similarities) (Dr. Long)
Week 12: NO CLASS: Reading Week