



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

PSYC 325 – Section 1 Course Outline

Department: Department of Psychology
Term: Winter 2019 Term 1 (3 credits)
Course Title: Socialization: Media Content and Effects
Course Schedule: Tues/Thurs 11:00 am - 12:30 pm
Location: West Mall Swing Space Room 122

Course Instructor: Dr. Andrea Araujo
Office location: 2524 Kenny
Office hours: Thurs 12:30 pm - 1:30 pm
Email: andrea.araujo@psych.ubc.ca

Teaching Assistant: Iris Xie
Office hours/location: By appointment
Email: iris.xie@ubc.ca

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

Dr. Andrea Araujo, BCN, RCC holds a Ph.D. in Psychology, is BCIA Board Certified in Neurofeedback, and a Registered Clinical Counsellor (RCC). Dr. Andrea also attends clients at the Numinus Wellness integrative medical clinic when she is not teaching at the University of British Columbia. Andrea's background includes spending ten years as a senior technical animator in the motion capture industry, working for companies such as Electronic Arts Canada, Mainframe Entertainment, Sony Pictures Imageworks, and teaching animation at the University of Southern California.

Andrea is also a parent of two multi-cultural and social media loving kids, and loves to be in nature with them (and away from screens).

COURSE DESCRIPTION

This course will introduce you to current theories and empirical research on how social media effects the process of socialization over the life span, focusing on development between 3-18 years of age.

We will cover topics such as defining what is social media, what are its forms, purposes and who are its users. We will also address how social media:

- Changes our brain
- Influences our thoughts, feelings and behaviours
- Affects our relationships with self, and others

COURSE STRUCTURE

Lectures are in-person, and will begin promptly at 11 am. Please be mindfully present, seated, and ready to begin class at that time with class slides on your laptop or printed out for reference and note taking. Slides will be provided each class.

Course time will be allocated to lecture, in-class activities, and small group discussion. Participation will include on-line activities such as discussions and live responses to group activities. Please make sure you have a Clicker + to participate.

Supplemental material such as articles and videos will be made available on Canvas. Please confirm that you have access to both Canvas and your email. Material for the week should be read in advance for each class, for full participation and learning to be available to each student.

CANVAS

In order to receive announcements, please set your notifications to do so. This is the default on Canvas, but please confirm your settings are arranged to receive my messages.

LEARNING OBJECTIVES

The objective of this course is to examine the effects of social media on the development and socialization of humans.

By the end of this course, students will learn the different ways that media, particularly social media, has an effect on the way humans behave and develop, socially, psychologically, interpersonally, and developmentally. Students will be able to demonstrate this understanding in a final project presentation at the end of the semester.

Learning objectives will be reinforced through class participation in activities that will demonstrate aspects of the socialization process and how to deal with each kind.

1. What is social media?
2. Who uses social media?
3. What platforms are used in social media and why?
4. How is social media useful? How is it harmful?
5. What is socialization?
6. What are the social, psychological, cognitive and behavioural effects of social media on socialization?

REQUIRED READING

The required texts for this course are:

1. The Handbook of Children, Media and Development (Calvert & Wilson, 2010), available at the UBC bookstore, ISBN 9781444336948 for \$56.95, and
2. i-Minds - 2nd edition: How and Why Constant Connectivity is Rewiring Our Brains and What to Do About it (Swingle, 2019) available at amazon.ca for 18.03.

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 components:

1) Exams, 2) Activities, 3) Final Project

Exams

There will be one midterm exam and one cumulative final exam. The midterm exam will consist of multiple choice questions, and the final will have both multiple choice and short answer questions. Both exams will measure your understanding of lecture material, in-class activities, 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. For final exams, per the Faculty of Arts policies, for students unable to take the final exam due to medical/compassionate reasons, they may qualify for a deferred exam.

Activities

There will be 2 in-class participation activities during the term. All participation meeting activity guidelines will receive full credit. Non-participation without a documented absence will receive no credit.

Final Project

The final project will include the creation of an in-depth social media profile which will meet certain criteria to be presented in class.

You will have the option of writing a paper about the considerations and production of your profile, or a class presentation of 10 minutes in length, demonstrating what you have learned in class about socialization and social media.

Note: If you decide to present your final project at the end of the class, you can opt out of writing the final project paper. Only 15 students will be permitted for presentation, so if you know this is something you want to do, please let me know right away.

Grading Breakdown

Midterm Exam: 30 points (15%)

Final Project: 50 points (25%)

Final Exam: 100 points (50%)

Activities: 20 points (10 points each) (10%)

Total: 200 points

Course Schedule

Date	Topic	Required Reading	Additional Assignments
5 September	Course Introduction, Syllabus Review		
10 September	Historical and Recurring Concerns about Children's Use of the Mass Media	Ch.1 THCMD, Ch. 2 i-Minds	
12 September	Media Use Across Childhood: Access, Time and Effects, Media and the Family, Learning, Play and Parenting	Ch. 3, 6 THCMD, Ch. 13 i-Minds	
17 September	Socialization-Child's Play	Ch. 14 i-Minds	
19 September	Gender, Media Use and Effects	Ch. 5 THCMD	Optional: i-Minds Ch. 17 Media, Body Image, and Eating Disorders p. 381-402
24 September	Attention and Learning from Media during Infancy and Early Childhood	Ch. 7 THCMD	
26 September	Back to Biology: Epigenetics and Vestibular Regulation, From i-Kids to i-Brains	Ch. 11, 12 i-Minds	
1 October	Media and Advertising Effects	Ch. 18 THCMD	

Date	Topic	Required Reading	Additional Assignments
3 October	Media Violence and Aggression in Youth	Ch. 11 THCMD	
8 October	i-Addiction and i-Life: The Beginnings of a New World	Ch. 31 i-Minds	Review for Midterm
10 October	Class Participation Activity #1: Social Media Article Analysis	Article posted on Canvas	
15 October	MIDTERM		
17 October	Of Games and Gaming	Ch. 16 i-Minds	
22 October	Prosocial Effects of Media Exposure	Ch. 12 THCMD	Assignment of Final Project
24 October	Class Participation Activity #2: Fake News, Deep Fakes		Guest Speaker Bruno Vilela
29 October	Regulating the Media: Sexually Explicit Content	Ch. 21 THCMD	
31 October	Sex and Sexuality Part A, B, C	Ch. 27-29 i-Minds	
5 November	The Rating Systems for Media Products: Media-Related Policies of Professional Health Organizations	Ch. 22 THCMD	
7 November	Parent and School Interventions	Ch. 24 THCMD	
12 November	Governance Part One	Ch. 22 i-Minds	
14 November	Governance Part Two	Ch. 23 i-Minds	
19 November	Community, Communication, Digital Mediation and Friendship	Ch. 26 i-Minds	
21 November	Presentations of Final Project		

26 November	Presentations of Final Project		Final Project Due on Canvas
28 November	Final review and questions		
6 December	Final Exam	Ch. 26 i-Minds	12 pm Rm 122 Swing Space

EXTRA CREDIT

One way to learn more about psychology and its application in real life 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). 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>

Please register in this online system by the end of the first month of class and send me the confirmation. You can also earn your first half hour of credit by completing pretesting survey that will make you eligible for a wider variety of studies. Please note that in a given term, you can earn no more than one hour of credit for online studies (not including the pretesting).

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. More information about this option can be found at: <http://www.psych.ubc.ca/resguide.psy>. All of your credits for study participation or the library option will be added to your final course grade, after any scaling that may have been applied.

COURSE POLICIES

Lecture Notes: Lecture slides will be posted online before the class.

Email Policy: Email should be kept to a minimum, and will be responded to within 24-48 hours. Please note the following policies: 1) Emails need to be yes or no questions, 2) Content questions need to be in office hours, 3) Students need to provide their own answer in the email (ie, I'm asking about X, I believe the answer is Y).

Meetings: In-person meetings are the best way to discuss more complex course material and questions.

UBC Values and Student Support:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>). Additional student wellness resources are also included at the end of this document.

Important Dates

Last date for **withdrawal** through the Student Service Centre without a “W” on your transcript:

17 September

Last date for **withdrawal** through the Student Service Centre with a “W” on your transcript: **11 October**

UNIVERSITY POLICIES

Please familiarize yourself with the following statement regarding the University of British Columbia’s policies:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

THE UBC 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 may 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.

Scaling, if necessary, will be done using a method called a linear transformation, which applies the same adjustment to everyone’s scores. Resulting marks are dependent on how well students demonstrate their mastery of course material relative to their peers. Your scaled mark is a function of

how well you did relative to how the class/section as a whole performed. If there is a test that is “too easy” in the sense that marks as a whole tend to be high, then scores in general will be shifted down. If you put everyone's **raw** scores in order from lowest to highest, you get the same rank order of students as if you put the **scaled** scores from lowest to highest. The better your raw score, the better your scaled score, but how good or bad your scaled score is depends on how well the section as a whole did.

THE UBC PSYCHOLOGY DEPARTMENT'S POSITION 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. In addition, 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. 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.

Please review the section on [Academic Misconduct](#) in the UBC Calendar for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit the [Guide to Academic Integrity](#) for discussion of academic integrity, including tips on avoiding plagiarism and consequences of academic misconduct.

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 <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

SUPPORT RESOURCES

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 hour. 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.

For information about addressing mental or physical health concerns, including seeing a UBC counsellor or doctor, visit students.ubc.ca/livewell

If you have immediate concerns for yourself or a student, first call 9-1-1 and then contact Campus Security (604-822-2222).

Student Wellness Resources

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

[The kaleidoscope](#) is a confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

[Counselling Services](#) offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession. Phone: 604-822-3811

[SpeakEasy](#) is a student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community. Phone: 604-822-9246

Self-Harm Anonymous Recovery and Education ([SHARE](#)) promotes self care and education about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

[UBC Wellness Centre](#) is a drop-in centre where you can speak with other students about managing stress, keeping healthy sleep and eating patterns, concerns about safer sex and more. Phone: 604-822-8450

[Access and Diversity](#) provides accommodations for students living with physical or mental disabilities. Phone: 604-822-5844

[Student Health Services](#) provides students with a variety of health services to help you maintain your health while studying. Access to doctors and registered nurses. Phone: 604- 822-7011

[Mood Disorders Centre](#) is a psychiatric program designed specifically for individuals living with depression or bipolar disorder.

[Mental Health Awareness Club](#) offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

[The Survival Manual](#) is a compilation of services available in BC, particularly related to addictions but also situations including homelessness, hunger, or other crises. Services include counselling, education, social action research, and community development.

[AMS Food Bank](#) is an emergency food relief service for UBC students. If you are experiencing a financial crisis, they can provide you with a food hamper. You are able to use the service up to 6 times each term.

[BC Crisis Center](#) is a non-profit, volunteer crisis line available 24/7 that provides emotional support to youth, adults, and seniors in crisis in BC. Phone: 604-872-3311

Distress Line. Call **1-800-Suicide (784-2433)** if you are in distress or are worried about someone in distress who may hurt themselves. Available 24 hours a day. No waiting or busy signal.

- Substance abuse
- How to support family and friends struggling with mental health issues
- General mental health information

Visit ams.ubc.ca/student-services/speakeasy/ for more information.

ACCOMMODATION & STUDENTS WITH DISABILITIES

Academic Accommodation: The University accommodates students with disabilities who have registered with [Access & Diversity](#). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. **It is your responsibility to let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.** Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated and should discuss their commitments with me before the drop date. If, during the semester, you develop a problem that may require academic accommodation, you should inform the instructor and visit Access & Diversity as soon as possible. Everything goes much more smoothly if you **make arrangements in advance** of exams or assignment due dates. For course policies regarding

interm academic concessions, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0.>

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of Dr. Andrea Araujo or licensed to be used in this course by the copyright owner and may not be used without permission. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record my classes without express permission.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.