



2020W2 **PSYC102** (004 and 005)

INTRODUCTION TO PSYCHOLOGY

SYLLABUS VERSION 1.3 (01-19-2021)

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WHAT DOES IT MEAN TO BE HUMAN?

Psychology is the science of mind and behaviour: psychologists empirically test and theorize about how we think and reason about the world, about others, and about ourselves. As a field, psychology holds the promise of helping us understand all aspects of human nature, including our ability to see, think, feel, and act in the world.

This course is a survey of seven areas of psychology: intelligence, personality, emotion and motivation, health, social, developmental, and clinical psychology. Other major topics are covered in PSYC101, which is not a pre-requisite for this course.

We will ask many “big questions” about human nature: can we scientifically measure thoughts? Are we born with set personalities and thoughts (both good and bad) and how much are these changed with experience? How are people similar and how are we different? What is “normal” behaviour? Can psychological research help us lead happier lives?

We will also deal with many practical issues concerning our increasingly messy world today: why is there still persistent discrimination in our society? Why do we fall for conspiracy theories? How does social isolation affect our mental health? Are human beings programmed to be pro- or anti-democratic? Why are we so prone towards procrastination?

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NOTE: Because of COVID-19, we are running this year's course very differently than usual. **If you do nothing else, please read the next two pages of the syllabus to understand these unique course policies.**

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TEACHING TEAM

All office hours are held via Zoom (please find links on Canvas/Zoom). The quickest way to get any question answered is via Piazza. If you need to contact any member of the teaching team directly, email us first (do NOT use Canvas messages).



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OUR COVID-19 POLICIES

IF YOU READ NOTHING ELSE, PLEASE READ THIS PAGE

In response to COVID-19, we have redesigned this year's PSYC102 class from the ground-up, attempting to find maximum flexibility for students while maintaining UBC's academic standards:

1. **ASYNCHRONOUS LECTURES:** every lecture in this class will be pre-recorded and posted on Canvas up to 12 hours before the official "start" of class (MWF 10am). However, to give you face time whenever possible we have significantly increased the number of drop-in office hours (held over Zoom), during which you should feel welcome to come in and chat about any course materials or other topics, or just listen if others are asking questions.
2. **MULTIPLE TIMEZONES:** we will be making accommodations for timezones and the midterms and final exam will be offered at two different times (12 hours apart) to accommodate students who cannot do the midterm synchronously during regular class time.
3. **ASSESSMENT FLEXIBILITY:** with the exception of the final exam and one midterm of your choice, every assessment in this class is optional. The value of each missed assessment will instead be added to the final exam and your better midterm (for several examples, see MORE ASSESSMENT DETAILS). Therefore, if there is an assessment that is too tough for you to keep up with, don't, and instead focus on the ones you can.
4. **OPEN BOOK:** we will not be using any proctoring or monitoring tools, and instead have made all assessments open-book. To maintain fairness, collaboration with others on any assessment is considered ACADEMIC MISCONDUCT, and we are implementing machine learning software that can detect suspiciously high correlations in answers across multiple students.

COURSE GOALS

This is a survey course: rather than giving you an in-depth look into one specific topic in psychology, we will instead spend a little bit of time on many different topics. It's like an appetizer plate: a little bit of everything that's good. Survey courses have one major benefit: we are not stuck on any one topic for too long, so if you don't like a particular discipline of psychology we'll soon move to another. But the cost is that it's sometimes hard to appreciate the links that connect these different topics.

In creating this course, we've thought long and hard about the kinds of things we want you to take away. In each section of this course we will aim to meet four major goals:

1. Understand the major theories, approaches, and findings.

We expect that you'll have a firm grasp of the major theories in each of the seven subfields we learn about (e.g., the major approaches to treatment of clinical disorders), as well as the milestone experiments that have contributed to these theories (e.g., the Zimbardo prison experiment). We will help identify these major theories and experiments in each section separately - find Learning Outcomes for each week on Canvas.

2. Understand the “big questions” driving research in psychology. Psychology is a young science, and there are many things that we don't yet know. While you will learn about some things that psychologists accept as facts about human nature, you will also discover that most questions in psychology remain unanswered and are actively being researched (maybe one day you will contribute to answering them!). As a result, we will emphasize the big, unanswered questions that are behind most psychological research today. For example, when learning about

COURSE GOALS (CONT)

intelligence, personality, and development, we will explore the big question of nativism – which aspects of our psychology are we born with, and which change with experience (e.g., are we born with fixed intelligence, personality, and our own sense of morality, or do these develop and change)?

3. **Understand psychology as a science.** Much like chemists or biologists, psychologists use precise tools to measure human behaviour and use data to inform their theories. Throughout this course, you will learn about the variety of scientific tools that psychologists utilize in their research. This includes understanding the basics of experimental methodology, such as descriptive and inferential statistics, personality tests, longitudinal developmental studies, and precisely controlled experiments, as well as about more general scientific literacy, such as reading graphs and understanding data.

4. **Apply the knowledge to real-world situations.** Psychology is immediately applicable to what we do every day. Throughout the course, we will strive to make theories applicable to everyday situations, and we will often ask you to think about these links yourself. In class, we will frequently discuss the role of psychology to various events that have happened throughout our history, and connecting it to the events gripping the world today (e.g., COVID-19 and mental health, why is there still discrimination, what are the ways in which we can make ourselves and those around us happier and healthier?). We also offer a host of optional readings and audio content that connect psychology to our everyday lives and show you the influence psychology has had on our culture.

PLATFORMS WE'LL BE USING

NOTE: Unlike previous years, we will NOT be using Launchpad in this class. We made this decision to minimize the number of platforms you need to use.



CANVAS

- ☒ Weekly Learning Objectives and textbook sections you can skip (under MODULES)
- ☒ Access to Digital Textbook
- ☒ Links to other platforms.
- ☒ Pre-recorded Lectures & Slides
- ☒ **All** assessments
- ☒ Course FAQ
- ☐ Contacting Instructors
- ☐ Office Hours



ZOOM

- ☒ Scheduled Weekly Office Hours
- ☒ By-Appointment Office Hours
- ☐ Office hours are not recorded (i.e., they are synchronous-only)
- ☐ Lectures

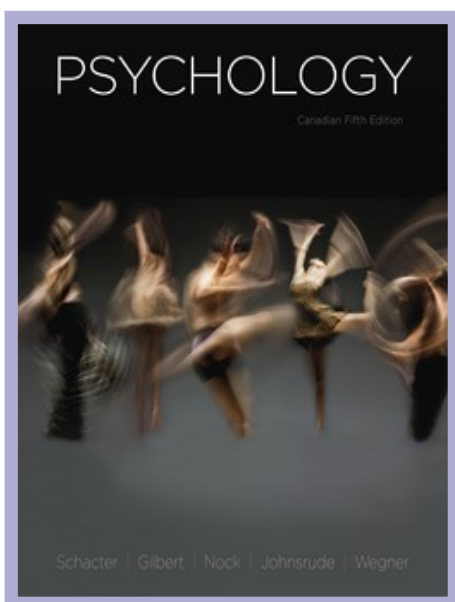


PIAZZA

- ☒ Quickest place to get any course-related question answered (two people monitor questions every day).
- ☒ Anonymous to other students (but not instructors)
- ☐ **Do NOT ask for clarification or reveal answers to midterms, exams, and quizzes (this is academic misconduct)**

TEXTBOOK

NOTE: If you have previously taken PSYC101 (or if you are concurrently taking it) then it is very likely that you already have access to this textbook. Do NOT purchase it again, as we will not be using Launchpad. Access the textbook through Canvas.



Schacter, Glibert, Nock, Johnsrude & Wegner (2020). Psychology, 5th Canadian Edition

Purchase it either:

(1) **DIGITALLY**: by going to Canvas/MODULES. Digital copies must be purchased with Launchpad even though we don't use it in this class.

(2) **PHYSICALLY**: the bookstore is selling a loose-leaf version with either only the chapters we will use (if you are not planning on taking PSYC101) or the entire textbook (if your PSYC101 uses the same textbook). If you buy the physical copy you do NOT need to purchase it with Launchpad.

CAN I BUY IT USED?

You can (physical) -- since our course does not use Launchpad.

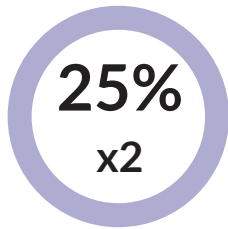
However - keep in mind that if you have not taken PSYC101 but plan to in the future, you are much safer buying the version with Launchpad.

CAN I GET AN EARLIER EDITION (OR NON-CANADIAN 5th)?

You cannot - the new Canadian edition has enough differences that we cannot guarantee that all content is covered by both. Similarly for the Canadian 5th vs. American 5th editions.

HOW WILL YOU BE GRADED?

NOTE: Remember that in the spirit of FLEXIBILITY, only the Final Exam and ONE Midterm are mandatory, and all other missed assessments will be reweighed.



MIDTERMS (x2, ONE MANDATORY)

Midterms are non-cumulative, open-book, and consist of multiple-choice, multiple-answer, and fill-in-the-blanks. You will have 50 minutes to complete them over Canvas.



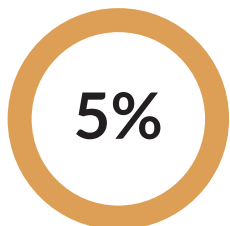
FINAL EXAM (MANDATORY)

The final exam is cumulative, open-book, and consists of multiple-choice, multiple-answer, and fill-in-the-blanks. It will be scheduled during the Final Exam period.



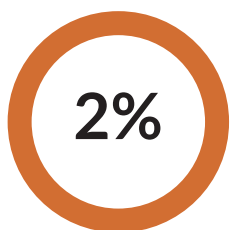
WEEKLY QUIZZES (OPTIONAL)

Each Monday at 11:59pm PST, you will have a open-book, multiple-choice quiz due on Canvas. Each one you complete counts towards 1% of your grade, up to the best 10 of 12.



PSYCH IN LIFE (OPTIONAL)

Every two weeks, you can submit a pass/fail 200 word (max) response that connects one concept from the past 2 weeks to something you saw, read, or noticed in the real-world.



HSP PARTICIPATION (OPTIONAL)

You can sign up for online psychology experiments in the Department that are worth "HSP credits". Up to two credits can be applied for our class for 2% of your grade.

MORE ASSESSMENT DETAILS

WHY ARE SO MANY THINGS OPTIONAL?

Ideally, we think that you should complete every assessment in this course -- it will give you the best and most rounded experience and your grade will be made up of many different components, making sure that a single bad grade doesn't affect you much. But, given the pressures put on you from COVID-19, we recognize that a lot of little assignments add up fast.

So - if you do not complete one of the two midterms, its value (25%) will be split evenly between the other midterm: making the midterm worth $25 + 12.5 = 37.5\%$, and the final exam $33 + 12.5 = 45.5\%$. Or, if you only complete 5/10 quizzes, the remaining value of 5% will be split evenly (2.5%) into the midterm and final exam.

If you choose to complete both the midterms and final exam, then we will split the value of what you don't do (e.g., quizzes) between the final exam and your BETTER of the two midterms.

WHAT IF I MISS BOTH MIDTERMS?

If this happens, we will require that you provide us with evidence of academic concession for at least one midterm. Then, we will work with you to figure out if we can reweigh everything towards the Final Exam or, if your Advisor or Faculty does not allow that, we will allow you to write a concession midterm on a later date.

HOW ARE QUIZZES COUNTED?

There are 12 quizzes that you can do - each for the preceeding week of lecture and textbook content. Each counts towards 1% of your grade. Once you complete 10 of them, each other quiz you complete will replace your worst quiz in the batch.

So, in other words, we will count the best 10 quizzes out of however many you completed, and any quizzes you did not attempt will be split in value between the midterm and final exam.

MORE ASSESSMENT DETAILS (cont)

HOW DO “PSYCH IN LIFE” ASSIGNMENTS WORK?

These assignments are meant as easy ways of getting points while finding connections between real-life and the concepts we are learning in class. Every 2 weeks (due Mondays at 11:59pm PST), you can submit ONE short, 200 word (max) write-up directly on Canvas, in which you will connect a concept we learned about in class to something going on in the world (e.g., a news article), a movie you saw, a book you read, etc.

Four examples are provided on the Canvas “Files” page.

These assignments are pass/fail: you either get 1% or you do not. To pass, your assignment must have the following:

1. You must **define the psychology concept** that you are linking, and it must be a concept that was covered in the last 2 weeks of class or textbook readings.
2. You must **describe what you are linking it to** (e.g., a news article, a book, a movie) in sufficient detail for the reader to evaluate if the link is appropriate.
3. You must **explain and justify how the link is appropriate** (e.g., if you simply say that a news article is linked to the concept of “discrimination” you will not pass - explain how, precisely, it is).
4. Your write-up must be **independently written**, and if it overlaps with that of another student, it will not be a pass. Multiple students can identify the same link, but each must write-up the justification on their own.

If you have further questions, please check out the examples provided on the Canvas page, or ask us over Piazza.

MORE ASSESSMENT DETAILS (cont)

HOW DO “HSP EXPERIMENTS” WORK?

Participating in psychology experiments gives you a unique opportunity to learn about the scientific process. They are done online and are worth between 0.5 - 2.0 credits. Each credit you earn can be assigned towards ONE PSYCHOLOGY CLASS (including ours), for 1% of your final grade.

To sign-up for them, visit <http://hsp.psych.ubc.ca>

BONUS HSP CREDITS!

After you have completed 2.0 credits, you can complete up to an additional 3 credits over HSP and apply them towards our class for bonus percents.

In other words, you can apply up to 5 total HSP credits towards our class to get up to 5%, even beyond the 2% that make up the grading (yes, that means that if you get perfect on all your assessments and do 5 credits, you can theoretically get 103% in this class!).

WHAT IF I DON'T WANT TO DO EXPERIMENTS?

If you prefer not to do HSP experiments, you can perform a Library Assignment instead for 2% of your grade, and an additional two for bonus 3%.

These are due on the last day of class by 11:59pm PST, and must be submitted directly to Dr. Odic via email.

A full description of requirements for the Library Assignments is available on Canvas.

GENERAL COURSE POLICIES

CONTACT INFORMATION

The best way to contact any of us is - in this specific order - through (1) Piazza, (2) visiting us during synchronous office hours, and (3) then over email. Avoid using Canvas' messaging system.

As instructors, we reserve the right to not check our emails over the weekend, and therefore do not expect a reply from us if you contact us on Fridays.

ACADEMIC CONCESSION

If you qualify for academic concession (e.g., extra time) please contact Dr. Odic directly and we'll do our best to make proper accommodations. Details on UBC's policy are available [here](#).

MAKE-UP ASSESSMENTS

Because only a single midterm and final exam are mandatory, you are allowed to miss one midterm, all quizzes, Psych-in-Lives, etc. Therefore, if you are forced to miss any of these due to conflicts, joining the course late, being sick, etc., we will simply drop the value of the missed assessment to other ones.

In other words, we will NOT schedule any make-up quizzes, midterms, etc., for optional course assessments. If you are forced to miss both midterms or the final exam, however, we will make appropriate make-up considerations. Contact Dr. Odic directly.

DEPARTMENT OF PSYCHOLOGY SCALING POLICY

The Department of Psychology reserves the right to scale grades in order to maintain fairness across different sections or with school norms. **The anticipated distribution of grades is an average of 70 – 72% with SD of 14%.** Once submitted by us, the grades that you receive in this course may be scaled by the faculty (either up or down). Your grades are not official until they appear on your transcript. Please review the COURSE FAQ for more details about the scaling policy.

OFFICE HOURS

All office hours are held synchronously over Zoom, with links to individual Zoom rooms available on Canvas and in the syllabus TEACHING TEAM page. We have specifically spread our office hours across days and times to accomodate timezones.

If you require a meeting with a specific team member (e.g., Dr. Odic) but cannot make his office hours due to timezone or privacy concerns, please contact that team member directly and they will schedule a separate meeting for you.

COURSE FAQ

We maintain an extensive Course FAQ on Canvas' Files page that has an accumulated 50+ questions that students typically ask about the course, psychology as a major at UBC, getting involved in research at UBC, etc.

Please check out the FAQ if you have specific questions before asking us, as you're likely to find the answers there.

OPTIONAL READINGS & AUDIO

To further help you make connections between course content and real-life, we have provided a series of Optional Readings and Audio Recordings (made by Dr. Odic), which are available on Canvas. These are purely for your own enrichment and the material covered there is never tested in any way.

NOTE: These readings are not allowed to be used for the Psych-in-Life assignments!

ACADEMIC MISCONDUCT

The University of British Columbia has a very precise definition of which behaviours count as academic misconduct ([link here](#)). You are strongly encouraged to read and make sure you understand this policy. If you have any questions, please ask us.

Although all of our assessments in this class are open-book, they are NOT collaborative. Any student caught collaborating with others on any of the assessments will be immediately identified to the Dean's Office and charged for academic misconduct.

This includes (non-exclusively):

- Revealing or sharing the content or answers of ANY quiz, mid-term, or final exam. This includes over Piazza, and even AFTER the assessment is due.
- Collectively working with other students to answer any question on any quiz, midterm, or final exam.
- Taking any part of another students' "Psych-in-Life" write-up.
- Pretending to be another student when submitting any assessment.

To help identify academic misconduct, we process all submitted Quizzes, Midterms, and Final Exams through machine learning software that detects suspicious correlations between students' answers and timestamps of when they were completed.

It is unfortunate how much of the COVID-19 education discourse has focused on the academic misconduct of few students, and how much time and energy we have to spend trying to prevent something that is largely not an issue. Nevertheless, given recent problems (e.g., MATH100), UBC has only strengthened its commitment to catching academic misconduct.

So, please do not cheat. A grade in this class is not worth the risk. **If you are struggling with the course, come chat with us and have us help you rather than your friends -- it's our job to.**

MENTAL HEALTH RESOURCES

Education is a privilege, and one that only makes sense within the context of protecting and promoting your mental health. As psychologists know well (and we will learn during the Clinical Psychology section of this class), university students are at a much higher risk for anxiety, depression, suicide, and many other mental health concerns compared to the general population.

We know that taking care of your mental health is hard, in large part because many of us on the Teaching Team have struggled with it, too. Things are only worse now with the social isolation of COVID-19.

In this class, we take your mental health seriously. You are not alone. While we are NOT trained clinical psychologists and cannot offer you treatment or diagnosis, we promise that you will have our empathy, our understanding, and our guidance towards resources both within UBC and outside of it that can help.

If you are struggling for any reason, please feel free to contact us directly, so that we can connect you with resources that can help even further.

Below, you will also find a series of resources that are helpful in case you would like to explore them on your own:

- Our COURSE FAQ has an entire section on mental health and general well-being support for students.
- [UBC Wellness Center](#).
- [UBC Thrive Campaign](#).
- [UBC Counselling](#), which now offers online sessions.
- [UBC Psychology Clinic](#).
- [UBC Early Alert Program](#) (if you are concerned about another student).

COURSE SCHEDULE

Monday	Wednesday	Friday
Jan/11 Class Introduction <u>Reading: None</u>	Jan/13 Experimental Methods I <u>Reading: Chap. 2</u>	Jan/15 Experimental Methods II <u>Reading: Chap. 2</u>
Jan/18 Intelligence I <u>Reading: Chap. 10</u> Quiz #1 due	Jan/20 Intelligence II <u>Reading: Chap. 10</u>	Jan/22 Intelligence III <u>Reading: Chap. 10</u>
Jan/25 Personality I <u>Reading: Chap. 12</u> Quiz #2 due	Jan/27 Personality II <u>Reading: Chap. 12</u>	Jan/29 Personality III <u>Reading: Chap. 12</u>
Feb/1 Emotion & Motivation I <u>Reading: Chap. 8</u> Quiz #3 due Psyc-in-Life #1 due	Feb/3 Emotion & Motivation II <u>Reading: Chap. 8</u>	Feb/5 Emotion & Motivation III <u>Reading: Chap. 8</u>

COURSE SCHEDULE (cont)

Monday	Wednesday	Friday
Feb/8 MIDTERM #1 <i>Quiz #4 due</i>	Feb/10 Health I <u>Reading: Chap. 14</u>	Feb/12 Health II <u>Reading: Chap. 14</u>
READING BREAK (FEB 15 - 19)		
Feb/22 Health III <u>Reading: Chap. 14</u> <i>Quiz #5 due</i> <i>Psyc-in-Life #2 due</i>	Feb/24 Health IV <u>Reading: Chap. 14</u>	Feb/26 Health V <u>Reading: Chap. 14</u>
Mar/1 Social I <u>Reading: Chap. 13</u> <i>Quiz #6 due</i>	Mar/3 Social II <u>Reading: Chap. 13</u>	Mar/5 Social III <u>Reading: Chap. 13</u>
Mar/8 Social IV <u>Reading: Chap. 13</u> <i>Quiz #7 due</i> <i>Psyc-in-Life #3 due</i>	Mar/10 Social V <u>Reading: Chap. 13</u>	Mar/12 Social VI <u>Reading: Chap. 13</u>

COURSE SCHEDULE (cont)

Monday	Wednesday	Friday
Mar/15 MIDTERM #2 <i>Quiz #8 due</i>	Mar/17 Development I <u>Reading: Chap. 11</u>	Mar/19 Development II <u>Reading: Chap. 11</u>
Mar/22 Development III <u>Reading: Chap. 11</u> <i>Quiz #9 due</i>	Mar/24 Development IV <u>Reading: Chap. 11</u>	Mar/26 Development V <u>Reading: Chap. 11</u>
Mar/29 Clinical Disorders I <u>Reading: Chap. 15</u> <i>Quiz #10 due</i> <i>Psyc-in-Life #4 due</i>	Mar/31 Clinical Disorders II <u>Reading: Chap. 15</u>	Apr/2 NO CLASS (GOOD FRIDAY)
Apr/5 NO CLASS (EASTER MONDAY)	Apr/7 Clinical Disorders III <u>Reading: Chap. 15</u> <i>Quiz #11 due</i>	Apr/9 Treatment I <u>Reading: Chap. 16</u>
Apr/12 Treatment II <u>Reading: Chap. 16</u>	Apr/14 Treatment III <u>Reading: Chap. 16</u>	Apr/16 REVIEW POSTED FOR EXAM <i>Quiz #12 due</i> <i>Psyc-in-Life #5 due</i>

phew! you made it through the 20 page syllabus. here, have a little hippo:

