

PSYC102 (Section 002)
Introduction to Developmental, Social, Personality, and Clinical Psychology
Tuesdays, Thursday 11:00am-12:30pm
CIRS 1250

Prof: **Dr. Azim Shariff**

Drop-in office hours in CIRS 4344A (just upstairs)

Tuesdays 1-2pm

Thursdays 2:10-3pm (except for Nov 7th)

TAs	Office	Hours
Adri Khalis Abdul Karim	Kenny 1708	Mon 4-5:30; Wed 3-4:30
William Jettinghoff	Kenny 1113	Mon & Fri, 12:30-2:00

Course email address: ubcpsyc102@gmail.com

(Send questions or issues related to the course here. It will be manned by the Professor and the TAs, and someone will get back to you within 48 hours)

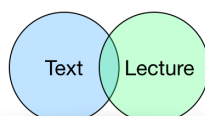
1 Rules, Tips and Learning Objectives for Class

1.2 Textbook: Instead of a traditional physical text (which can be costly), we'll be trying something new this year: using a free online textbook from the Noba Project. This textbook has been specially curated for our course, and is available here: <http://noba.to/akq3u7ve> (you can read free online or buy a print copy if you'd like)

1.3 Top Hat: Also free (at least for this semester) will be Top Hat's student engagement software. It will allow us to keep track of attendance (see section 2.1) and also do real-time in-class questions. I've never used it before, so we're going to figure it out together. For now, do this:

1. Go to <https://tophat.com/>
2. Click on Login if you have an existing account or Sign-up > Student sign-up
3. When you are met with the join code field, enter 061667
4. Make your account, MAKING SURE THAT YOUR NAME AND STUDENT NUMBER MATCHES WHAT YOU HAVE ON CANVAS

1.4 Lectures. Attendance is scored (see section 2.1), but it's also critical for learning all the material from the course. Lectures will aim to convey the interest and importance of the topic. We will not just be regurgitating the textbook in class, but instead exploring certain highlights from different perspectives in order to explore new themes and engage with the real-world relevance of certain topics. Indeed, lectures and the textbook will have minimal overlap—each making up its own component of the class and each being independently represented on the tests.



Lecture slides will be posted on Canvas after the lecture, but they are not by themselves adequate replacements. So if you do miss a class, be sure to get class notes from a classmate to supplement the downloaded slides.

You are welcome to use a laptop to take notes and to use Top Hat (which can also be used via smartphone), but note that the research shows that taking notes by hands is actually better for learning. If you do bring laptop, please don't surf the web or chat online – you'll not only miss out on the class yourself, but you'll end up unfairly distracting the people behind you as well. If you find yourself distracted by someone else's online behavior, spit gum in their hair.

1.5 Cheating. Guys – cheating (and academic misconduct more generally) is bad. Here's why:

1. It's dishonest, and dishonesty accumulates and weakens you as a person. Every time you do something dishonest like this, it creates a deeper hole that you'll ultimately want to dig yourself out of.

2. It's cheating your fellow classmates. Since the class grades gets scaled to a set average, any unfair *unearned* advantage you claim comes at the expense of someone else's fairly earned accomplishment. We'll talk more about this in our morality lecture, but basically, each of you should be pissed at those who cheat because they are cheating you.

3. You're missing the point of a college education—which is much more about genuine learning, self-mastery, and building your character, than it is about your grade on a damn midterm.

4. If you do it and I catch you, there is [a whole official process with UBC](#), but I'm personally going to make you read [a book](#) and do an extra book report.

So, for your own workload, for your classmates, and for your own character, make the choice not to engage in misconduct. Familiarize yourself with UBC's policies on academic dishonesty:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>

Okay. End sermon.

1.6 Students with special needs – Our university is committed to equal opportunity in education for all students. If you have a documented disability that affects your learning in the classroom or your performance on tests or exams, please contact Access & Diversity in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, www.students.ubc.ca/access

Students who need extra time for their midterms or need to take them elsewhere should contact both Access & Diversity and me by the end of next week (so by our Sep 12th class, as we have our first midterm on Sep 24th!)

If English is not your native language, and you think you may need to use a dictionary for in-class tests, please have your dictionary checked by me or one of the TAs prior to the test. Electronic dictionaries are not permitted. Also, you may consider collecting audio recordings of the lectures so that you can go over parts you may have missed at your own pace. Feel free to record things, but please keep them for your own use (so, don't post me on youtube).

If you are an athlete and will be competing during one of the midterms, please let me know well in advance and provide me the contact information for your team's academic advisor.

1.7 Learning Objectives – The class serves as an introduction to the concepts of social, personality, evolutionary, health, abnormal, and positive psychology. The aim is to (a) kindle interest and provide a foundation for future study in one or more of these areas, and, even if students don't pursue future psychological study, (b) provide psychological knowledge than can be applied to other scholarship and the understanding of one's self and others. By the end of the course, students should be able to (a) understand and interpret the methodologies used in psychological research, (b) recall and describe basic knowledge of psychology's history, the core missions of social, personality, evolutionary, health, abnormal, and positive psychology and key findings within these areas, and (c) apply these concepts to their own lives.

2 Grades

Attendance and Participation	10%	See section 2.1
Pre-Class Quiz Questionnaires	5%	See section 2.3
Midterm 1	16%	See section 2.4
Midterm 2 (cumulative)	16%	See section 2.4
Midterm 3! (cumulative)	16%	See section 2.4
Midterm 4!! (cumulative)	16%	See section 2.4
Final Exam (very cumulative)	19%	See section 2.4
Research Required Participation	2%	See section 3

Bonus for Research Participation	3%	See section 4
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F	D	C-	C	C+	B-	B	B+	A-	A	A+
<49.5	49.5-	54.5-	59.5-	63.5-	67.5-	71.5-	75.5-	79.5-	84.5-	>89.5
Inadequate	Adequate				Competent			Exceptional		

The class average will fall within this range (63-67%). This is a regulation for all 100 and 200 level psychology classes. The aim is to (a) keep things synced between different sections of the same class, and (b) resist grade inflation, which renders grades rather meaningless, and devalues a college degree. Professors are required to scale grades up or down to conform to this average. That means your final posted grade could appear a bit different from what you calculate your grade to be based on the term assignments 😬.

2.1 Attendance: Attendance will be measured by Top Hat check-ins. You may not check-in for someone else using their Top Hat account (obviously). To get the full attendance points, you'll need to attend at least 18 of the 19 lecture classes (not including the intro class). That way you can still miss one (due to unforeseen circumstances) and get full points. Once you miss more than one, though, the points start dropping off pretty fast.

18-19 lectures:	10% (out of 10%)
15-17 lectures:	7%
12-14 lectures:	5%
9-11 lectures:	3%
5-8 lectures:	1%
0-4 lectures:	0%

2.3 Pre-Class Questionnaires: Throughout the semester, I will have you complete some short questionnaires online that we will look at in a subsequent class. For each, you will need to complete the questionnaire and enter your results.

Complete all 5:	5% (out of 5%)
3-4:	3%
1-2:	1%
0:	0%

Details for each questionnaire are here:

2.3.1 Mate Preferences Questionnaire:

A. Find the “Mate Preferences Questionnaire” on Canvas, and complete it. No wrong answers.

Due 11:59pm on **Wed, September 11th**.

2.3.2 Personality Quiz:

A. First, go here: <https://www.truity.com/test/big-five-personality-test> and complete the personality test (no need to create an account, click “just show me my results” once you’ve answered all the items).

B. Then enter your results in the “Personality Quiz” on Canvas.

Due 11:59pm on **Monday, September 30th**.

2.3.3 Moral Foundations Quiz:

A. First go here: <http://www.yourmorals.org/explore.php> and complete the “Moral Foundations Questionnaire” (you’ll need to register—it’s free).

Study	Date Taken	My Results	Link	About This Study
Harm Reduction Attitudes		No Results Yet	Please Register to Take Study	How do you feel about reducing the harm associated with drug use?
Moral Foundations Questionnaire		No Results Yet	Please Register to Take Study	Why do you care about some virtues and issues more than others? This survey gives you a broad overview of your morals.
Campus Expression Study		No Results Yet	Please Register to Take Study	How comfortable do you feel sharing your views honestly in a classroom discussion about controversial topics? (Must be currently enrolled at a college or university)

B. Then enter your results in the “Moral Foundations Quiz” on Canvas.

Due 11:59 on **Sunday, October 28th**.

2.3.4 Implicit Association Test:

- A. Go here: <https://implicit.harvard.edu/implicit/canada/selectatest.jsp> & register (feel free to use a junk email address, though I don't think they'll spam you)
- B. From the list of tests, select and complete the "Race" test (feel free to do others, but report your results for this one:

Race

Race (Black-White IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most people have an automatic preference for white over black.

- C. Then enter your results in the "Implicit Association Test" Quiz on Canvas. Due 11:59pm on **Wednesday, Oct 23rd**.

2.3.5 VIA Character Strengths Quiz:

- A. First, go here: <https://www.viacharacter.org/www/Character-Strengths-Survey> and complete the VIA character strengths test (you'll need to register—it's free).
- B. Then enter your results in the "VIA Character Strengths Quiz" on Canvas. Due 11:59pm on **Monday, November 25th**.

2.4. Midterms and Final Exam (collectively worth 83%): There will be four(!) midterms and a final exam, each comprised entirely of multiple-choice questions. All tests will be cumulative (covering all prior material from the class). Yes, this is a lot. Yes, it is necessary. Research shows that frequent testing (and studying) really improves learning. And cumulative testing even more so.

3 Research Experience Component (REC)

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours (in fact, I'll talk about some throughout the class). As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you, in a more hands on and interactive way, to cutting edge research in psychology. This REC will be worth 2% of your grade in the class and you are free to choose one of two options:

3.1 Participate in the Psychology Department Human Subjects Pool

Most students will choose to earn their research experience component by spending **two hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://ubc-psych.sona-systems.com/>

Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class. Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/files/2015/01/Info-for-Participants-2015.docx>

3.2 Alternative assignment: The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal “*Psychological Science*”
- The article must have a publication date from the year 2000 to present (i.e. papers from 2000 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<https://ubc-psych.sona-systems.com/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than November 21st**. You are to submit your article (as a pdf) and your summary (as a doc, docx or pdf) on Canvas.

4 Extra Credit (optional)

You may earn up to **3% extra credit** that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another three additional journal articles for the library option) as described above as the research experience component of the course.

5 Class and exam schedule

Date		Topic	Homework - due before the <i>following</i> class
Sep 5	1	Intro, Methods I, Syllabus	• Read Syllabus
Sep 10	2	Methods II	• Noba Readings A • Mate Preferences Questionnaire (Section 2.3.1)
Sep 12	3	Evolutionary Psychology I: <i>A Unifying Paradigm</i>	• Noba Readings B
Sep 17	4	Evolutionary Psychology II: <i>Sex</i>	
Sep 19	5	Emotion	• Noba Readings C
Sep 24	6	MIDTERM 1	
Sep 26	7	Individual Differences I: <i>Intelligence & IQ</i>	• Personality Quiz (Section 2.3.2) • Optional: Ezra Klein—Sam Harris Podcast Debate (starts at 2:51): https://www.stitcher.com/podcast/vox/the-ezra-klein-show/e/54022896
Oct 1	8	Individual Differences II: <i>Personality</i>	
Oct 3	9	Developmental I: <i>Kids</i>	• Noba Readings D
Oct 8	10	Developmental II: <i>Teens</i>	• Moral Foundations Quiz (2.3.3)
Oct 10	11	MIDTERM 2	
Oct 15	12	Morality	• Noba Readings E
Oct 17	13	Social Psychology I	--To be announced--
Oct 22	14	Social Psychology II	• Implicit Association Test (2.3.4)
Oct 24	15	Social Psychology III	
Oct 29	16	MIDTERM 3	
Oct 31	17	Stereotypes and Prejudice	• Noba Readings F
Nov 5	18	Judgment & Decision Making: <i>Tools for Thinking</i>	• Noba Readings G
Nov 7	19	No Class	
Nov 12	20	Buffer/Open Class (topic determined by you)	--To be announced--
Nov 14	21	MIDTERM 4	
Nov 19	22	Psychological Disorders I	• Noba Readings H • VIA Character Strengths Quiz (Section 2.3.5)
Nov 21	23	Psychological Disorders II <i>(with guest half-lecture from your TA, Adri!)</i>	
Nov 26	24	Positive Psychology I: <i>The Bright Side</i>	
Nov 28	25	Positive Psychology II: <i>The Bright Side</i>	
FINAL EXAM: Sat, Dec 14, 3:30pm in OSBO A			

5.2 Important: Missed Test Policy: Tests will only be given on test days. If you have an varsity-sports or illness-related reason why you cannot make one of the midterms, you will have the opportunity to write a replacement midterm on the next test day (e.g. if you miss test #1 on Sep 24th, you will write a makeup version immediately after you write test #2 on Oct 10th). For a number of reasons, this is the fairest way to do things.

The final exam, however, can only be offered at its scheduled time during the exam period, so there can't be any makeups for the exam.

6 Where to get help

6.1 Help with the course material: Students often ask how to improve their test scores. One simple answer is that you want to make sure you fully understand the concepts we've discussed in class and readings—making sure that nothing is still fuzzy. So here are four ways you can get clarity on something you're not fully understand:

6.1.1: Ask in class. If you're unclear on it, I can assure you that at least five other students are unclear on it as well. You'll be doing them a favour by raising your hand and asking me.

6.1.2: Bring it up in a canvas discussion. Your TAs and I will be manning the discussion boards, so if speaking up in front of 361 students is a bit intimidating at first, try posting your question. Also, if you know the answer to someone's posted question, feel free to post that too. To be honest, I've never tried an online class discussion board before, so hopefully we'll get a nice community going, rather than a vacant desert, or worse, youtube-style dumpster fire.

6.1.3: Come to office hours. Mine or your TAs. Typically my office hours end up being taken up by people going over their tests, but we'll always try to make time for questions.

6.1.4: Email the course address (ubcpsyc102@gmail.com). I've left this one last because it is actually the least useful for the class as a whole, since any answer will only go back to you and no other students will benefit. You're free to do it, but we may ask if we can move the question and our answer over to one of the discussion boards, where other students can also read them! Of course, this email address is an ideal place to ask about administrative issues...

6.2 Help with administrative issues with the course: If you have an administrative issue (missed a test, can get TopHat to work, etc.), there are a few ways you can get help:

6.2.1: Email the course address (ubcpsyc102@gmail.com) for general course issues. One of your TAs will get back to you soon!

6.2.2: SONA: If you're having trouble with your SONA account for the REC, then you're better off, first reading the instructions and FAQ at

<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool>

And failing that, emailing the SONA administrator at hspresearch@psych.ubc.ca

6.2.3: For high-level course administration issues (e.g. late withdrawal from classes, switching sections, applying for academic concession) **contact Arts**

Advising: Information on doing so is here:

<https://students.arts.ubc.ca/advising/contact-us/>

6.3 Help with mental health and wellness issues: Navigating your coursework is hard enough in the best of states. Doing so when dealing with mental or physical health issues, or other adverse circumstances like being the victim of sexual violence, is extremely challenging. Though they do tend to sometimes get pushed to their limits, UBC does have several resources to help you with such struggles. You can read about the university resources available, as well as those available from the larger community here:

<https://students.ubc.ca/health>