

PSYC 308A: Introduction to Social Psychology

Spring Term 2022

Online home: <https://canvas.ubc.ca/courses/85950>

Professor: Andrew Rivers

Student hours: Thursday 4-5pm

on [Zoom](#) (ID: 7883625730 PW: 998877)

In-person hours TBA pending new UBC guidance

Contact: amrivers@psych.ubc.ca

TA: Lucy De Souza

Student hours: Tuesday 1:45-2:45pm

on [Zoom](#) (ID: 68056815592 PW: 3082022)

Contact: lidesouza@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 be able to:

- 1) *identify and describe core mechanisms* underlying social behavior
- 2) *describe and critique scientific methods* by which we investigate social behavior
- 3) describe ways in which psychological research is **applied in social analysis and intervention**
- 4) **integrate social-psychological theories with real-world events**, using theory as a lens through which to interpret and understand the world

COURSE FORMAT:

As determined by the University, this course will begin in the form of distance learning. During this time class lectures will be *asynchronous* – meaning that I will record lecture videos and upload them to our Canvas course webpage along with supplemental materials. Attendance at student hours on *Zoom* is not mandatory, but is encouraged. When UBC and/or the province offers new guidance, we will discuss together how the course format will evolve to meet our needs and any new guidance.

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 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) Integration worksheets, 3) Individualized Engagement Portfolio, 4) Integration final paper, 5) Midterm exam, and 6) Final exam

1) Podcast Activities (x5)

There will be 5 podcast 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 25% penalty per day.

2) **Integration Worksheets: Merging 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 *Helping Behavior*. Late submissions receive a penalty of 25% per 24-hours (or part of 24h).

3) **Individualized Engagement Portfolio**

Actively engaging with others to discuss social psychology may be the single best way to deeply learn the material in this class. The *individualized engagement portfolio* is designed to allow us to choose our own engagement journey. Talk with a friend about something you read! Watch a course video with a family member! Meet with a discussion group to debate an interesting current event! At the end of the term, I would like you to document, in writing, at least 8 meaningful ways that you have engaged with others. Late submissions receive a penalty of 25% per 24-hours (or part of 24h).

4) **Integration Final Paper**

The capstone to our integration activities will be a final paper in which you will demonstrate your ability to 1) communicate psychological theories to a lay audience, and 2) integrate your selected psychological theory with a real-world event that is important to you. Late submissions receive a penalty of 10% per 24-hours (or part of 24h).

5) **Midterm Exam**

There will be one midterm exam, which will assess understanding of material from lecture and the textbook. More details about the exam will be announced as the date of the exam approaches.

6) **Final Exam**

There will be one *cumulative* final exam, which 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

ASSESSMENT TYPE	POINTS	DUE DATE(S)
1) Podcast Activities (5x)	10	1/23, 2/6, 3/6, 3/13, 3/20
2) Integration Worksheets (4x)	12	1/30, 2/13, 2/27, 3/7
3) Individualized Engagement Portfolio	8	Before Final Exam (when scheduled)
4) Integration Final Paper	40	4/8
5) Midterm Exam	40	3/2
6) Final Exam	60	TBA
Total	170	

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>

BONUS *Oops! Token* (1x)

Even if we are diligent in keeping up with course material and diligent in our planning for the weeks ahead, *sometimes* _____ *happens!* Each student will receive an *Oops! Token* that they can use once during the term. The token may be used in the following ways:

- “Oops, I submitted my podcast activity after the deadline!”
 - If you use *Oops!*, I’ll accept your submission with no penalty at any time before the final exam.
- “Oops, I submitted my at-home integration after the deadline!”
 - If you use *Oops!*, I’ll accept your submission with no penalty at any time before the final exam.
- “Oops, I didn’t document the required number of engagement events in my engagement portfolio”
 - If you use *Oops!*, the requirement is now to document at least 4 events.
- “Oops, I missed the midterm exam!”
 - If you use *Oops!*, your score on the final exam will count for both exams.
- “Oops, I missed the deadline for the integration final paper!”
 - If you use *Oops!*, you’ll receive a 24-hour grace period.
- “Oops, it’s the end of the term and I don’t see any more HSP studies available!”
 - If you use *Oops!*, you’ll receive 1 ‘free’ HSP credit.

To use the *Oops Token!* complete the Canvas survey [here](#) to let us know how to apply your token.

Fine Print: The *Oops Token!* is a ‘no questions asked’ benefit, you can use it whenever you’d like and for whatever *oops!* might have happened. The *Oops Token!* CANNOT be used for the final exam. Additionally, the *Oops Token!* cannot be used for the midterm exam after you have started taking the exam.

GENERAL COURSE POLICIES:

Lecture Notes: 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 alongside the videos. Lecture slides are not meant to substitute for watching lecture videos.

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.

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 100-level class is 75% for an exceptionally strong class, 73 for an average class, 71% for a weak class with a standard deviation of 14 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: A excellent discussion of the rationale for grade scaling by a UBC Psychology professor is available here: <https://www2.psych.ubc.ca/~schaller/scaling.htm>

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).

Acknowledgements: I want to cite those who I learned from in creating this syllabus. Portions are inspired by Dr. Elizabeth Dunn, Dr. Peter Graf, Dr. Mark Lam, Dr. Simon Lolliot, Dr. Lily May, Dr. Catherine Rawn, Dr. Mark Schaller, Dr. Toni Schmader, Dr. Eva Zysk & likely many more. Thank you all!

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 and we can coordinate a meeting (or not if you'd prefer to stick to email). 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 www.earlyalert.ubc.ca

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

Diversity and Inclusion

Diversity and Inclusion: Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!). Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in student hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

COVID-19 Policy Supplement:

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

Please note that this term's schedule is subject to change based on the Provincial and University guidance. I will attempt to adhere to the policies outlined in this syllabus, but ask that we all try to be as accommodating and flexible as we can during this challenging term. I will announce any major changes in class and through our Canvas 'Announcements' – please check your email regularly for updates.

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en> Classes are optional and supplemental material (class recordings, lecture slides, and previous recorded videos of content) will be available on Canvas so that you can prioritize your health and still succeed.

If you miss class because of illness:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class recordings, lecture slides, and lecture videos on Canvas
- Ask any questions you have on Piazza, or
- Ask myself or a TA any questions you have
- Attend Zoom office hours
- If you are concerned that you will miss a key Lab activity due to illness, contact either Prof. Andrew or a TA to discuss

If you attend class and are clearly ill, I will ask you to return home. We can discuss what you missed later in a one-on-one meeting – let's do our best to keep each other healthy!

If you are feeling ill at the time of a final exam, you must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

If I am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible using Canvas 'Announcements.' No matter what the plans are, the classroom will still be available during our normal class time for you. Here is the hierarchy of options if I am sick:

1. If I am feeling well enough, I will host class on Zoom
2. If I am not feeling able to host class on Zoom, then I will upload recorded videos covering course content for the missed session(s)
3. If I am not feeling able to upload recorded videos, then I will ask a TA or another instructor to substitute for me

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Read</u>	<u>Due Dates</u>
1	Jan 10-14	Syllabus & Intro to Social	Ch. 1	
2	Jan 17-21	Social Cognition & Research Methods	Ch. 2, 3	Podcast 1: Sunday 1/23
3	Jan 24-28	Person Perception (Part 1)	Ch. 4	Integration 1: Sunday 1/30
4	Jan 31- Feb 4	Person Perception (Part 2) & Social Inference (Part 1)		Podcast 2: Sunday 2/6
5	Feb 7-11	Social Inference (Part 2) & the Self	Ch. 5	Integration 2: Sunday 2/13
6	Feb 14-18	Attitudes, Attitude-Behavior Link, & Cognitive Dissonance	Ch. 6, 7	
7	Feb 21-25	WINTER BREAK		Integration 3: Sunday 2/27
8	Feb 28- Mar 4	Midterm Exam (ONLINE 3/2) Replication Crisis	No reading	Podcast 3: Sunday 3/6
9	Mar 7-11	Conformity, Compliance, & Obedience	Ch. 8	Podcast 4: Sunday 3/13
10	Mar 14-18	Group Processes, Social Facilitation, & Loafing	Ch. 9	Podcast 5: Sunday 3/20
11	Mar 21-25	Altruism & Helping Behavior	Ch. 11	Integration 4: Sunday 3/27
12	Mar 28- Apr 1	Attraction & Relationships	Ch. 10	
13	Apr 4-8	Stereotyping, Prejudice, & Discrimination	Ch. 13	Integration Final Paper: Friday 4/8
-	FINAL EXAM: Sometime BETWEEN Tuesday, April 12 & Wednesday, April 27 Plan to be <u>on-campus</u> unless otherwise announced!			