

# PSYC 308A (Section 921): Introduction to Social Psychology

Summer 2019

M/W 11am-2pm, AERL 120

Online home: <https://canvas.ubc.ca/courses/28607>

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. Expect most lectures to have opportunities to earn participation points.

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 11am.

## 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:

- 1) Exams, 2) Online Activities, 3) In-class Integration Activities, 4) Integration final paper, and 5) In-class 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, testing student understanding of lecture material, activities, and media (video, audio, written) 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.*

## LEARNING ASSESSMENT (continued):

### 2) 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, submissions will receive a penalty of no less than 50%. Papers submitted more than four days after the deadline will receive no credit.

### 3) Integrating Theory & the ‘Real World’: In-class Activities (x4)

There will be 4 in-class sessions in which we, in small discussion groups, will seek to *integrate* social-psychological theories with real-world events. We will be discussing many important psychological theories including Bargh’s *Horsemen of Automaticity*, Kelley’s *Covariation Theory of Attribution*, Azjen’s *Theory of Planned Behavior*, and Darley & Latene’s *Bystander Theory*.

After learning about each theory, we will use them as a lens through which we can view and understand the world. I will provide further guidance for each integration activity; in advance of each, I ask only that you have read the book in advance, attend to relevant lecture material, and be prepared to contribute to your group. Students with documented absences will receive an alternative assignment.

### 4) Integration Final Paper (x1)

The capstone to our integration activities will be a final paper in which you will demonstrate your ability 1) to communicate psychological theories to a lay audience, and 2) to integrate your selected psychological theory with a real-world event that is important to you. This final paper will be due at 11:59pm on the date listed in the syllabus. Late submissions will receive a penalty of no less than 50%. Papers submitted more than 1 week after the deadline will not be accepted.

### 5) Informal Participation (x??)

There will be a number of in-class discussions that will be marked for participation points. These will not be scheduled in advance, so you must attend to receive credit. I will quickly upload participation points on Canvas; your final proportion of participation points earned will then be scaled to be out of 8 points. 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

Midterm 1:	40 points
Midterm 2:	40 points
Final Exam:	70 points
Online Activities:	16 points
In-class Integration:	16 points
Integration Final Paper:	10 points
<u>Participation:</u>	<u>8 points</u>
<b>Total:</b>	<b>200 points</b>

**All online activities and the integration final paper can be completed well in advance of their due dates; thus documented absences do not extend submission deadlines.**

## EXTRA CREDIT: PARTICIPATION IN RESEARCH (HSP) (+3%)

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 3% 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>

## GENERAL COURSE POLICIES:

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

**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.

**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.

**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 an exceptionally strong 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. Therefore, 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. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. 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**

<u>Class</u>	<u>Date</u>	<u>Class Part 1</u>	<u>Part 2</u>	<u>Part 3</u>	<u>Text</u>	<u>Notes</u>
1	Mon. 5/6	Course Introduction	Social Psych: What is it?	Social Cognition: Information Overload	Ch. 1	
2	Wed. 5/8	Social Cognition: Automaticity & Control	Integration 1: The Horsemen	Research Methods in Social Psych	Ch. 2, 3	
3	Mon. 5/13	Person Perception: Inputs & Encoding	Person Perception: Deception & Decoding	Social Inference: Forming Attributions	Ch. 4	<i>Personality Myth</i> due Tuesday 5/14
4	Wed. 5/15	Social Inference: Attribution & Impression	Integration 2: Covariation Theory	The Self as a Social Construction	Ch. 5	
	Mon. 5/20	<b>NO CLASS: VICTORIA DAY</b>				
5	Wed. 5/22	MIDTERM EXAM 1	Attitudes: Three Components	Attitudes and Behavior		
6	Mon. 5/27	Attitudes, Behavior, and Dissonance	Integration 3: Planned Behavior	Dark Sides of Dissonance	Ch 6	<i>Riding the Herd</i> due Tuesday 5/28
7	Wed. 5/29	Conformity: Informational & Normative Influences	Compliance: Getting what we want	Obedience: Milgram's Shock Machine	Ch. 7	
6/1 – 6/9		MIDTERM BREAK	Groups: Social Facilitation & Social Loafing		Ch. 8	Watch Lecture Videos on Canvas

<u>Class</u>	<u>Date</u>	<u>Class Part 1</u>	<u>Part 2</u>	<u>Part 3</u>	<u>Text</u>	<u>Notes</u>
8	Mon. 6/10	Altruism & Empathy	When do we (not) help?	Integration 4: Decision Model of Helping	Ch. 10	
9	Wed. 6/12	Midterm Exam 2	Attraction: Mechanisms	Attraction: Relationships	Ch. 9	<i>Integration Final Paper due 6/15</i> <i>Race activity due Monday 6/17</i>
10	Mon. 6/17	Prejudice: ABC's & Categorization	Prejudice: Minimal Groups	Models of Prejudice	Ch. 12	<i>Is Most Published Research Wrong?</i> due Tuesday 5/18
11	Wed. 6/19	Prejudice: All About Implicit Bias	Paradigm Shift: Is there a problem?	Paradigm Shift: Incentives & Solutions		
<p>6/24 – 6/28 <b>Final Exam Period</b> (Exam date to be announced) Please DO NOT schedule flights prior to announcement of Final Exam Date</p>						