

# PSYC 308A: Social Psychology (Summer T1 2021)

## Meet Your Instructor



**Dr. Katharina (Kate) Block**

*Call me:* Dr. Block or Dr. Kate

*Email:* [kblock@psych.ubc.ca](mailto:kblock@psych.ubc.ca)

*Open Office Hour:*

Tuesdays at 1-2pm

*Private Appointments:*

Arrange by email

## Meet Your Teaching Assistant (TA)



**TA to Contact**

Mikayla Pachkowski

*Call me:* Mikayla

*Email:* [pmikayla@psych.ubc.ca](mailto:pmikayla@psych.ubc.ca)

*Open Office Hours:*

Mondays 5-6pm

Tuesdays 10-11am

*Private Appointments:*

Arrange by email

**ALL YOUR COURSE MATERIALS WILL BE FOUND ON CANVAS**

PSYC 308A 921 2021S1 Social Psychology - SOCIAL PSYC

## **Contacting your Instructor and TA**

We are committed to be here for you and make this class a positive experience. To that end, the TA and I will be accessible to you in different ways. We would love to talk with you if you **have questions about course material**. But **not** via email. Email is an ineffective way to have a real conversation. Please try to only email us only for simple questions that you cannot answer through one of the below avenues. General answer time is 24-48 hours, *excluding* evenings and weekends.

There is also a **24-hour moratorium on emails relating to exam or paper scores you receive them (i.e., you cannot email us about them for 24 hours)**. This is for your mental health as well as ours (i.e., the teaching team). It can be stressful to receive an assignment score – that is totally normal. The temptation will be to write an email immediately. If you feel a strong emotional response, step away from the exam and give yourself some time to calm down.

Here are the best ways to connect with us for *different issues*:

**Q & A sessions** (Wednesday 11am – 11:50am – make sure to submit your questions 9am Wednesday on the course discussion board):

- Asking *clarification* questions about the course material
- Asking *follow-up* questions about the course material
- Asking questions about the syllabus
- Asking questions about assignments
- Asking study tips etc. that could maybe benefit everyone

**Open Office hours with your TA (Monday 5-6pm & Tuesday 10am-11am)**

- **\*Reviewing/discussing quiz answers\*** from the previous week!!!
- Asking clarification questions
- Asking about study skills, how to do better on exams etc.
- Asking about your paper or reflection topic, tips how to do well
- Asking about study skills, how to do better on exams etc.

**Open Office Hours with Dr. Block (Tuesdays 1pm – 2pm)**

- Asking follow-up questions about the course material
- Asking about your paper or reflection topic, tips how to do well
- Asking about study skills, how to do better on exams etc.
- Asking about how to get involved in research
- Asking about grad school

**Private Meetings (email your instructor or TA to arrange):**

- Talking about an issue that is purely personal and/or very specific to you
- If you really think you deserve a better grade on an assignment/test (please see regrading policy section)
  - Note: if you ask for being re-graded on an assignment, your grade can go DOWN.

### **Course Logistics Discussion Board:**

We hope everything goes smoothly and that you'll have no problems accessing course materials, or submitting assignments on Canvas, etc. But, unexpected glitches might arise. Instructors and TA's are *not* information technology experts. So, if you do have a question about something **technical or logistical** related to the course, the best way to get help is this: Post your question on the *Course Logistics Discussion Board* so that everyone in the class can see it. You'll get help faster (and you'll be helping any other student who may be facing the same technical/logistical issue).

### **Course Objectives**

I love social psychology and I am so excited to teach you about it!

For this class I have several broad goals:

- Social Psychology is super broad, so you will learn an overview of many different topics.
- You will learn to critically apply social psychological findings to understanding events in the world.
- You will learn to think like a researcher about solving social psychological questions and societal problems

**IMPORTANT NOTE 1:** *This is an intensive summer class in a department that scales grades (aka this is not a GPA booster), which means you can expect to easily spend 16-20 hours a week on this class. Because of that, I do not recommend taking several summer classes in the same summer term, especially if you are also working on the side. Sometimes it is better to spread out the work.*

**IMPORTANT NOTE 2:** *Course videos, readings, or discussions may cover sensitive topics, such as gender, race, sexuality, LGBTQI+ issues, violence, politics, and religion. If you are uncomfortable with these issues or you are studying abroad and could face negative repercussions, please contact your academic advisor or course instructor immediately.*

## **Overall Course Structure (more details in the coming sections)**

Course materials will be presented in the form of “modules.” Each module is devoted to a specific topic. Because this is condensed summer class, there will be 2 modules each week (12 modules total).

### Each module will contain:

- A small set of media (short videos and/or podcasts) that are analogous to lectures, all of which you are expected to watch. Ca. ~50-75 minutes watch/listen-time.
- 1-3 readings, all of which that you are expected to read.

### So, EACH WEEK you will have:

- Materials for 2 modules (Readings + Media)
  - *Posted by the preceding Friday at 5pm (sometimes earlier)*
- “Live” DEEP DIVE SESSION (Monday 11am – 11:50 am ONLY IN WEEK 2,4,5)
  - *Make sure you do the readings and course media BEFORE the deep dive.*
- “Live” Q&A&D SESSION (EVERY Wednesday 11am-11:50am)
  - *Post your questions by Wednesday 9am on the discussion board (more under grades)*
- A short QUIZ
  - 18 multiple choice questions
  - 20 minutes
  - NEEDS to be completed between Thursday 00:01 am and 23:59 pm

### No final, but 2 more graded components:

- Reflection (~1-page double-spaced)
- Term paper (2.5-5 pages double spaced)

## **Course Materials (Media and Readings)**

To access course materials, you will need to log into Canvas (with your UBC CWL) and choose this course. Materials are only accessible to registered students.

**Readings:** The videos and readings are designed to be complementary. There will be a good degree of overlap, but there is lots of material in the readings that won't be covered in the videos; and I will present some material in those videos that doesn't appear in the readings. If you want to do well in this class, be sure to keep up with the readings. Readings will come in two forms:

- **FREE (!) Textbook** (Please make sure to use the version PSYC 308A version, not the generic version)
  - [CLICK HERE FOR VIEWING ONLINE](#)
  - [CLICK HERE FOR PRINTING](#) (you can do this at your local print shop for \$25-40)
  - [CLICK HERE FOR .epub](#) (thinks like kobo and ibooks)
  - [CLICK HERE FOR .mobi](#) (like Kindle)
  
- **Some Select Social Psychology Journal Articles**
  - Uploaded on Canvas

**Media:** For each module, lecture material will be delivered in the form of several short, pre-recorded video lectures. Most have been prepared by me, but to keep it a bit more varied, there are also videos and podcasts by other experts sprinkled in. Please watch these videos carefully and thoughtfully. This can be a challenge! It's easy to zone out and let your mind wander when you're watching videotaped lectures. I would recommend stopping the video sporadically and taking notes if you are able to!

Note that video/podcast content for each week will be available to you by the preceding Friday by 5pm at the latest. However, chapter readings for the whole course are laid out in the course-schedule from the beginning. So, if you want to read ahead, I encourage you to.

## **Synchronous Sessions: “Live” Zoom Meetings** (Zoom meeting links can be found on Canvas)

There will be a live (synchronous, real-time) component too. The live component will occur during scheduled class time on ZOOM and will come in two flavors; DEEP DIVES and Q&A&D Sessions.

I am aware that participation in these synchronous sessions may be a challenge for some students depending on their geographical and/or technological circumstances. Although strongly encouraged, attendance at these sessions is not mandatory. Still, I expect that you will benefit if you do attend these synchronous sessions regularly, and participate in them actively. So, please make an effort to do so!

- **DEEP DIVE – SELECT Mondays (11:00am to 11:50am week 2,4,5)**

In these sessions, we will practice engaging with social psychological research more deeply (hint: this is related to your written assignments). On three Mondays, we will meet have guided small-groups discussions about a *particular* topic/issue. It is important that you complete all the Monday readings and media before coming to the session to be optimally able to participate.

We are not learning any new course material in these sessions, but I am fairly certain that coming to and engaging in these sessions will help you understand the material more deeply. This will NOT be recorded since I don't want students to feel self-conscious in discussions.

- **Q&A – EVERY Wednesday (11:00 am to 11:50am)**

In normal times, students can interrupt me during lectures at any point they want to ask either *clarification* questions (e.g., “what does this thing in the reflection assignment mean?” or “wait, can you explain again what x means?”, or “I don't get it, can you give a different example of x.”) or *follow-up* questions (e.g., “So if they find x in this situation, do you think that also applies to this situation?” or “But shouldn't we also consider xyz in trying to explain this behavior?” or “I am wondering about xyz, do you know anything about that?”). This kind of engagement with class material helps you understand and retrain information better! To make this kind engagement possible we will have a guided Question/Answer/Discussion session each Wednesday. Here, I will answer questions that you can post beforehand on dedicated discussion boards (in fact you get marks for posting at least one clarification and one follow-up question during the entire class on the corresponding discussion board – see grades section!) but also questions that students can pose live in these sessions.

I encourage you to attend in person so I can talk to you, but these will also be recorded.

- **A note on CAMERAS on ZOOM:**

I will NOT force you to have your camera on. You are allowed to have your camera off some of the time or all of the time. BUT, I will have my camera on and I highly encourage you to turn your camera on as much as you can. Why:

- Leaving your camera on can be a way to make the class and connection we are sharing with each other more real!
- I want to see your pets, babies, plants, parents, ... It's cute!
- Leaving your camera on can be a way to nudge yourself towards being attentive because it can create a sense of accountability. It's a good way to motivate yourself.

## Quizzes

There will be 6 short quizzes – one each Thursday. These quizzes will be all be multiple choice and only pertain the information your learned from readings or media of THAT week. Any info from readings or media is testable. While you have a 24-period each Thursday (12:01 am to 23:59 pm Vancouver time) to complete the quiz, the quiz is timed once you start it. You cannot quit once you start! So, while the quizzes are technically “open-book” (i.e., I cannot prevent you from having all your notes right beside you) you will likely not have enough time to look up answers. Each quiz will have **18 questions**, and you will have **20 minutes** to complete it once you start.

There are 5 quizzes in total, but only your best 4 quiz grades will count toward your final grade (Worth 11.25% each for 45% total; see in the COVID flex section next).

Quiz answers will be released each **Monday and you can go to TA office hours** to ask questions about quiz answers. Because we are releasing questions, you CANNOT take a quiz late (but you can miss one quiz without penalty – see covid flexibility).

## COVID flexibility

Let’s face it, we are all stressed and trying to make the best of a strange situation. So, I am building a bit of flexibility into the course to account for the fact that unforeseen things might happen.

- **Quiz Flexibility:**

There are 5 quizzes but I am only counting the best 4 grades you get (BUT NO extensions!). So, each quiz is worth 12.25% and you get a max 45%. I still urge you to take ALL quizzes so you can maximize your grades. But, this way your grade will not be affected if:

- You forget a quiz or get too stressed to take it
- Your internet cuts out during a quiz
- Your computer crashes during a quiz
- You have an uncharacteristically bad day and get a lot of the answers wrong
- You misunderstand some questions on a quiz and thus your grade is lower than it would be normally.
- You get really good grades on the first 4 and decide not to take 5.

- **Written Assignment Flexibility:**

You are allowed a 48-hour extension (no questions asked, whatever reason is fine) for EITHER your reading reflection or your term paper. NOT BOTH!

- After that late reflections loose 1 (of 8) points a day and papers loose 10 (of 100) points a day.
- All assignments submitted after June 25<sup>th</sup> 23:59pm will get an automatic zero (because we have to submit course grades)

## Summary of Assignments (and How Much They Count toward your Grade)

Type of Assignment	Brief Description and Deadlines for Completion	Weight
<p><b>Weekly Quizzes</b> (1 per week, best 4 of 5 will be counted)</p>	<p>These short quizzes contain multiple choice questions pertaining to material presented in videos, podcasts, and readings for THAT week (i.e., Monday &amp; Wednesday materials). Your <b>best 4 of 5</b> quiz grades are counted towards your grade</p> <p><b>Window for completion: THURSDAYS midnight to 23:59 pm</b></p>	<p>45% (11.25% each)</p>
<p><b>Post a Clarification Questions</b> (one time during the course)</p>	<p>At least <i>one time during the course</i>, post a clarification question (i.e., something you want me to explain more/better/again) about something in the course material for that week before the Q&amp;A&amp;D session (even if you don't attend the session). If you have the same questions as someone else, <u>respond</u> to their post by elaborating or agreeing.</p> <p><b>Deadline for Submission: Wednesday 9am for the corresponding week</b></p>	<p>1 %</p>
<p><b>Post a Follow-Up Question</b> (one time during the course)</p>	<p>At least one time during the course, post a follow-up or discussion question about something in the course material for that week before the Q&amp;A&amp;D session (even if you don't attend the session). If you have the same questions as someone else, <u>respond</u> to their post by elaborating or agreeing.</p> <p><b>Deadline for Submission: Wednesday 9am for the corresponding week</b></p>	<p>1 %</p>
<p><b>Reading Reflection</b></p>	<p>To encourage you to apply the knowledge you learn in class to understanding real-life situations, you will write one very short reflection linking a course concept to an event of your choosing. (~ 1 page, double-spaced)</p> <p><b>Note: I HIGHLY encourage you to submit these early (you will know everything you need after week 2). If you submit after June 4<sup>th</sup>, there is NO guarantee that the TA can provide you feedback before the term paper is due.</b></p> <p><b>Deadline for Submission: June 11<sup>th</sup>, 23:59 pm</b></p>	<p>8 %</p>
<p><b>Term Paper</b></p>	<p>At the end of the class, you are expected to write a short term-paper (2.5 – 5 pages long; double-spaced). The paper provides an opportunity for you to demonstrate deep and sustained intellectual reflection on course material.</p> <p>There are <b>2 options</b> for paper topics</p> <p>You are allowed to work in <b>teams of 2-3</b> for the paper (but need to report your teams by June 15<sup>th</sup> - see assignment sheets for detail)</p> <p><b>Deadline for Submission: June 20<sup>th</sup>, 23:59 pm</b></p>	<p>45%</p>
<p><b>Total</b></p>		<p>100%</p>

Note: Dates and times for deadlines are specified in Pacific time (Vancouver time).



**MORE INFO ON YOUR WRITTEN ASSIGNMENTS CAN BE FOUND IN THE ASSIGNMENTS  
TAB CANVAS. PLEASE READ THEM CAREFULLY NOW.**

**Extra Credit (Psychology Department Human Subjects Pool)**

You may **earn up to 3% extra** credit (on top of the possible 100%) to your final course grade through participating in research studies (or by completing library assignments). You have to participate **by June 15<sup>th</sup>** and assign credit to this class to make sure I can give you the credit! More information can be found at:

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

## Schedule of Modules, Tests, and Assignments

Week 1		
<b>"Lecture" 1</b>	<b>Monday - May 10th</b>	<b>INTRO</b>
	Reading	Chapter 1 The Cultural Niche Hypothesis (Boyd & Richerson, 2011)
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	None - use the time to read ahead if you can (week 2-4 have the most readings!)
<b>"Lecture" 2</b>	<b>Wednesday - May 12th</b>	<b>Themes &amp; Methods</b>
	Reading	none - use the time to read ahead if you can (week 2-4 have the most readings!)
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	<b>Q &amp; A &amp; D - 11:00 am - 11:50 am (submit your questions by 9am)</b>
	Assignments/tests	<b>Quiz 1 (Thursday - May 13th)</b>
Week 2		
<b>"Lecture" 3</b>	<b>Monday - May 17th</b>	<b>Social Cognition</b>
	Reading	Chapter 2 Judgement Under Uncertainty (Tversky & Kahneman, 1974)
	lecture videos / content to watch	Go through all videos/media - ideally in order
	Live Lecture	<b>DEEP DIVE 1 - 11:00 - 11:50am: Applying social psych theory to understand real issues</b>
<b>"Lecture" 4</b>	<b>Wednesday - May 19th</b>	<b>The Self &amp; Attitudes, Behavior, Persuasion</b>
	Reading	Chapter 3 Chapter 4
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	<b>Q&amp;A&amp;D - 11:00 am - 11:50 am (submit your questions by 9am)</b>
	Assignments/tests	<b>Quiz 2 (Thursday - May 20th)</b>
Week 3		
<b>"Lecture" 5</b>	<b>Monday - May 24th</b>	<b>Perceiving others</b>
	Reading	Chapter 5 Communicating Over Email (Kruger et al., 2005)
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	<b>NO DEEP DIVE - Victoria Day</b>
<b>"Lecture" 6</b>	<b>Wednesday - May 26th</b>	<b>Like &amp; Love</b>
	Reading	Chapter 7
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	<b>Q&amp;A&amp;D - 11:00 am - 11:50 am (submit your questions by 9am)</b>
	Assignments/tests	<b>Quiz 3 (Thursday - May 27th)</b>

<b>Week 4</b>		
<b>"Lecture" 7</b>	<b>Monday - May 31st</b>	<b>Influence vs. Conforming</b>
	Reading	Chapter 6 Normative Messages to Protect the Environment (Cialdini, 2003)
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	DEEP DIVE 2 - 11:00am - 11:50am: thinking like a basic scientist
<b>"Lecture" 8</b>	<b>Wednesday - June 2nd</b>	<b>Aggression vs. Altruism</b>
	Reading	Chapter 8 Chapter 9
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	Q&A&D - 11:00 am - 11:50 am (submit your questions by 9am)
	Assignments/tests	Quiz 4 (Thursday - June 3rd)
<b>Week 5</b>		
<b>"Lecture" 9</b>	<b>Monday - June 7th</b>	<b>Group processes</b>
	Reading	Chapter 10
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	DEEP DIVE 3 - 11:00am - 11:50am: Applying social psychology to a real-world problem
<b>"Lecture" 10</b>	<b>Wednesday - June 9th</b>	<b>Stereotyping Others</b>
	Reading	Chapter 11
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	Q&A&D - 11:00 am - 11:50 am (submit your questions by 9am)
	Assignments/tests	Quiz 5 (Thursday - June 10th)
		<b>REFLECTION DUE - FRIDAY June 11th 23:59pm (June 13th with 48-hour extension)</b>
<b>Week 6</b>		
<b>"Lecture" 11</b>	<b>Monday - June 14th</b>	<b>Being Stereotyped</b>
	Reading	NONE - use the time to work on your paper if you can
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	Optional Drop in on ZOOM (come talk about your papers)
<b>"Lecture" 12</b>	<b>Wednesday - June 16th</b>	<b>How social psych can make the world better</b>
	Reading	Reducing Prejudice (Paluck, 2009) Helping Students Belong (Walton & Cohen, 2011)
	lecture videos / content to watch	Go through all videos/media - ideally in order
	"Live" Lecture	Q&A&D - 11:00 am - 11:50 am (submit your questions by 9am)
	Assignments/tests	DROPPED QUIZ - NO QUIZ
		<b>FINAL PAPER - June 20th 23:59 pm (June 22nd with 48-hour extension)</b>

## **RE-GRADING POLICY for Exams and Written Assignments:**

- There is a **24-hour moratorium on emails relating to exam or paper scores after they are released (i.e., you cannot email us about them for 24 hours)**. This is for your mental health as well as ours (i.e., the teaching team). It can be stressful to receive an assignment score. The natural temptation will be to write an email immediately. Resist this temptation! If you feel a strong emotional response, step away from the exam and give yourself some time to calm down.
- You will be able to view your exam responses and correct answers **Mondays (they will be locked after that)**. You are encouraged to cross-reference your responses with the textbook and the lecture slides to figure out why your answers were correct or incorrect. If you are still stuck on a question after reviewing the textbook/slides, please see your TA or me in one of our two office hours.
- You will get your assignment grades when the TA is finished marking, along with a detailed rubric. Your TA spends a lot of time on this and tries to be really thorough and fair, so please try to be patient.
- (4) **Regrade** requests can be emailed to me (kblock@psych.ubc.ca) **AFTER** the moratorium and **within 5 days of the grade being released**. If you make a request, you must indicate:
  - **Exams:** Name, Student ID, and a) Which question you would like regraded and b) explain in detail why your answer is correct (e.g., is this really the BEST answer).
  - **Written assignments:** Name, Student ID, and explain exactly a) where you feel you deserve more points relating to the rubric, and b) why you deserve these additional points. For this, I would encourage you to think about your work in relation to your classmate's work. Remember, for example, that grades of A (80 and above) should be work that is outstanding compared to the rest of the class.
  - **IMPORTANT:** In considering your request, your grade may go up, stay the same, OR go down so I encourage you to reflect on the quality of your answer before making a request. If re-grading **LOWERS** your grade, you will receive the lower grade.

### **IMPORTANT REMINDER:**

You are NOT your grades. Your worth is NOT derived from your performance in this class. Some of you will do well, and some of you less so. Please remind yourself that it has been a challenging year for many people. If you are struggling right now that does not mean that you will always struggle (with your academics or life in general). Do your best to work diligently in this course, but above that, be kind to yourself (and to others)!

## **Other Important Stuff (University Policies, Resources, Etc.)**

### **Psychology Department Policy on Grade Distribution and Scaling of Grades**

In order to reduce grade inflation and maintain equity across multiple course sections, all Psychology classes are required to comply with departmental norms regarding grade distributions. However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, the usual departmental norms have been adjusted upwards by 5% for only 2020W. According to these adjusted norms, **the average grade in 300-level Psychology classes will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13.** (In other words: The average grade in this class will be in the B range, and most likely it will be in the lower end of the B range.) Grades may be scaled in order to comply with these norms (grades may be scaled up or down as necessary by an instructor or the department).

### **UBC Grading Policies**

Grades are not official until they appear on a student's academic record. You will receive both a numerical and a letter grade for this course. (See the UBC Course Calendar for additional information about [UBC grading scale--showing letter grades and corresponding numerical grades.](#))

### **Academic Integrity**

As members of the academic community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. For details on University policies and procedures pertaining to student conduct and academic dishonesty, please see the [UBC Calendar: Student Conduct and Discipline.](#)

### **Academic Accommodation for Student with Disabilities**

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility.](#)

### **Academic Concession**

UBC has well-articulated policies regarding what sorts of circumstances do and don't qualify for academic concession. Please make sure that you are familiar with [UBC policies on academic concession, in the UBC course calendar.](#)

### **Equity and Inclusion and Diversity and Respect:**

University courses should be conducive to learning and rigorous intellectual inquiry within a context in which everyone feels included and respected—**regardless of race, ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etc.** All students in this class are encouraged to express themselves thoughtfully when discussing course material; and, when you do express yourself, it's important that you do so in a

manner that **shows respect for every other member of this class**. Therefore, please make sure that you're familiar with [UBC's policy on building and maintaining a respectful environment](#). You can find additional information about resources pertaining to equity, diversity, and inclusion on the Psychology Department's website: <https://psych.ubc.ca/about/equity-inclusion/>

## **Zoom**

All live interactions with instructors will be held over Zoom. More information on Zoom at UBC can be found at: <https://keeplearning.ubc.ca/technologies/#zoom>

## **Copyright and Intellectual Property**

All readings for this course are copyrighted, and cannot be redistributed without permission of the copyright owner. Lecture videos and other course materials are the intellectual property of the instructor(s) and these also cannot be redistributed (e.g., posted on any other website, or shared in any other way) without instructor permission. Violation of these policies may lead to academic discipline.

## **UBC Academic Calendar**

Further information about academic regulations, course withdrawal dates and credits can be found in the [Academic Calendar](#).

### **Issues for Students Studying Abroad and Remotely**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

## **Additional Useful Resources for Students**

Additional resources may also be helpful as you contend with the challenges of taking university courses during a pandemic, and just dealing with life's challenges more broadly.

- Guidance for online classes: <https://keeplearning.ubc.ca/>
- Assistance with working remotely: <https://it.ubc.ca/ubc-it-guide-working-campus>
- Guidance on useful skills for students: <https://learningcommons.ubc.ca/student-toolkits/>
- Student's guide to Canvas: <https://students.canvas.ubc.ca/>
- COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
- Mental health support: <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>
- Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>
- Wellness Centre: <http://students.ubc.ca/livewell/services/wellness-centre>

- Student Health Services: <http://students.ubc.ca/livewell/services/student-health-service>

## **POTENTIAL FOR CHANGES TO THIS SYLLABUS**

This syllabus provides a roadmap for how this course will proceed. But, let's face it: This course is being offered in an unusual format under unusual circumstances, and it's possible that some aspects of this roadmap will be revealed to be less-than-optimal. Consequently, it's possible that some revisions (in course materials, in scheduling, in policy, etc.) may have to be made as we proceed through the course, in order to help students achieve the learning objectives. Any such revisions--which will be discussed with students and communicated to students on the class website--will "count" just as much as policies outlined in this syllabus.

## **COURSE WEBSITE**

In this online course, the course website is essential!  
For students registered in the course, all course materials—including any updates to information presented in this syllabus—can be found here:  
[www.canvas.ubc.ca](http://www.canvas.ubc.ca)

### **ATTRIBUTION:**

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