



2021W2

PSYC102 (004 and 005)

INTRODUCTION TO PSYCHOLOGY

SYLLABUS VERSION 2.4 (01-19-2022)

INSTRUCTOR:

Darko Odic (darko.odic@psych.ubc.ca)

TEACHING ASSISTANTS (TAs):

Maria Brandao (mbrandao@psych.ubc.ca)

Miranda Long (mlong@psych.ubc.ca)

Eloise West (ewest@psych.ubc.ca)

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?

TABLE OF CONTENTS

NOTE: Because of the COVID-19 pandemic and the Omicron variant, this course will be partly administered online. **If you do nothing else, please read the next two pages of the syllabus to know what parts will be online vs. in-person.**

TEACHING TEAM	PAGE 04
OUR COVID-19 POLICIES	PAGE 05
COURSE GOALS	PAGE 06
PLATFORMS WE'LL BE USING	PAGE 08
TEXTBOOK	PAGE 09
HOW WILL YOU BE GRADED?	PAGE 10
MORE ASSESSMENT DETAILS	PAGE 11
GENERAL COURSE POLICIES	PAGE 14
OFFICE HOURS	PAGE 15
COURSE FAQ	PAGE 15
OPTIONAL READINGS & AUDIO	PAGE 15
ACADEMIC MISCONDUCT	PAGE 16
MENTAL HEALTH RESOURCES	PAGE 17
COURSE SCHEDULE	PAGE 18

TEACHING TEAM

Until further notice 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).



DARKO ODIC

instructor

darko.odic@psych.ubc.ca

office hours: Wednesdays @ 1pm



MARIA BRANDAO

teaching assistant

mbrandao@psych.ubc.ca

office hours: Fridays @ 8am



MIRANDA LONG

teaching assistant

mlong@psych.ubc.ca

office hours: Thursdays @ 3pm



ELOISE WEST

teaching assistant

ewest@psych.ubc.ca

office hours: Tuesdays @ 10am

OUR COVID-19 POLICIES

IF YOU READ NOTHING ELSE, PLEASE READ THIS PAGE

To give students maximum flexibility in coping with this ongoing COVID-19 and Omicron disruption, we've adopted the following policies for this year:

1. **HYBRID LECTURES:** all in-person lectures will be recorded live and posted after the class, even if UBC mandates a return to full in-person lectures. Therefore, you do not ever need to attend this class physically if you feel unsafe or if you are sick. **NOTE: all January lectures will be exclusively asynchronous and pre-recorded in response to the Omicron variant. When we have in-person classes returning, this syllabus will be updated.**
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:** all assessments are open-book and done from home (including midterms and final exam). 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



CANVAS

- Learning Objectives and textbook sections you can skip (under MODULES)
- Access to the Digital Textbook.
- Links to other platforms.
- Recorded Lectures and Slides
- All** assessments, including midterms and the final exam.
- 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

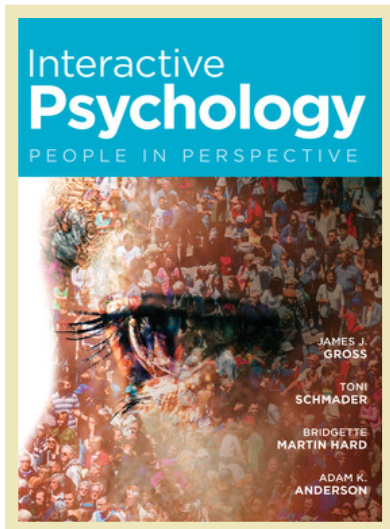


PIAZZA

- 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: Many, but not all, of the PSYC101 courses are using this exact same textbook. If you have the same textbook from PSYC102 you should not have to buy a new copy as a single copy will give you access to all the chapters. If your access code has expired, please contact Dr. Odic via Piazza.



Gross, Schmader, Martin Hard, & Anderson (2020) *Interactive Psychology: People in Perspective* (1st Edition).

This textbook is the first major psychology textbook made to be interactive and online.

You can purchase the digital access code from the Bookstore ("CANVAS DIGITAL" edition which is \$64.90). There are also limited looseleaf versions available at the bookstore ("CANVAS PRINT" for \$78). Our strong recommendation is that you purchase the digital version.

HOW MUCH TESTABLE CONTENT IS FROM THE TEXTBOOK?

About 50% of the content we cover in-class is also in the textbook, though we aim to explain it in more detail and using different examples. Another 15% of the testable content is textbook exclusive. You are responsible for keeping up with your readings to learn this content. When any textbook content is not testable, we will clearly state so on Canvas Modules/Learning Objectives.

WHY DON'T YOU LIST SPECIFIC PAGE NUMBERS FOR EACH INDIVIDUAL CLASS?

We do not lecture "from the textbook", but instead supplement, elaborate, and prioritize topics that the textbook also covers. As such, there is no clear one-to-one correspondance between our textbook and the in-class topics (beyond the entire chapters). You can read on Canvas what pages to SKIP, but each week we expect you to read the whole chapter for all three lectures.

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.



25%
x2

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.



33%

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 on Canvas.



10%

WEEKLY QUIZZES (OPTIONAL)

Each Monday at 11:59pm PST, you will have an 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.



5%

INQUIZITIVE (OPTIONAL)

Each textbook chapter will have one online pass/fail activity which will give you feedback on which sections of the chapter you have learned well vs. need review. Each is 0.5%



2%

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 the ongoing pandemic, we recognize that a lot of little assignments add up fast.

So - if you do not complete one of the two midterms, it's 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 preceding 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 “INQUIZITIVE” ASSIGNMENTS WORK?

These assignments are meant as easy ways of getting points while solidifying what you have read in the textbook. Each chapter will have one of these activities, which will be a mixture of fill-in-the-blank, matching, and other activities.

Each Inquizitive activity can be run from Canvas' Modules page, and has a particular number of “points” you need to collect in order to complete it. Since this is a pass/fail assignment, you simply need to collect the points and you will receive a pass. In turn, each Inquizitive activity is worth 0.5%, up to a maximum of 5%.

We also give you 0.5% for free if you complete any single one (so, you need to complete 9 of them for full points). Any that you do not attempt will not count against you, and their worth will instead be put onto the Midterm and Final Exam.

As you are completing Inquizitive, each correct answer will grant you points and each incorrect will subtract them. You can also “wager” points by indicating how confident you are of your answers. Each one takes around 35 minutes to complete and consists of minimum 10 - 15 questions.

The goal of these pass/fail activities is for you to better internalize and test yourself on textbook content. Some students like to run the activity right after reading the chapter, some use it during, and others use it to review before midterms. The choice is yours.

To help with flexibility, all Inquizitive activities are due on the last day of class. We strongly recommend, however, that you attempt them when you are doing your readings to make sure that you are really following along.

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 both online and in-person 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 Zoom 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, Inquizitive, 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 67 - 69% 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

Until further notice 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 accommodate 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 AUDIO CONTENT

To further help you make connections between course content and real-life, we have provided a series of 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.

We have all of the "Season 1" content from previous PSYC102 recordings, and Dr. Odic is making new ones for this year for each week of class.

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..
- 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 ongoing problems, including in our Department, 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 or continue to struggle with it, too. Things are only worse now with the social isolation of COVID-19, and the false hope of this semester being fully in-person.

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
<p>Jan/10 Methods I: What is psychology?</p> <p><u>Reading:</u> Ch 2</p>	<p>Jan/13 Methods II: Science and Psychology</p> <p><u>Reading:</u> Ch 2</p>	<p>Jan/15 Methods III: How do psychologists collect data?</p> <p><u>Reading:</u> Ch 2</p>
<p>Jan/17 Intelligence I: How do we define intelligence?</p> <p><u>Reading:</u> Ch 8.16+</p> <p>Quiz #1 due</p>	<p>Jan/19 Intelligence II: Where does intelligence come from?</p> <p><u>Reading:</u> Ch 8.16+</p>	<p>Jan/21 Intelligence III: the ethics of intelligence research</p> <p><u>Reading:</u> Ch 8.16+</p>
<p>Jan/24 Personality I: The Big Five Personality Scale</p> <p><u>Reading:</u> Ch 12</p> <p>Quiz #2 due</p>	<p>Jan/26 Personality II: Is personality learned?</p> <p><u>Reading:</u> Ch 12</p>	<p>Jan/28 Personality III: Freud's Psychodynamic theory</p> <p><u>Reading:</u> Ch 12</p>
<p>Jan/31 Emotion & Motivation I: what are feelings, anyway?</p> <p><u>Reading:</u> Ch 9</p> <p>Quiz #3 due</p>	<p>Feb/2 Emotion & Motivation II: biological motivations</p> <p><u>Reading:</u> Ch 9</p>	<p>Feb/4 Emotion & Motivation III: even more about emotions</p> <p><u>Reading:</u> Ch 9</p>

COURSE SCHEDULE (cont)

Monday	Wednesday	Friday
Feb/7 MIDTERM #1 <i>Quiz #4 due</i>	Feb/9 Health I: what is stress? Reading: Ch 10	Feb/11 Health II: stress and physical health Reading: Ch 10
Feb/14 Health III: stress and mental health Reading: Ch 10 <i>Quiz #5 due</i>	Feb/16 Health IV: how can we cope with stress? Reading: Ch 10	Feb/18 Health V: healthy aging Reading: Ch 10
READING BREAK (FEB 21 - 25)		
Feb/28 Social I: how do we think about others Reading: Ch 15 <i>Quiz #6 due</i>	Mar/2 Social II: how do we persuade each other Reading: Ch 15	Mar/4 Social III: how do we intimidate each other Reading: Ch 15
Mar/7 Social IV: the costs and benefits of groups Reading: Ch 15 <i>Quiz #7 due</i>	Mar/9 Social V: stereotypes, prejudice and discrimination Reading: Ch 15	Mar/11 Social VI: group cooperation vs. competition Reading: Ch 15

COURSE SCHEDULE (cont)

Monday	Wednesday	Friday
Mar/14 MIDTERM #2 <i>Quiz #8 due</i>	Mar/16 Development I: how can you study babies Reading: Ch 11	Mar/18 Development II: perceptual/motor Reading: Ch 11
Mar/21 Development III: Piaget's theory Reading: Ch 11 <i>Quiz #9 due</i>	Mar/23 Development IV: social and moral Reading: Ch 11	Mar/25 Development V: language acquisition Reading: Ch 11
Mar/28 Disorders I: what is abnormal? Reading: Ch 13 <i>Quiz #10 due</i>	Mar/30 Disorders II: depression and anxiety Reading: Ch 13	Apr/1 Disorders III: schizophrenia and personality disorders Reading: Ch 13
Apr/4 Treatment I: goals of treatment Reading: Ch 14 <i>Quiz #11 due</i>	Apr/6 Treatment II: medical treatments Reading: Ch 14	Apr/8 Treatment III: talk therapy Reading: Ch 14 <i>All Inquisitive Activities due; Final Day for HSP</i>
Apr/12 REVIEW POSTED FOR EXAM <i>Quiz #12 due</i>		