GE1137: MOVIES AND PSYCHOLOGY

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Movies and Psychology

Subject Code
GE - Gateway Education
Course Number
1137

Academic Unit
Social and Behavioural Sciences (SS)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)
Area 1 - Arts and Humanities

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
GE1134 Movies and Psychology

Exclusive Courses
SS1611 Movies and Psychology

Part II Course Details

Abstract

Movies, like all art, is a form of expression which is created, consumed, and studied by human. Given the intertwining relationship between movies and human mind, this course aims to expose students, with a psychological angle, to a critical yet often neglected area regarding the impact of movies on lives and to raise their awareness of how movies can affect both personal development and interpersonal relationship. It will introduce students to a wide spectrum of psychological knowledge and theories applicable in analyzing how movies reflect and change human's thinking, feeling, and behaviors (see CILOs 1, 2, & 3). Furthermore, this course will lead students to develop a deeper understanding of how movie and human interact, and guide them to seek and discover the influence of movies on their personal growth (see CILOs 3 & 4).

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the prominent psychological theories in relation to movie interpretation	20	x		
2	Explain the psychological mechanisms underlying movie watching experiences	30	x	x	
3	Critically evaluate the bio-psycho-social impacts of movies on individuals	20		x	
4	Discover the influences of movies on their own personal growth	30		x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Movie watching	Selected movie scenes (approx. 30 - 45 mins) will be displayed in class in each lecture. During the course of movie watching, students will be guided to take notes of the important elements appear in the movie which will be referred to later during lecture and discussion sessions.	1, 2	0.5 hr in each 3-hr session

2	Lectures	Lectures will be delivered to students in order to provide them with the background knowledge necessary for in-depth psychological analyses of movies. Major conceptual frameworks and important theories will be introduced, with reference to the selected movie scenes. Critical and controversial issues will also be addressed so as to facilitate students' critical evaluation on the psychological contents in movies.	1, 2, 3	1.5 hr in each 3-hr session
3	In-class discussion	Students will form groups at the beginning of the semester and engage in in-class group discussion after each lecture session. Pre-designed discussion topics which are highly relevant to the issues covered in the lecture will be provided for in-class discussion. Each group will need to report their ideas and findings after discussion. Guidance will be provided by the instructor to facilitate and deepen students' understanding of the subject matters. Feedback to group presentations will be given and serve as formative feedback to students' learning outcomes when they prepare for the assessment tasks.	1, 2, 3, 4	1 hr in each 3-hr session

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class discussion	1, 2, 3, 4	25	Students are expected to attend all lectures and actively participate in in-class discussions. Students will be divided into small groups at the beginning of the course. In-class discussion will be conducted following each lecture and assessed on group-basis. Each group will need to hand in a one-page discussion record sheet (which summarizes in point-form the ideas and findings from their group) to the instructor each time. Assessment will be based upon the quality of discussion and the discussion record sheet. Formative feedback will be provided by the instructor during the discussion sessions.
2	Quiz	1, 2, 3	30	The quiz (intended duration: 2 hrs) will include multiple choice, fill-in-the-blank, and short questions, and is designed to assess students' learning of the concepts, theories, and knowledge covered in this course.

3	Story Book: Movie and You	1, 3, 4	45	Each student needs to create and submit a Story Book (no more than 1000 words) based on one of his/her most favourite movies in life. The Story Book should include 1) a succinct summary of the plot of the chosen movie, 2) a psychological analysis of the movie or a particular movie character, and 3) an in-depth reflection, using the psychological theories acquired, of how and why the chosen movie became significant in their personal growth.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. In-class discussion

Criterion

Ability to describe and apply the knowledge/ insights gained in class through actively participating in and contributing to in-class group discussions

Excellent (A+, A, A-)

Application of psychological theories and knowledge to the discussion topics is highly accurate, relevant, and in-depth. Very deep level of discussion and reflection is demonstrated. Highly creative and insightful ideas and/or findings are generated. Excellent team work is shown. The presentation is very effective, innovative and clear.

Good (B+, B, B-)

Application of psychological theories and knowledge to the discussion topics is accurate, relevant, and in-depth. Deep level of discussion and reflection is demonstrated. Creative and insightful ideas and/or findings are generated. Good team work is evident. The presentation is effective, innovative and clear.

Fair (C+, C, C-)

Application of psychological theories and knowledge to the discussion topics is generally accurate and relevant though not deep enough. Some level of reflection is demonstrated. Some new ideas and/or findings are generated. The presentation is in general effective but not clear enough.

Marginal (D)

Application of psychological theories and knowledge to the discussion topics is inaccurate, barely relevant and superficial. Limited reflection is demonstrated. The ideas and findings appear to be trivial. The presentation is minimally effective and not clear. Problems of expression occur in places.

Failure (F)

The results of discussion demonstrate nothing meaningful in relation to the subject matter.

Assessment Task

2. Quiz

Criterion

Ability to recall and apply what have been taught in the course, and correctly answer the quiz questions.

Excellent (A+, A, A-)

75-100% of marks

Good (B+, B, B-)

60-74% of marks

Fair (C+, C, C-)

45-59% of marks

Marginal (D)

40-44% of marks

Failure (F)

Below 40% of marks

Assessment Task

3. Story Book: Movie and You

Criterion

Ability to 1) summarize the plot of the chosen movie succinctly, 2) analyse the movie or a particular movie character using a Psychological perspective, and 3) demonstrate an in-depth self-reflection, using the psychological theories acquired, of how and why the chosen movie became significant in their personal growth.

Excellent (A+, A, A-)

Application of psychological theories and knowledge to the target movie is highly accurate, relevant, and in-depth. Very deep level of reflection is demonstrated regarding the relation between the target movie and personal experience. Furthermore, creative insights and/or deep meanings on personal growth are generated through these self-discovery processes. Format of citations and references are highly accurate. The organization of the Story Book is very well-structured and highly coherent. The presentation is exceptionally creative, effective, clear, succinct and fluent.

Good (B+, B, B-)

Application of psychological theories and knowledge to the target movie is accurate, relevant, and in-depth. Deep level of reflection is demonstrated regarding the relation between the target movie and personal experience. Furthermore, some insights and/or meanings on personal growth are generated through these self-discovery processes. Format of citations and references are accurate. The organization of the Story Book is quite well-structured and coherent. The presentation is creative, effective, clear, succinct and fluent.

Fair (C+, C, C-)

Application of psychological theories and knowledge to the target movie is fairly accurate, relevant but not in-depth enough. Some reflection is demonstrated regarding the relation between the target movie and personal experience. Format of citations and references are not quite accurate. The organization of the Story Book is fairly well-structured and coherent. The presentation is in general effective and clear but not succinct and fluent enough.

Marginal (D)

Application of psychological theories and knowledge to the target movie is inaccurate, barely relevant and superficial. Limited reflection is demonstrated regarding the relation between the target movie and personal experience. Format of citations and references are inaccurate. The organization of the Story Book is loose and appears to be incoherent. The presentation is minimally effective and not clear enough. Problems of expression occur in places.

Failure (F)

The Story Book demonstrates nothing meaningful in relation to the subject matter or is found to be plagiarized.

Part III Other Information

Keyword Syllabus

Psychoanalytic approach; Sensation and perception; Consciousness; Memory and Cognition; Emotion; Interpersonal Relationship; Psychological Disorder; Positive Psychology; Media Psychology; Bio-psycho-social influence of movies; Psychology of art

Reading List

Compulsory Readings

	Title
1	Dine Young, S. (2012). Psychology at the movies. Wiley-Blackwell.
2	McGinn, C. (2005). The power of movies: How screen and mind interact. Pantheon Books, New York, NY.

Additional Readings

	Title
1	Ballon, B., & Leszcz, M. (2007). Horror films: Tales to master terror or shapers of trauma? American Journal of Psychotherapy, 61, 211-230.
2	Bandura, A., Ross, D., & Ross, S.A. (1963). Imitation of film-mediated aggressive models. Journal of Abnormal and Social Psychology, 66, 3-11.
3	Eber, M., & O'Brien, J. (1982). Psychotherapy in the movies. Psychotherapy: Theory, Research, and Practice, 19, 116-120.
4	Gaut, B. (1999). Identification and emotion in narrative film. In C. Plantinga & G. M. Smith (Eds.), Passionate views: Film, cognition, and emotion (pp. 200-216). Baltimore: Johns Hopkins University Press.
5	Indick, W. (2004). Movies and the mind: Theories of great psychoanalysts applied to film. McFarland, Jefferson, NC.
6	Niemiec, R.M., & Wedding, D. (2008). Positive psychology at the movies: Using film to build virtues and character strengths. Hogrefe & Huber, Cambridge, MA.
7	Persson, P. (2003). Understanding cinema: A psychological theory of moving imagery. Cambridge, UK: Cambridge University Press.
8	Pirkis, J., Blood, R.W., Francis, C., & McCallum, K. (2006). On-screen portrayals of mental illness: Extent, nature, and impacts. Journal of Health Communication, 11, 523-541.
9	Shimamura, A.P. (2012). Psychocinematics: Exploring cognition at the movies. Oxford, UK: Oxford University Press.
10	Smith, G. M. (2003). Film structure and the emotion system. Cambridge, UK: Cambridge University Press.
11	Tesser, A., Millar, K., & Wu, C.H. (1988). On the perceived functions of movies. Journal of Psychology, 122, 441-449.
12	Weaver, J.B., & Tamborini, R. (1996). Horror films: Current research on audience preferences and reactions. Lawrence Erlbaum, Mahwah, NJ.
13	Wedding, D., Boyd, M. A., & Niemiec, R. M. (2010). Movies and mental illness. Göttingen: Hogrefe.

14	American Film Institute (2018). AFI's 100 Years… 100 movies-10th anniversary edition. Available from http://www.afi.com/100years/movies10.aspx (assessed Jan 4, 2018)Internet Movie Database (2018). IMDB Top 250 movies as voted by our users. Available from http://www.imdb.com/chart/top (accessed Jan 4, 2018).

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

4

PILO 3: Demonstrate critical thinking skills

1, 3, 4

PILO 4: Interpret information and numerical data

2, 3

PILO 5: Produce structured, well-organised and fluent text

4

PILO 6: Demonstrate effective oral communication skills

1, 2, 3

PILO 7: Demonstrate an ability to work effectively in a team

1, 2, 3

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Story Book: Movie and You