

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

Summer 2020

Online home: <https://canvas.ubc.ca/courses/50335>

Professor: Andrew Rivers
Office hours: Tues 9-10:30am on *Collaborate Ultra*
 Weds 11am-12pm on *Collaborate Ultra*
Additional hours *always available* by request!
Contact: amrivers@psych.ubc.ca

TA: Siba Ghrear
Office hours: TBD
Contact: siba.ghrear@psych.ubc.ca

TA: Ariel Ko
Office hours: TBD
Contact: arielko@psych.ubc.ca

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, 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:

This course will take the form of ‘distance learning.’ Because students are *all over the world* right now, and on different time zones; class will be *asynchronous* – meaning that I will record lecture videos and upload them to our Canvas course webpage along with supplemental materials. Attendance is not mandatory, but there are a series of small *Keeping up! Quizzes* (see below) to give us the motivation to stay connected with course material. These quizzes will count toward your final grade.

TEXTBOOK/READINGS:

The required text for this course is *Social Psychology 10th Edition* (Aronson et al., 2019). The text is available at the UBC bookstore, ISBN 978-0-134-70076-2. 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) Podcast Activities, 2) At-home Integration, 3) *Keeping up! Quizzes*, 4) Integration final paper, and 5) Final exam

1) Podcast Activities (x3)

There will be 3 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 podcast activities are available well in advance of their due dates, late submissions receive a 50% penalty. Papers submitted past two days after the deadline receive no credit.

2) **At-home Integration of Psychological Theory and the ‘Real World’** (x4)

There will be 4 at-home integration activities where we, in small discussion groups or on our own, will seek to *integrate* social-psychological theories with real-world events. In these we will be discussing important psychological theories including Bargh’s *Horsemen of Automaticity*, Kelley’s *Covariation Theory of Attribution*, Azjen’s *Theory of Planned Behavior*, and theories about *Propaganda*.

3) ***Keeping up! Quizzes/Activities*** (x?)

There will be a number of short quizzes, and sometimes short activities, that will occur regularly throughout the term. These are designed so that we’re all ***Keeping up*** with course material (sorry, it’s cheezy phrase, but it works!). You will receive 50% marks simply for answering the quizzes and another 50% based on the accuracy of your answers.

These will account for a total of 10 course points (or about 1.5% of the total course grade), and so are low stakes. It is OK to get a few answers wrong here and there. Let’s use these regular quizzes to stay on track ☺

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 2 days after the deadline will not be accepted.

5) **Final Exam** (x1)

There will be one *cumulative* final exam, which will consist of short answer and essay questions. The exam will assess student understanding of lecture material, activities, and media (video, audio, written) assigned for out-of-class study. More details about the final exam will be available as we near the end of the term.

All assigned textbook readings are fair game for exams, even material not covered in lecture.

GRADING BREAKDOWN

| | |
|----------------------------|---|
| Podcast Activities: | 9 points (3 points each) |
| At-home Integration: | 16 points (4 points each) |
| <i>Keeping up!</i> Quizzes | 10 points (scaled by % of total quiz points earned) |
| Integration Final Paper | 55 points |
| Final Exam: | 70 points |
| Total: | 160 points |

All online activities and the integration final paper can be completed well in advance of their due dates. Thus, only special circumstances will qualify for extension of 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: The course will be fully *asynchronous* (it's a new word for me too!), meaning that I will record and post lecture videos covering class material. This means that you do not need to be present during our scheduled class times – watch the lectures at your convenience (hopefully in a nice park while you get some sun!).

Lecture slides in .pdf form will be posted online. These are not meant to substitute for watching lecture videos, but instead serve as a reminder of the material covered during class.

Meetings: Meetings, either during office hours or scheduled via email, 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: I will attempt to respond to questions within 24 hours, but emails will rarely be answered over weekends or holidays.

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.

Note: While the grading policy was relaxed for last term because of COVID-19, the Department is very likely going to return to the normal grading policy. I will update the class if I hear information that suggests anything different.

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).

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.

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

Note: I am very comfortable and very satisfied with the *Early Alert* program. I will not hesitate to ask you if you would like me to make a referral on your behalf. I hope that you will feel comfortable talking with me about any special challenges you are facing – I'm here for y'all during this stressful time!

I have posted a variety of other student resources on our course Canvas page. Please feel free to share any resources that you find helpful, and I will share them with the class.

Let's help each other out as much as we can 😊

Proposed Course Schedule: Subject to Revision

| <u>Class</u> | <u>Date</u> | <u>Class Part 1</u> | <u>Part 2</u> | <u>Part 3</u> | <u>Read</u> | <u>Reminders</u> | |
|--------------|--------------|---|--|---|-------------|---|--|
| 1 | Mon. 5/11 | Course Introduction | Social Psych: What is it? | Social Cognition: Information Overload | Ch. 1 | | |
| 2 | Wed. 5/13 | Social Cognition: Automaticity & Control | Methods & Design in Social Psych | At-home Integration 1: The 5 Horsemen (due Friday) | Ch. 2, 3 | | |
| | Mon. 5/18 | NO CLASS: VICTORIA DAY | | | | | |
| 3 | Wed. 5/20 | Person Perception: Inputs & Encoding | Person Perception: Deception & Decoding | Social Inference: Forming Attributions | Ch. 4 | <i>Personality Myth</i> due Sunday 5/24 | |
| 4 | Mon. 5/25 | Social Inference: Impression formation | The Self as a Social Construction | At-home Integration 2: Attribution Theories (due Friday) | Ch. 5 | | |
| 5 | Wed. 5/27 | Cognitive Dissonance | Attitudes, Behavior, and Dissonance | Dark Sides of Dissonance | Ch. 6 | | |
| 6 | Mon. 6/1 | Return to Attitudes | Do attitudes cause behavior? | At-home Integration 3: Planned Behavior (due Friday) | Ch. 7 | <i>Riding the Herd</i> due Tuesday 6/2 | |

| <u>Class</u> | <u>Date</u> | <u>Class Part 1</u> | <u>Part 2</u> | <u>Part 3</u> | <u>Read</u> | <u>Reminders</u> |
|---|--------------|--|-------------------------------------|---|-------------------------------|---|
| 7 | Wed. 6/3 | Conformity: Informational & Normative Influences | Compliance: Getting what we want | Obedience: Milgram's Shock Machine | Ch. 8 | |
| 8 | Mon. 6/8 | Propaganda & Persuasion | Propaganda & Persuasion | At-home Integration 4: Propaganda Detection (due Friday) | <i>.pdf</i> <i>Chapter</i> | <i>The Crowd Made You Do it</i> due Tuesday 6/9 |
| 9 | Wed. 6/10 | Groups: Social Facilitation | Groups: Social Loafing | Groups: Groupthink | Ch. 9 | |
| 10 | Mon. 6/15 | Altruism & Empathy | When do we (not) help? | Integration Final Paper Consults | Ch. 11 | |
| 11 | Wed. 6/17 | Attraction: Mechanisms | Attraction: Relationships | ??? | Ch. 10 | <i>Integration Final Paper</i> due Thursday 6/18 |
| 6/20 – 6/28 | | | | | | |
| Final Exam Period (Exam date to be announced) Please DO NOT schedule flights prior to announcement of Final Exam Date | | | | | | |