

PSYC 308A – SOCIAL PSYCHOLOGY (CHEUNG – WINTER TERM 2)

All the ways in which humans are social!

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WELCOME TO THE COURSE!

Traditional, ancestral, and unceded xʷməθkʷəy̓əm (Musqthueam) territory
University of British Columbia
PSYC 308A – Social Psychology
Winter 2019/2020 Term 2
Section 004: MWF 2:00–3:00 pm (ESB 1012)
Section 005: MWF 3:00–4:00 pm (ESB 1012)



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Students' surnames:
A–H
I–P
Q–Z

Assigned TA and Turnitin ID (pw: social308):
Lo: 23633045
Kepler: 23633059
De Souza: 23633049

Syllabus at a glance: You can access other parts of the syllabus using the menu at the top! The whole syllabus is also *SEARCHABLE*. See that magnifying glass to the right of the navigation menu at the top? Click that and you can search for anything in the syllabus!

Some parts of the syllabus that may be of particular interest to you:

Full course calendar (The Google Calendar below only has partial information): [Course Calendar](#)
Information about Bagels with Ben: [Bagels with Ben](#)
Exams and Assignments: [Assessments](#)

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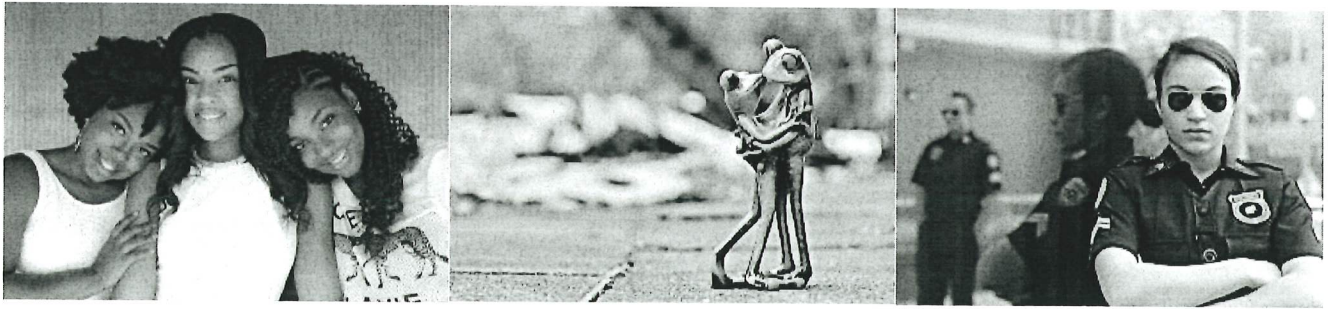
WHAT'S THIS ABOUT?



You're at a party – the most lit one this side of 2019. The partygoers have broken off into different groups. Off in a corner, two lovers are but taking a game of tonsil tennis into overtime. Suddenly, the police come to investigate reports of a stolen wallet; but no one claims to know a thing. If you're a budding social psychologist, you might find yourself asking the following questions:

- How did those partygoers form their different groups?
- What kind of romantic relationship do the lovers have with each other? And what does that mean for their future?
- How will the police deal with the partygoers, and what implications does that have on how the partygoers will respond?
- Ok, no, seriously. WTF is this class about?

If you didn't ask these questions, that just means you're not a nerd; but by the end of this course, you will be (a nerd and asking those ques



The **purpose** of this course is to help you gain a better understanding of the numerous ways in which our behaviours are actually impacted by our environment, and not just as a manifestation of our personalities. We will equip you with the theories with which you can understand both your own and others' thoughts and behaviours in a more scientific manner. As part of this learning process, this course will help you learn how to read and critique the primary sources of this field – journal articles in social psychology.

When the course ends, students successfully meeting the course requirements will be able to:

- Identify and explain social psychological explanations of human behaviour
- Apply social psychological theories to explain human behaviour and real-world issues
- Understand how social psychology is different from, similar to, and contributes to, other fields of studies
- Use the school's library resources to locate empirical journal articles
- Understand and critically analyse published empirical journal articles

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MATERIALS

Required textbook:



Stangor, C., Jhaniani, R., & Tarry, H. (2014). *Principles of social psychology* (1st International Ed.). Vancouver: BCCampus

This is an open-access text that I have edited slightly to be suitable for our course, so it can be accessed online, free of charge, here. Please make sure to use the version I've provided here (PSYC 308A version), not the generic version. Downloadable formats include: this (for online viewing), this (to send for printing), this (for .epub readers like Kobo and iBooks), and this (for .mobi readers like Kindle).

4 academic journal articles (you'll need to locate them online for free – try the UBC Library or Google Scholar):

Reading 1:	Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. <i>Nature</i> , 466, 29. doi:10.1038/466029a
Reading 2:	Gray, K., Jenkins, A. C., Heberlein, A. S., & Wegner, D. M. (2011). Distortions of mind perception in psychopathology. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 108(2), 477–479. doi:10.1073/pnas.1015493108
Reading 3:	Croft, A., & Schmader, T. (2012). The feedback withholding bias: Minority students do not receive critical feedback from evaluators concerned about appearing racist. <i>Journal of Experimental Social Psychology</i> , 48(5), 1139–1144. doi:10.1016/j.jesp.2012.04.010
Reading 4:	Cialdini, R. B. (2009). We have to break up. <i>Perspectives on Psychological Science</i> , 4(1), 5–6. doi:10.1111/j.1745-6924.2009.01091.x

Please also go to <http://canvas.ubc.ca> to find all lecture slides, assignment information, and discussion forums! Also, Bagels with Ben groups will also be posted onto Canvas!

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ASSESSMENTS

Assessments of learning:



FunDay assignments (2 x 7.5%): One key goal of the course is to help you learn how to read and understand academic journal articles in cultural psychology. To do this, you will complete two 2-to-3-page assignments over the course of the term, in which you will summarise, critique, and expand on, *readings 2 and 3*. More information will be given in class. Due dates are the dates for which the readings are assigned – submit both a copy on Canvas and to Turn-It-In. Late penalty = 10% per day, starting from the end of class. They are due on January 31 and April 1, respectively.



Midterms (2 x 26%): There will be two non-cumulative midterms throughout the course of the term. These exams will take place on February 10 (on Chapters 1–3, 5 including readings) and March 16 (on Chapters 4, 6, 9, 10, including readings). Examinable material will include information from both lectures and textbooks.



Final (32%): The final exam will be cumulative of all materials covered throughout the term. The date, time, and location of your final exam will be determined by the Office of the Registrar. Please check the Student Services Centre website for more details once the exam schedule has been released.



Early Alert (1%): Students who are in need of help (counselling, financial, housing, etc.) may not seek the necessary services for help for various reasons, including lacking knowledge of appropriate services. This UBC initiative provides aid to these students as early as possible by allowing me to better connect such students to the relevant resources. Students can, thus, get the support they need before problems become too onerous. As a supporter of this initiative, I ask that you watch the brief video about it on the course's Canvas website, and put down your name to acknowledge that you have read it (which will give you the 1%). This means neither that you support this initiative, nor that you intend to use it, only that you have read it and understood what it is. If you have any questions or concerns, please do not hesitate to talk to me. This is due on February 14.



HSP (+3%): What's a better way to get some bonus marks than to contribute to science? Sign up for up to 3 hours' worth of studies in the UBC Department of Psychology by getting an account here: <https://ubc-psych.sona-systems.com/>. You need an active HSP account for this; if you do not have one, the website will tell you how. More information about the HSP can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>. 1 hour of participation = 1%, so 3 hours = 3%.

Instead of HSP studies, Students may write 500-word summaries of empirical articles from the journal *Psychological Science* (published after 2000). Each summary counts for 1%, and should include the introduction, methods, results, and discussion sections of the article. If you opt to write these summaries instead, you must still create an HSP account and register it under our course section. You must submit a copy of your summaries to Turnitin (ID and password information can be found here) by the last day of classes.

⁴All written work for this course MUST be written independently. UBC subscribes to the Turn-It-In system, which compares submitted work to other sources on its database (including work submitted by your peers) to check for potential plagiarism. Plagiarism is a serious offense, and shall also be dealt with seriously. All written work must be submitted to Turn-It-In at <http://www.turnitin.com>. If you do not already have an account, please sign up for one, join your TA's section using their ID on the main page of this syllabus, and the password (social308), and then submit your work when the time comes.

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POLICIES

Inside the classroom

Use of class time: I will be ready to go when class starts, and will make good use of the 50 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts, and wait until dismissal — it's quite disruptive to others.

Do you have kids/children?: If you have a young one that you need to bring to class for whatever reason, bring them! I don't know how entertaining my lectures will be, but I'll certainly do my best.

Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be silly, but they are intended to facilitate your learning. Just have fun!

Consideration for others: My role is to provide the best learning environment for you, to the best of my abilities. I take this role very seriously. It is up to individuals whether they will make use of the learning environment. It is not acceptable, however, that one's personal choice of not using the learning environment detracts from others' learning experience. This includes activities such as gaming, watching movies, talking on the phone, and making out. Please refrain from activities such as these that may be distracting to students around you.

The "I" Box: At the front of the class, you will see a small box with a "I" label. This is an opportunity to anonymously:

- Pose questions about materials that you find to be unclear
- Give feedback/make suggestions about my teaching

Depending on time concerns, I will do my best to address these at the beginning of the following class. I would still encourage you to provide your name and/or email address so that, if I am not able to address it in class, I can still address it to you privately, should you wish

Outside the classroom

Emailing: Please allow me a 24-hour window to respond to answer emails, and please make sure to check the syllabus first! (You can even use the search function at the bottom)

Academic Concessions and Other Grading Concerns

During the term, students may experience medical, psychology, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me *before the exam time, assignment due date, or lab time*. Documentation is not necessary. *Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighting of each learning assessment cannot be changed*, with exigent circumstances as exceptions.

Academic and Non-Academic Misconduct

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what academic misconduct means: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>. Evidence of academic misconduct may result in a "0" grade for the exam or assignment in question, and may prompt more severe punishment as the University deems appropriate

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is also subject to punishment by the university. UBC has clear policies about what constitutes non-academic misconduct, found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>. Punishment for both academic and non-academic misconduct may include, but is not limited to, a non-removable notation on the transcript, or suspension from the University.

More information about these issues, including annual reports of student discipline cases at UBC, can be found here: <http://universitycounsel.ubc.ca/discipline/>

Department of Psychology's Grading Policies:

To promote equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology a grading policy for all PSYC courses. For PSYC308A, the average final grades across all sections must fall within the range of 67–71%, with a standard deviation of 14%. Scaling *may* be done to bring the class average in accordance with this policy. The scaling may be done by the instructor, or by the Department. Thus, a student's grade is not official until it appears on a student's transcript

Withdrawal dates

If you wish to drop this course without a "W" (or "Withdrawal") on your transcript, the deadline to do so is Jan 17. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Feb 14. Please note that you should always check with UBC's Academic Calendar.

University syllabus policy

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](#).

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RESOURCES

General resources:

Campus Lightbox: A website that has collected resources across the UBC campus to support students' wellbeing, including religious service hosts, medical clinics, mental health clinics, and many others.

Centre for Accessibility (CfA): Do you (or do you think that you) have accessibility needs that we can accommodate (e.g. anxiety issues, ADHD, hard of hearing)? Check with the CfA and see if they can provide you with accommodations (e.g. extra exam time, distraction-free exam environment)!

Writing/Studying resources:

Chapman Learning Commons: Located in the Irving K. Barber Learning Centre. Staff can provide feedback on writing, and recommendations for writing and studying strategies.

Purdue Online Writing Lab (OWL): Purdue's OWL website is a fantastic resource that tells you almost all you need to know about how to properly format an APA style paper.

Mental health resources:

The Kaleidoscope: a student-run, student-led mental health support group at UBC with regular meetings. Follow their website for updates on time and location of these meetings!

AMS Speakeasy: a place where you can have one-on-one peer support about a variety of issues surrounding well-being.

UBC Counselling Services: UBC's resident counselling service located in Brock Hall (2329 West Mall). Trained counsellors can take on drop-ins and appointments. If you have an emergency, immediately call 9-1-1, or any of the following crisis services:

- Vancouver crisis line: 1-800-SUICIDE (784-2433)
- Vancouver General Hospital: 604 875 4995
- Campus security: 604 822 2222
- Empower me: 1 844 741 6389 (toll-free)
- Crisis Centre BC: crisiscentre.bc.ca
- Victim link: 1 800 563 0808

Please consult the Counselling Services website for more information about these, and other, mental health resources

Addition resources for supporting Indigenous students:

Indigenous students who are seeking academic support may choose to speak with academic advisors in their departments and/or faculties, all of whom can be found here: <http://aboriginal.ubc.ca/students/academic-advising/?login>

Other relevant resources include:



UBC First Nations Longhouse: A central gathering place for Indigenous students on campus to connect with each other, attend cultural events, watch public lectures, and much more.



**Vancouver
Aboriginal
Friendship Centre
Society**

The Vancouver Aboriginal Friendship Centre Society: A non-profit organisation that serves the Indigenous community through a variety of cultural programs and events.



The Urban Native Youth Association: An association that focuses on providing Indigenous youth with mentorship, life skills, and cultural connection.

Ask us!

The teaching team is also ready to answer your questions and help you throughout the course. Just get in touch!

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COURSE CALENDAR

Dates are subject to change, but announcements will be made

Wk	Date	Topics	Readings	Important events
	M Jan 6	Welcome and introduction	Syllabus	
1	W Jan 8	Intro to social psychology and methodology	Chapter 1	
	F Jan 10			
	M Jan 13			
2	W Jan 15			THU: Bagels with Ben @3pm (G1)
	F Jan 17		Reading 1	Final class to withdraw without W
	M Jan 20	Social Cognition	Chapter 2	Bagels with Ben @4 (G2)
3	W Jan 22			
	F Jan 24			
	M Jan 27	Perceiving Others	Chapter 5	
4	W Jan 29			THU: Bagels with Ben @3pm (G3)
	F Jan 31		Reading 2	FunDay Assignment 1 due
	M Feb 3	The Self	Chapter 3	
5	W Feb 5			Bagels with Ben @4pm (G4)
	F Feb 7	Attitudes, Behaviour, and Persuasion	Chapter 4	
	M Feb 10			Midterm 1
6	W Feb 12			THU: Bagels with Ben @3pm (G5)
	F Feb 14			Early Alert due Final class to withdraw with W
February 17–21: Reading Week 2020				
	M Feb 24	Aggression	Chapter 9	
7	W Feb 26			Bagels with Ben @4pm (G6)
	F Feb 28	Influencing and Conforming	Chapter 6	
	M Mar 2			
8	W Mar 4			THU: Bagels with Ben @3pm (G7)
	F Mar 6	Working Groups	Chapter 10	
	M Mar 9			
9	W Mar 11			Bagels with Ben @4pm (G8)
	F Mar 13	Helping and Altruism	Chapter 8	
10	M Mar 16			Midterm 2
	W Mar 18			THU: Bagels with Ben @3pm (G9)

	F Mar 20	Liking and Loving	Chapter 7	
	M Mar 23			
11	W Mar 25			Bagels with Ben @4pm (G10)
	F Mar 27	Stereotypes, Prejudice, and Discrimination	Chapter 11	
	M Mar 30			
12	W Apr 1		Reading 3	FunDay Assignment 2 due THU: Bagels with Ben @3pm (G11)
	F Apr 3	Social Psych and the Law	Special topic No readings	
	M Apr 6			
13	W Apr 8	Wrap-up	Reading 4	Bagels with Ben @4pm (G12)

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