



PSYC325

SOCIALIZATION: MEDIA CONTENT & EFFECTS

Fall 2022

Section 001: MWF 12:00-12:50pm in BUCH-A102

Section 002: MWF 1:00-1:50pm in BUCH-A104

WELCOME TO PSYC325!

How does media—TV, movies, video games, social media, smartphones, etc.- help shape you into who you are? In this course, we will be considering the impacts of media throughout development, from your first time watching TV in childhood until your scrolling on TikTok right now.

We'll start the course by discussing why media might influence us during development, and whether effects differ across ages. Then, we'll spend the bulk of the term exploring different media contents (violent content, sexual content, gender content etc.), and the possible impacts on children and adolescents. Finally, in our last few weeks, we'll focus specifically on social media.

We acknowledge that this course (located at the Point Grey campus of UBC) takes place on the traditional, ancestral, and unsundered land of the x^wməθk^wəyəm (Musqueam) people.

The x^wməθk^wəyəm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history. We also acknowledge the harms inflicted through the colonialization of Indigenous lands.

LEARNING GOALS

By the end of this course, you should be able to:

1. Reflect on how media—in amount, content, type, etc. has shaped you (and continues to shape you) into who you are.
2. Consider the methodological challenges in studying the impacts of media.
3. Describe, contrast, and evaluate theories on how media and media content impact development.
4. Read and critique empirical research on media and development.
5. Discuss whether the impacts of media may differ across media type (television, video games, social media), across ages/stages of development, and across individuals.
6. Consider how the affordances of social media may lead to unique effects (compared to traditional media or in-person interactions) on users across development.
7. Appreciate the active field-- and unanswered questions-- of research on media and development.

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian (Lily) May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Drop-in Student Hours:
 - Mondays, 2:30-3:30pm
 - Thursdays, 10:00-11:00am
- Appointments (either in-person or via Zoom): Email or book on calendly.com/lamay
- Tweet at me: @lilymayubc



Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. I also have 3 kids at home—4 year-old Remy and 9 month-old twins Gus and Poppy!

My favourite media to consume is terrible reality TV (*The Bachelor*, *Love Island*) and mindlessly scrolling Instagram.

TEACHING ASSISTANTS



Cassandra Hesse

- Please call me: Cassandra (pronouns: she/her)
- Email: hesse.cassandra@alumni.ubc.ca
- Office hours by appointment
- *Cassandra is a PhD student in the Department of Educational & Counselling Psychology & Special Education. Her areas of interest and expertise focus specifically on controversial human sexuality and developmental behavioral concepts.*



Eric Mercadante

- Please call me: Eric (pronouns: he/him)
- Email: eric.mercadante@psych.ubc.ca
- Office hours by appointment
- *Eric is a PhD student in the Social-Personality Area in the Psychology Department. His research interests pertain to understanding how emotional processes might underlie, or result from, different personality traits with a special focus on anti-social personality traits in social hierarchical contexts.*

Please feel free to email us for any reason! We strive to respond to emails within 48 hours (excluding weekends and holidays). If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—emails just can get lost in the pile...

ABOUT THIS COURSE

CLASS STRUCTURE

Our class is planned to be fully **in-person**: lectures will be held in the classroom on Mondays, Wednesdays, and Fridays. However, **lecture recordings will be available** to anyone who is unable to attend class (for illness, family circumstances, etc.). It is generally expected that you attend class— a lot of learning happens as we discuss course content *together*. But if you are feeling unwell, please do not feel the pressure to attend class!

You can find the room recordings at the below links, following each class:

- Section 001 (12pm):
<https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=b59c92be-aaea-475a-8416-af000147e176>
- Section 002 (1pm):
<https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=e980715f-9b25-4cd6-a6cd-af000149b845>

Do note that recordings will likely experience technical difficulties, and will likely not be perfect! You will want to get to know some classmates who you can get notes from on days you are unable to attend.

Class time will be a mix of lecture, discussion, and activities. We aim to make class interactive—please feel free to ask any questions, make comments, discuss with your classmates!

CLASS IN THE TIME OF COVID-19

Unfortunately, the pandemic is still present and impacting our class. As we continue to navigate what in-person learning will be like in this current reality, my hope is that we will give each other grace and support. We're all figuring it out together!

Covid-19 Risk Management:

- **If you are feeling unwell, please don't come to class!** Lecture recordings are available.
- **Consider wearing a mask during class—** this is a large course, with many students packed together in a small space.
- **Remember that your actions impact the health and safety of others. Please act with care.**

With the ever-changing nature of the pandemic, it's possible we may need to make changes to our course during the term. Should we need to pivot our course online (either for a short period—ie, Instructor quarantine, or longer—ie, UBC in-person class shutdown), our plans are to use a mix of pre-recorded lecture content and Zoom classes.

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on in this course. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action— along with likely having you discuss with your faculty's advising office.

COURSE MATERIALS

READINGS

There is no course textbook! Instead, 2 readings will be assigned for each unit and are available through the course Canvas website.

Beginning with Unit 3, these readings will be (typically short) empirical research articles. These have been selected to demonstrate some of the active and controversial research within the field!

If you are new to reading research articles, don't worry—we'll give you some help in getting used to this form of writing. Research writing is a somewhat different style than textbook chapters, as it can be dense and filled with statistics! **You do not need to understand the statistics, formulas, numbers, etc.!** I recommend focusing on the Abstract, Introduction, and Discussion sections, while skimming the Methods and Results. Useful guides on reading research writing can be found [here](#) and [here](#).

You will be responsible for knowing the material from readings, and it will be discussed in class and tested on exams. Parts of the readings that are not covered in lecture may also be tested on exams.

COURSE WEBSITE: CANVAS

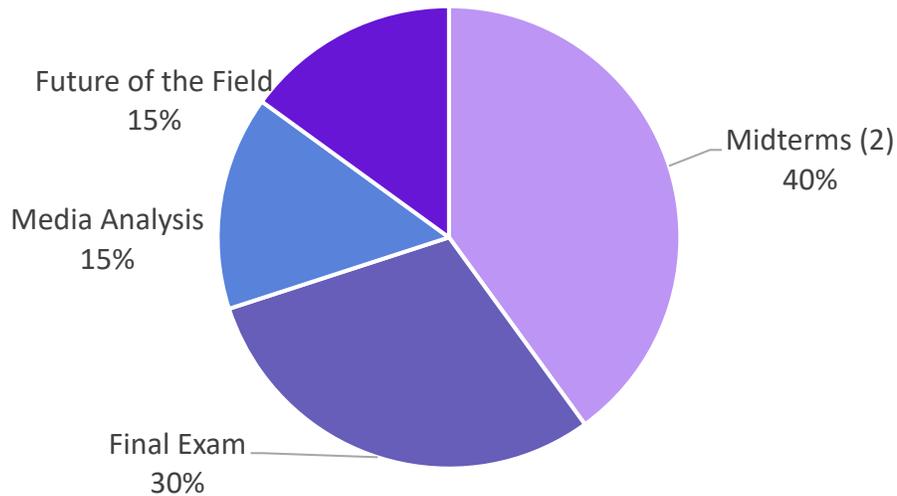
Our course website is essential! Find everything on www.canvas.ubc.ca, and check the site often!

Course material (lecture slides, readings, etc.) will be posted on the Modules tab. Assignments—guides and submission—can be found on the Assignments tab.

The Modules tab is also where you can find lecture slides. The night before class, you can find a “draft” version posted—this version will be incomplete (discussions and “surprises” left out, and changes may be made just before class!), but will give you an outline on which you can take notes. Following class, a “final” version will be posted.

We will use Canvas announcements to be in touch with you throughout the term, and to send weekly updates. **Make sure your Canvas settings are such that you see course announcements when they are released** (go to Account → Notifications → Announcements → select Notify me right away).

COURSE ASSESSMENTS & GRADING



EXAMS (70%)

MIDTERMS (40%)

- Midterm #1 (20%): October 14
- Midterm #2 (20%): November 7

Midterm exams will consist of multiple choice questions.

FINAL EXAM (30%)

The final exam will be scheduled during the University exam period (December 11-22).

Cumulative final exam, covering material from across the course. The final exam will consist of both multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

Notes on Exams:

- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from assigned readings, lectures, and class discussion. Basically, anything covered throughout the course is possible to show up on exams!

- Exams tend to rely heavily on application: i.e., you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS (30%)

For assignments, you can work alone or in groups of up to 3 classmates.

MEDIA ANALYSIS (15%)

Throughout the term, we will be exploring theories and research on how the content of media (violent content, sexual content, racial content, etc.) may impact youth consumers.

For this assignment, you'll be asked to apply these theories/research to an analysis of media. You will select and observe two comparable pieces of media. In your assignment, you will briefly summarize the media, then provide an analysis comparing their potential effects on youth. Your analysis should be supported by theories and/or research discussed in this course.

Your analysis should focus on the impacts of media on ONE of the below content areas, each with a different due date:

- **Violence: due October 21 @ 11:59pm**
- **Sex: due November 4 @ 11:59pm**
- **Body Image: due November 11 @ 11:59pm**
- **Race/Gender: due November 18 @ 11:59pm**

600-900 words, not including reference section (in-text citations *are* included in word count). **Submit only ONE Media Analysis assignment, on the content area of your interest** (if more than one submission is given, only the first will count).

Further details on the Media Analysis assignment, including a rubric, will be posted to the Assignments page on Canvas.

FUTURE OF THE FIELD: RESEARCH PROPOSAL (15%)

The field of media psychology is incredibly active—with SO many unanswered questions yet to be explored!

In this assignment, you have the opportunity to convince us of what research should be next. You will propose a study to address an unanswered question in the field of media and development. You can propose to explore something within a topic not covered in this course (Parasocial relationships? Advertising? Media impact on health behaviours? Virtual reality? TikTok???), or expand on an unanswered question within a topic we've discussed.

Your research proposal will take the form of an **infographic** or **poster**—these formats allow you to quickly and effectively share information.

Your proposal should have two primary components:

1. **Introduction:** identify the unanswered question you are proposing to answer, and summarize previous work on the topic.
2. **Proposed Methods:** describe the population you propose to study, and the methods you would use in your design.

- **Due December 2 @ 11:59pm**

600-900 words, not including reference section (in-text citations *are* included in word count).

Further details on the Research Proposal assignment, including a rubric, will be posted to the Assignments page on Canvas.

Notes on Assignments:

- If you choose to work with classmates on an assignment, the same grade will be given to all. Choose your groupmates wisely!
- When we return grades on assignments, there will be general feedback given via the grading rubric. If you wish for more detailed feedback:
 - First, email the marking TA. The TA will be able to give you more written feedback, but typically cannot change marks.
 - If after receiving feedback from the TA, request further feedback (& grade reconsideration) from Lily. You can request either written or live feedback, but this feedback *must* be requested in advance of any meeting (ie, I will not provide feedback at office hours without advance notice).

EXTRA CREDIT: HUMAN SUBJECTS POOL (UP TO 3%)

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>.

If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article.

For more information on HSP extra credit, visit: <https://psych.ubc.ca/hsp>.

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework.

If you are unable to take a midterm exam (for any reason—you don't have to tell me why, I don't need to know the details!), you can be excused from that exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: *we cannot reweigh marks from already-completed exams.*

If you are unable to take the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 1-week grace period is automatically granted. As long as you submit your assignment within 1 week of the due date, there is no penalty—and you do not need to let us know! This is already built in to Canvas.

If you need more than 1-week past the due date, please check in with Lily. We may ask that you apply for formal in-term concession with your faculty's advising office. While we may be able to accommodate a later submission, this does often mean that there will be a delay in receiving marks/feedback.

For UBC policies regarding in-term academic concessions, visit:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

GRADE DISTRIBUTION & SCALING

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.

The average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a weak class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Further details on UBC's grading practices are available at
<https://students.ubc.ca/enrolment/courses/grades>

Grades are not official until they appear on a student's record.

POLICIES

DIVERSITY & 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 office 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.

Our instructional team is always continuing to learn about diverse perspectives and identities. If at any point you feel as though we are failing to live up to an inclusive space in our course, please let us know.

ACADEMIC INTEGRITY

We are all—students, professors, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic

integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>.

CITING VS. PLAGIARISM

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we typically use APA citation style to indicate our sources. Useful guides to APA style can be found at: <https://guides.library.ubc.ca/apacitationstyle> and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have questions on citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is submitted.

PSYCHOLOGY DEPARTMENT'S POSITION 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. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors can receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. 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

<http://www.universitycounsel.ubc.ca/policies/policy69.html>).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

RESOURCES

We participate in the **Early Alert program**, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit:

<https://facultystaff.students.ubc.ca/systems-tools/early-alert>

ACADEMIC RESOURCES

- **UBC Academic Regulations:** <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0> Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Offers a variety of learning and research sources for students, including tutoring, writing support, and many other links to academic resources.
- **Centre for Accessibility:** <http://students.ubc.ca/about/access> or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **Campus Lightbox:** campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** <http://the-kaleidoscope.com/> A confidential peer-run mental health support group.
- **UBC Counselling Services:** <https://students.ubc.ca/health/counselling->

[services](#) or 604-822-3811. Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.

- **AMS Peer Support:** <https://www.ams.ubc.ca/student-services/peer-support/> Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **Student Health Services:** <https://students.ubc.ca/health/student-health-service> or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health, and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** <https://www.ams.ubc.ca/support-services/student-services/food-bank/> If you are in a financial emergency, the AMS food bank can provide you with a food bag. You are able to use the service for up to 16 times per term.
- **BC Crisis Center:** <http://www.crisiscentre.bc.ca/> or 604-872-3311. Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Distress Line:** 1-800-Suicide (784-2433). If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

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COURSE SCHEDULE

Subject to Change

Unit	Assigned Readings	Important Dates
1 September 9-16 Background: What is Socialization? What is Media? And How Do We Study It?	<ul style="list-style-type: none"> • Kirsch (2010): <i>Media Effects Theories</i> 	
2 September 19-23: Background: Media & Development	<ul style="list-style-type: none"> • Kirsch (2010): <i>Media in the Lives of Youth</i> 	
3 September 26- 30: Media & Learning	<ul style="list-style-type: none"> • Mares & Pan (2013). <i>Effects of Sesame Street: A meta-analysis of children's learning in 15 countries.</i> • Aladé & Nathanson (2016). <i>What preschoolers bring to the show: The relation between viewer characteristics and children's learning from educational television.</i> 	
4 October 3-7: Media & Violence	<ul style="list-style-type: none"> • Konjin, Nije Bijvank, & Bushman (2007). <i>I wish I were a warrior: The role of wishful identification in the effects of violent video games on aggression in adolescent boys</i> • Shoshani & Krauskopf (2021). <i>The Fortnite social paradox: The effects of violent-cooperative multi-player video games on children's basic psychological needs and prosocial behaviour.</i> 	
OCTOBER 14: MIDTERM 1		
5 October 17-21: Media & Sex	<ul style="list-style-type: none"> • Brown et al. (2006). <i>Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts Black and White adolescents' sexual behavior.</i> • Hesse & Pederson (2017). <i>Porn sex versus real sex: How sexually explicit material shapes our understanding of sexual anatomy, physiology, and behaviour</i> 	<ul style="list-style-type: none"> • October 21: Media Analysis Option #1- Violence Due • October 21: Guest Lecture with TA Cassandra!
6 October 24-28: Media & Body Image	<ul style="list-style-type: none"> • Hargreaves & Tiggemann (2004). <i>Idealized media images and adolescent body image: "comparing" boys and girls.</i> • Fardouly, Pinkus, & Vartanian (2017). <i>The impact of appearance comparisons made through social media, traditional media, and in person in women's everyday lives.</i> 	
7 October 31- November 4: Media & Race/Gender	<ul style="list-style-type: none"> • Coyne et al. (2016). <i>Pretty as a princess: Longitudinal effects of engagement with Disney princesses on gender stereotypes, body esteem, and prosocial behaviour in children.</i> • Rivadeneyra, Ward, & Gordon (2007). <i>Distorted reflections: Media exposure and Latino adolescents' conceptions of self.</i> 	<ul style="list-style-type: none"> • November 4: Media Analysis #2- Sex Due
NOVEMBER 7: MIDTERM 2		
8 November 14-18: Social Media & Identity	<ul style="list-style-type: none"> • Qiu et al. (2015). <i>What does your selfie say about you?</i> • Craig & McInroy (2014). <i>You can form a part of yourself online: The influence of new media on identity development and coming out for LGBTQ Youth</i> 	<ul style="list-style-type: none"> • November 11: Media Analysis- Option #3 Body Image Due • November 18: Media Analysis Option #4- Race/Gender Due
9 November 21-25: Social Media & Relationships	<ul style="list-style-type: none"> • Desjarlais & Willoughby (2010). <i>A longitudinal study of the relation between adolescent boys and girls' computer use with friends and friendship quality: Support for the social compensation or the rich-get-richer hypothesis?</i> • 	
10 November 28- December 5: Social Media & Well-Being	<ul style="list-style-type: none"> • Scott & Woods (2018). <i>Fear of missing out and sleep: Cognitive behavioural factors in adolescents' nighttime social media use.</i> • Beyens et al. (2020). <i>The effect of social media on well-being differs from adolescent to adolescent.</i> 	<ul style="list-style-type: none"> • December 2: Future of the Field- Research Proposal Due
DECEMBER 11-22: FINAL EXAM TO BE SCHEDULED		

In this class, potentially sensitive topics discussed may include: pornography, sex, sexual orientation, gender identity, transgender youth, eating disorders, body image, violence, dating violence, race and racism.