

# **PSYC 308A-004: Introduction to Social Psychology**

Winter 2018, Term 2

M/W/F 1-1:50pm, SWNG 221

Online home: <https://canvas.ubc.ca/courses/22877>

Professor: Andrew Rivers

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## **COURSE DESCRIPTION:**

Social psychology is the study of the way people think about, feel, and behave in social situations. Topics to be covered include: -social cognition, -impression formation, -the self, -attitudes, -conformity, -pro-social behavior, -relationships, -prejudice & stereotyping, -aggression, and -attraction.

By the end of this course, students should expect to understand social psychological phenomena. Additionally, students should expect to understand 1) core mechanisms underlying social behavior, 2) scientific methods by which we investigate social behavior, and 3) ways that social psychological research is applied in real-world analysis and intervention.

## **COURSE FORMAT:**

Course time will be allocated to lecture, in-class activities, and small group discussion. I will not take attendance, but you will submit responses to several activities in class that count toward your activities/participation grade.

In each lecture, I will strive to maximize the time we have for each class. This means that I will start lecture promptly, and I ask that you are present, seated, and ready to learn right at 1pm.

## **TEXTBOOK/READINGS:**

The required text for this course is *Introduction to Social Psychology 6<sup>th</sup> Canadian Edition* (Aronson et al., 2017). The text is available at the UBC bookstore, ISBN 978-0-205-97003-2

All additional readings and material will be available on the Canvas course website. You will be expected to read, listen to, or watch all additional materials unless otherwise noted.

## **LEARNING ASSESSMENT:**

Learning assessment will consist of the following parts:

- 1) Exams, 2) Article Analysis Papers, 3) Online Activities, and 4) Participation

### **1) Exams (x3)**

There will be two midterm exams and one *cumulative* final exam. Each exam will consist of multiple-choice and fill-in-the-blank questions and will gauge understanding of lecture material, in-class activities, and supplemental readings as well as media (video and/or audio) assigned for out-of-class study. Make-up exams may consist of all essay questions and are available only in the case of documented medical or family emergencies.

*All assigned textbook readings are fair game for exams, even material not covered in lecture.*

## 2) Article Analysis Papers (x2)

There will be 2 papers, each analyzing a primary research article, that you will write during the term. These are designed to build experience with primary research articles and to facilitate development as a writer. Both online papers will be due at 11:59pm on the day listed in the syllabus. Because article analysis materials will be available well in advance of the due date, late submissions will receive a penalty of no less than 50%. Papers submitted more than a week after the deadline will receive no credit.

You are welcome (& encouraged) to study with classmates, but you are expected to work entirely on your own when writing your article analysis. In other words, study collaboratively, but submit your own work.

## 3) Online Activities (x4)

There will be 4 online activities listed on Canvas throughout the term. There are not 'right' or 'wrong' answers on these activities thus, all completed submissions *meeting activity guidelines* are likely to receive full credit. Because activity materials will be available well in advance of their due dates, late submissions will receive a penalty of no less than 50%. Papers submitted more than a week after the deadline will receive no credit.

## 4) Participation (x8)

There will be 8 in-class discussions that will be marked for participation points. These will not be scheduled in advance, so you must be in-class to receive credit. Students with documented absences will receive an alternative assignment.

Additionally, students are expected to fully participate in class discussions and demonstrations. We are here to study social psychology and human behavior; what better way to learn these phenomena than thinking and behaving together (socially)?!

### GRADING BREAKDOWN:

Exam 1:	30 points
Exam 2:	50 points
Final exam:	70 points
Article analyses:	14 points
Activities:	12 points
<u>Participation:</u>	<u>8 points</u>
<b>Total:</b>	<b>184 points</b>

**Article analyses and activities can be completed well in advance of their due dates; thus documented absences do not extend submission deadlines.**

**EXTRA CREDIT:**

Evaluating findings in social psychology requires a working knowledge of *epistemology*—how do we know what we know? One way to acquire this knowledge is to participate in psychological research. Students can receive up to 2% for participating in accredited psychology experiments at UBC (1% for each participation credit). As an alternative to participating in studies, students can complete writing projects, in which you read and summarize a research article. See the HSP website for detailed information including due dates and submission procedures for the writing projects. To take advantage of this extra credit and learning opportunity, see <https://ubc-psych.sona-systems.com>

**MISCELLANEOUS COURSE POLICIES:**

**Lecture Notes:** Lecture slides will be posted online after class. These are not meant to substitute for being in class, but instead serve as a reminder of the material covered during class.

**Email Policy:** If you have a question that cannot be answered in a single sentence, please see me during office hours or meet with a teaching assistant. I will attempt to respond to questions within 24 hours. Emails will rarely be answered over weekends or holidays. Finally, I will not answer questions that are clearly described in the syllabus.

**Meetings:** In-person meetings are the best way to discuss course material and questions. Please take advantage of my scheduled office hours and note that I am happy to schedule additional meetings if you are not able to meet during my office hours.

**Psychology Department's Policy on Grade Scaling:** In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is *70 for a good class, 68 for an average class, 66 for a weak class* with a standard deviation of 13 percentage points. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor, department, or school. Grades are *never* official until they appear on your academic record.

**Psychology Department's Policy on Academic Misconduct:** Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. First, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. Second, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. Note that TurnItIn is hosted on servers residing in the US. To ensure student privacy, it is permissible to register for TurnItIn using a pseudonym. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class. In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at [www.universitycounsel.ubc.ca/policies/policy69.html](http://www.universitycounsel.ubc.ca/policies/policy69.html)).

## ***Early Alert: Reach out and ask for help if you need it!***

*University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or phone during my office hours, before or after class, or by dropping into my office (location). I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.*

*For more information, visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca).*

*For information about addressing mental or physical health concerns, including seeing a UBC counsellor or doctor, visit [students.ubc.ca/livewell](http://students.ubc.ca/livewell)*

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## ***Speak Easy: Need to Talk?***

*University can be a challenging and stressful time. Speakeasy is here to provide a safe space of non-judgment and acceptance for students and faculty members who need support. Our goal is to empower you to resolve issues in your own way by providing support, information and guidance; no issue is too big or too small. We can also connect you with many other resources, so if you need help and aren't sure where to turn, Speakeasy is a good place to start.*

*Some common issues students come to us with include:*

- *Academic stress*
- *Relationship issues*
- *Family obligations and pressure*
- *Sexual orientation*
- *Depression*
- *Anxiety*
- *Disordered eating*
- *Loneliness*
- *Self-injury*
- *Suicidal thoughts*
- *Substance abuse*
- *How to support family and friends struggling with mental health issues*
- *General mental health information*

Visit [ams.ubc.ca/student-services/speakeasy/](http://ams.ubc.ca/student-services/speakeasy/) for more information 😊

Session	Date	Day	Topic	Reading	Assignments/Activities
1	1/2	W	Introduction	Ch 1	Deep dive poll opens (Participate 1)
2	1/4	F	Social Psychology Basics		Participation #1 due @10am
3	1/7	M	Methods	Ch 2	
4	1/9	W	Social Cognition 1	Ch 3	
5	1/11	F	Social Cognition 2		
6	1/14	M	Social Perception 1	Ch 4	
7	1/16	W	Social Perception 2		<b>Listen/Read:</b> "Personality Myth"
8	1/18	F	Social Perception 3		<b>Discuss:</b> "Personality Myth" Activity
9	1/21	M	The Self 1	Ch 5	
10	1/23	W	The Self 2		
11	1/25	F	<b>MIDTERM EXAM 1</b>		
12	1/28	M	Attitudes 1	Ch 6	
13	1/30	W	Attitudes 2		
14	2/1	F	Conformity 1	Ch 7	<b>Listen/Read:</b> "Riding the Herd"
15	2/4	M	Conformity 2		<b>Discuss:</b> "Riding the Herd" Activity
16	2/6	W	Conformity 3		
17	2/8	F	Group Processes 1	Ch 8	
18	2/11	M	Group Processes 2		
19	2/13	W	Group Processes 3		
20	2/15	F	Attraction/Relationships 1	Ch 9	
-	2/18	2/22	MIDTERM BREAK (NO CLASS)		

Session	Date	Day	Topic	Reading	Assignments
21	2/25	M	Attraction/Relationships 2		
22	2/27	W	Prosocial Behavior 1	Ch 10	
23	3/1	F	Prosocial Behavior 2		
24	3/4	M	Aggression 1	Ch 11	
25	3/6	W	Aggression 2		
26	3/8	F	<b>MIDTERM EXAM 2</b>		
27	3/11	M	Prejudice/Stereotyping 1	Ch 12	
28	3/13	W	Prejudice/Stereotyping 2		<b>Listen/Read:</b> "Race"
29	3/15	F	Prejudice/Stereotyping 3		<b>Discuss:</b> "Race" Activity
30	3/18	M	Prejudice/Stereotyping 4		
31	3/20	W	DEEP DIVE 1		
32	3/22	F	DEEP DIVE 2		<b>Article Analysis #1:</b> Due by 11:59pm
33	3/25	M	DEEP DIVE 3		
34	3/27	W	Psychology in Law 1		<b>Read:</b> "Social Psychology and Law"
35	3/29	F	Psychology in Law 2		<b>Article Analysis #2:</b> Due by 11:59pm
36	4/1	M	Paradigm Shift 1		<b>Watch/Listen:</b> "Is most research wrong?"
37	4/3	W	Paradigm Shift 2		<b>Discuss:</b> "Is most research wrong?"
38	4/5	F	Wrap-up day		<b>Read:</b> "Revolution 2.0"

**\*\*\* FINAL EXAM DATE/TIME TO BE DETERMINED \*\*\***