Academic Discipline: Psychology

BSc (Hons) Psychology

BA (Hons) Counselling Studies and Psychology

BA (Hons) Education Studies and Psychology

Module M6X00918 Social Knowledge and Identity

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2019-20

Module M6X00918 Social Knowledge and Identity

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Judith Marshall

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M6X00918 Social Knowledge and Identity: Module Information

This is a Level Six module and therefore requires a high level of commitment and independent thought. It is important that you attend lectures and seminars, and absolutely vital that you keep up with the readings required for lectures. In addition, you are expected to carry out wider reading.

The Social Knowledge and Identity module builds upon modules and content that you have covered in the previous two years of your degree. Specifically, it will draw upon areas of social psychology and developmental psychology and will consider both familiar and less familiar theory and research to understand the development of identity and the self. As this is a level six module, it is expected that students will engage fully with the relevant theories in order to apply them to the module topics and the assessments.

Module Requirements

MODULE CODE:	**M6X00918**
TITLE:	**Social Knowledge and Identity**
DATED:	**02/04/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**C800**

AIMS(S)

This module aims to:

- Develop a critical evaluation of current and historical approaches to understanding social identity;
- Develop a critical understanding of the social nature of knowledge and identity and the interrelatedness of individuals and communities, through exploration and critical evaluation of social and sociocultural psychological theories; and
- Further develop reflexivity skills to consider student's own experiences relating to the potential influence of social context on social interactions and outcomes.

LEARNING OUTCOMES

Upon successful completion of the module participants will be able to:

- Critically evaluate social psychological theories of identity formation and maintenance;
- Demonstrate a critical understanding of current social psychological concepts relating to knowledge construction;
- Critically consider social psychological approaches to understanding the dynamic relationship between individual, community and environment; and
- The ability to present work to a professional standard suitable for an academic audience through appropriate media.

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars. Seminars will be based around either set papers on relevant topics and/or papers located by the students themselves. These papers will form the basis for the development of critical awareness of issues regarding the interrelatedness of culture, community and the individual.

Allocation of teaching to deliver the module:

Activity type	**Hours**	**Percentage**
Scheduled learning Lectures = 20 hours Seminars = 20 hours	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

Assessment

Assessment		
Learning Outcomes	PLO	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
• Critically evaluate social psychological theories of identity formation and maintenance.	6.1	Critically evaluate psychological theories that offer diverse explanations of identity formation, maintenance and re-negotiation
• Demonstrate a critical understanding of current social psychological concepts relating to knowledge construction.	6.4	Synthesise theory and empirical research to demonstrate a critical understanding of arguments relating to the social nature of knowledge
• Critically consider social psychological approaches to understanding the dynamic relationship between individual, community and environment.	6.5	Demonstrate a critical awareness of the theoretical and methodological standpoints taken to research and explain the power of historical and current aspects of community and environment to shape cognitions, expectations and behaviour
• The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11	Present work to a professional standard using appropriate media

Assessment Summary

Activity type	Percentage
Coursework: Reflective Essay	50%
Coursework: Essay	50%
Practical	
TOTAL	100%

This module is assessed through two assessment components, each worth 50% of your overall module mark.

- Your first assessment will be a 2,500 word essay that will answer a set question directly relevant to the module topic content.
- Your second assessment will be a 2,500 word reflective essay. This will require you to consider your observations of a community of practice.

Please see the Assessment Proforma on the Social Knowledge and Identity Moodle pages for specific information regarding assessment question, requirements, and submission deadlines.

For this module you must record a mark for both elements of assessment greater than zero, but to pass the module you require a combined mark of 40% or higher.

Module Core Texts

Essential Reading:

Brewer, M. B., Hewstone, M. (2004). *Self and Social Identity.* Oxford: Blackwell.

Deaux, K., Philogene, G. (2001). *Representations of the Social.* Oxford: Blackwell.

Edwards, D., Potter, J. (1992). Discursive Psychology. London: Sage.

Jovchelovitch, S. (2007). *Knowledge in Context: Representations, Community and Culture.* London: Routledge.

Additional Reading:

Burkitt, I. (2008). *Social Selves (*2nd ed.). London: Sage.

Burr, V. (2003). *Social Constructionism (*2nd ed.). Hove: Routledge.

Gough, B. (2001). *Critical social psychology: an introduction* Basingstoke : Palgrave

Moscovici, S. (2000). *Social Representations.* Oxford: Blackwell.

Shiraev, E. B., Levy, D. A. (2010). *Cross-cultural Psychology: Critical Thinking and Contemporary Applications* (4th edition). London: Pearson.

Lectures and Seminars

Lectures will consider how individuals develop a sense of identity through lived experience in the material and symbolic world. We will consider how identity has been argued to be constructed and how identity can be studied. It will focus on how social psychology, primarily social representations theory, explains how we maintain and renegotiate our identities over time. We will consider the social nature of knowledge and how individuals draw upon knowledge to justify their pasts and imagine their futures. Seminars will focus upon specific areas of the sub-topics covered in lectures. In this way you will develop a critical understanding of social psychological explanations of social knowledge and identity.

Please note: Lectures will start promptly. There will be no admittance to the lecture room after this time, as reports from staff and students alike suggest that this is highly disruptive to lectures. We *may* take a five minute break for questions at approximately 10.30am, and so entry will be allowed at this time.
This applies to the Social Knowledge and Identity module and is not necessarily the case across all modules.

Readings

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each lecture comes with suggested reading, some classed as 'essential' and others as 'additional'. You are expected to engage with both books and journal papers for this module and it is expected that you will carry out the essential reading for the lectures each week, in order to aid your understanding of the topics (**do not leave all the readings until you are writing an assessment**). The additional readings will provide depth to your knowledge, and relate broader theory to specific areas of study. You are encouraged to engage with as many of these readings as possible. Set readings for seminars will allow us to explore the topics in more depth. **All seminar readings are classed as 'essential' readings** in addition to the lecture readings. As your seminars will take place fortnightly, the time available in your non-seminar week is allocated as seminar preparation. Therefore, non-preparation for seminars is considered unacceptable under any circumstances.

Whilst you should refer to the Psychology Student Handbook for specific details, this excerpt from the handbook sets out what is expected of your work at Level 6 (Year 3). The points which are most important for this assignment are highlighted:

At **Level 6** it is expected that the student will demonstrate the following qualities:

1. Be able to work independently, with guidance, in a general and sustained way.
2. Be capable of assimilating and synthesising ideas and information so as to generate interpretations of a relatively original sort.
3. Be able to engage with relevant theories, methods and models in a confident and critical manner.
4. Be familiar with primary source material in the research area and be capable of making extensive use of it.
5. Be aware of a wide range of secondary material.
6. Be capable of presenting a sustained argument in oral form and in a variety of settings, including tutorials and seminars.
7. To have developed a degree of self-reflective thought so that personal interpretations themselves become subject to questioning.
8. By making use of careful planning, be able to organise time effectively so as to identify areas of study, decide upon outcomes and achieve goals.

The following pages set out the lecture structure. This handbook and the associated Moodle folder should be used to keep track of what we are covering and what the requirements are for seminar preparation. The module will broadly cover the following themes:

- Social psychological theories of identity
- Narrative and discursive approaches to identity
- Communities of practice; participation and Membership
- Encountering, using and studying social knowledge

Additional readings for each lecture are set out at the end of the module handbook.

Lecture One

Self and Identity

In this first lecture, we will be considering conceptualisations and explanations of 'the self' and of 'identity'. We will initially explore conceptualisations and explanations offered by Identity Theory. We will relate this topic to previous module content discussed at levels 4 and 5.

Main Themes

- The self
- Notions of identity – personality or social construct?
- Identity Theory

Essential Readings:

Burke, P.J., Stets, J. E. (2009). *Identity Theory.* New York: Oxford University Press.

Additional Readings

Hogg, M. A. (2007). Uncertainty-Identity Theory. *Advances in Experimental Social Psychology, 39, 69-126.*

Lecture Two

Exploring Identity through Narrative Methods

Lecture Three

Social Identity Theory and Social Categorization Theory

This lecture will consider further conceptualisations of identity by beginning to consider and critique social psychological theories of identity. Students are expected to have prior knowledge of these from previous modules, so the emphasis will be on applications and critique.

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Main Themes

- Social Identity Theory
- Social Categorization Theory

Essential Reading

Tajfel, H., Turner, J. (1979). An Integrative theory of intergroup conflict. In W. G. Austin and S. Worschel (eds.). *The Social Psychology of Intergroup Relations.* Monterey, CA: Brooks/Cole Publishing Company.

Additional Reading

Haslam, S. A., Jetten, J., Postmes, T. and Haslam, C. (2009), Social Identity, Health and Well-Being: An Emerging Agenda for Applied Psychology. Applied Psychology, 58: 1–23. doi:10.1111/j.1464-0597.2008.00379.x

Hogg, M. A. (2016). Social Identity Theory. *Understanding Peace and Conflict Through Social Identity Theory pp 3-17*.

Hogg, M. A. and Reid, S. A. (2006), Social Identity, Self-Categorization, and the Communication of Group Norms. *Communication Theory, 16: 7–30.* doi:10.1111/j.1468-2885.2006.00003.x

Hornsey, M. J. (2008), Social Identity Theory and Self-categorization Theory: A Historical Review. *Social and Personality Psychology Compass, 2: 204–222.* doi:10.1111/j.1751-9004.2007.00066.x

Voci, A. (2006), Relevance of social categories, depersonalization and group processes: two field tests of self-categorization theory. *Eur. J. Soc. Psychol., 36: 73–90. doi:10.1002/ejsp.259*

Lecture Four

Social Representations Theory and Social Categorization

During this lecture we will revisit Social Representations Theory to consider the foundations of the theory, the key principles and positions taken by social representations theory psychologists. We will also explore the different ways in which social categorization has been theorised. It will draw together ideas from self categorization theory and social representations theory.

Main Themes

- Foundations of SRT
- Representations
- The role of language
- Social cognitive explanations of categorization
- Self-categorization theory
- Social representations and categorization

Essential Readings

Deaux, K., Philogene, G. (2001). *Representations of the Social.* Oxford: Blackwell

Moscovici, S. (2000). *Social Representations.* Oxford: Blackwell.

Additional Readings

Deaux, K., Philogene, G. (2001). *Representations of the Social.* Oxford: Blackwell.

Lecture Five

Social representations and Identities

During this lecture we will revisit Social Representations Theory to develop a discussion of identity. We will discuss social representations theorists' arguments regarding the construction of identity, along with renegotiation of identities and resistance to imposed identities. We will also consider the foundations of the theory, the key principles and positions taken by social representations theory psychologists. SRT has been critiqued by some psychologists within both traditional social psychology and discursive psychology. We will consider some of the challenges and debates surrounding this theoretical approach.

Main Themes

- Understanding 'identity'
- Individual identity and social representations processes
- Resisting Identities
- Theoretical ambiguities; Social determinism; Cognitive reductionism; Lack of a critical agenda

Essential Readings

Deaux, K., Philogene, G. (2001). Representations of the Social. Oxford: Blackwell.

Moscovici, S. (2000). *Social Representations.* Oxford: Blackwell.

Potter, J., Edwards,, D. (1999). Social representations and discursive Psychology: From Cognition to Action. *Culture Psychology, 5, 447-458.*

Voelklein, C., Howarth, C. (2005). A review of controversies about social representations theory: a British debate. *Culture and Psychology, 11 (4), 431-454.*

Additional Readings

Deaux, K., Philogene, G. (2001). *Representations of the Social.* Oxford: Blackwell. (Chapter 22)

Gillespie, A., Howarth, C., Cornish, F. (2012). Four problems for researchers using social categories. *Culture Psychology, 18, 391-402.*

Lecture Six

Introduction to Communities of Practice

In this lecture we will introduce the perspective of Communities of Practice. We will consider the foundations and applications of this view of group behaviour and determine the fundamental principles of this approach.

Main Themes

- Knowing in practice
- Sharing social knowledge for learning
- Community and meaning
- Boundaries

Essential Reading

Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity.* Cambridge: Cambridge University Press.

Additional Reading

Barton, D., Tusting, K. 2005). *Beyond Communities of Practice: Language, Power and Social Context.* Cambridge: Cambridge University Press.

Lave, J., Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation.* Cambridge: Cambridge University Press.

Lecture Seven

Participation, Communities, Identity

In this lecture we will explore the capacity of this approach to explain the shaping and development of individual's identities through participation and memberships. We will consider this in context with the social representations approach.

Main Themes

- Identity in Practice
- Participation and non-participation
- Community and locality
- Modes of belonging

Essential Reading

Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity.* Cambridge: Cambridge University Press.

Additional Reading

Barton, D., Tusting, K. 2005). *Beyond Communities of Practice: Language, Power and Social Context.* Cambridge: Cambridge University Press.

Deaux, K., Philogene, G. (2001). Representations of the Social. Oxford: Blackwell.

Lave, J., Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation.* Cambridge: Cambridge University Press.

Lecture Eight

Social Constructionism and the Discursive Self

During this lecture we will consider social constructionist explanations of identity. Specifically, we will discuss how discursive psychology explores and explains how identity is negotiated and constructed through action; within interactions in social settings.

Main Themes

- Foundations of discursive psychology
- Identity construction
- The role of interaction and social setting

Essential Readings

Hepburn, A. (2003). *An Introduction to Critical Social Psychology*. London ; Thousand Oaks, Calif/Sage

Additional Readings

Dixon, J., Durrheim, K. (2000). Displacing place-identity: A discursive approach to locating self and other. *British Journal of Social Psychology, 39, 27-44.*

Horton-Salway, M. (2001). Narrative Identities and the management of Personal Accountability in Talk about ME: A Discursive Psychology Approach to Illness Narrative. *Journal of Health Psychology, 6 (2), 247-259.*

Wetherell, M., Edley, N. (2014). A Discursive Psychological framework for Analyzing Men and Masculinities. *Psychology of Men and Masculinity, 5 (4), 355-364.*

Additional Readings

Gough, B. (2001). *Critical social psychology: an introduction* Basingstoke : Palgrave

Lecture Nine

Social Knowledge, Trust and the Public Sphere

During this lecture we will explore the social psychology of contexts of knowing and will consider the different forms and functions of knowledge in social life. The focus will be on the variability of knowledge systems and how particular knowledge systems are constructed and preserved. We will also focus upon what happens when different knowledge systems meet and interact. We will consider hierarchical representation of knowledge in society and the impact of, and upon, dialogue in knowledge encounters.

Main Themes

- Encountering the Knowledge of Others
- Forms and Functions of Knowledge
- Architecture of representational systems
- Hierarchies, power and knowledge
- Knowledge systems in public spheres

Essential Readings

Jovchelovitch, S. (2007). *Knowledge in Context: Representations, Community and Culture.* London: Routledge.

Additional Readings

Jovchelovitch, S. (2008). Rehabilitation of common sense: social representations, science and cognitive polyphasia. *Journal for the Theory of Social Behaviour, 38 (4), 431-449.*

Jovchelovitch, S., Priego-Hernadez, J., Glaveanu, V-P. (2013). Constructing public worlds: culture and socio-economic context in the development of children's representations of the public sphere. *Culture and Psychology, 19 (3), 323-347.*

Lecture Ten

Studying 'Social Knowledge'

This lecture will allow us to critique ways in which topics have been researched, based on how these have been conceptualised. We will consider specific research papers and discuss key concerns related to different designs.

Main Themes

- Diversity
- Race
- Gender
- Constructing public worlds
- Expert knowledge

Essential Reading

Jovchelovitch, S. (2007). *Knowledge in Context: Representations, Community and Culture.* London: Routledge.

Additional Readings

Howarth, C. (2002). Using the theory of social representations to explore difference in the research relationship. *Qualitative Research, 2, 21-33.*

Howarth, C. (2016). "Nobody wants to be an outsider": From Diversity Management to Diversity Engagement. *Political Psychology, 37 (3), 327-340.*

Wagner, W., Duveen, G., Farr, R, Jovchelovitch, S., Lorezi-Cioldi. F., Markova, I., Rose, D. (1999) Theory of Method of Social Representations. *Asian Journal of Social Psychology, 2, 95-125.*