

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Time & location	Course Code Number	Credit Value
Social Psychology	Mondays 5:00 pm - 7:30 pm, Buchanan A101	PSYC 308A, Section 902	3

TEACHING TEAM

Role	Name	Contact Details	Office Hours
Instructor	Holly Engstrom (she/her)	h.engstrom@psych.ubc.ca	Sign up for Zoom office hours, Fri from 2-5 pm. A Zoom link will be provided once you sign up. https://calendly.com/h-engstrom/office-hours
TA	Gordon Heltzel	gheltzel@psych.ubc.ca	Email for an appointment. Please suggest a few meeting times in your email.
TA	Will Jettinghoff	wjettinghoff@gmail.com	Email for an appointment. Please suggest a few meeting times in your email.

CONTACTING THE TEACHING TEAM

We want to talk to you if you have questions or concerns! For substantive questions or conversations outside of class time, please schedule a Zoom appointment for office hours, or contact us via email to arrange a Zoom appointment if the available times don't work for you. You can either talk to Holly (the instructor) or one of the TAs. Email should only be used to ask quick questions that can be answered in one sentence or less. Do not expect immediate responses to emails, especially on evenings or weekends.

COURSE OVERVIEW AND LEARNING OBJECTIVES

Social psychology uses *scientific methods* to answer questions about how our thoughts, feelings, and behaviors are influenced by other people. These are questions you have probably wondered about in your own life. For example, how do people see themselves and others? Why do people fall in love? What makes people behave charitably or cruelly? We will cover many different topics (see weekly outline below). While doing this, we will discuss consistent themes and issues recurring in social psychological research, and we will focus on how this knowledge is built up – and challenged – through different scientific methods. You will be encouraged to take a critical view of past research, and to develop your own research ideas.

LECTURES

Class sessions will include lecturing and some interactive activities (e.g., discussions, hands-on practice with research methods, poll questions). You are expected to attend classes in person. However, there will also be an option to attend over Zoom if you are sick. This should only be used if you are not able to attend in person. Over Zoom you will be able to watch the lecture portions and you may be able to participate in some activities, but others will only be possible to do in person. The lecture portions of these sessions will be recorded and posted on Canvas, but the activities and discussions may not be recorded.

Of course, if you are sick, it is important that you stay home, no matter what you think you may be sick with (e.g. Covid-19, cold, flu, other illness). (You can complete a [self-assessment for COVID-19 symptoms](#) if needed.) If you do miss a live class session, it would be a good idea to watch the recorded videos and reach out to your classmates to find out what you missed.

TEAMS

You will be assigned to a small team of classmates. In your teams, you will complete some interactive activities together. You will also write a team paper as a group. **If your team is having trouble working together, please contact a member of the teaching team so that we can help you.** You will also complete a reflection about your teamwork at the end of the term. If it is clear from these reflections that you did not participate adequately in your team's efforts, a penalty may be applied to your personal grade for the team paper.

READINGS

Important course material is presented in the form of weekly reading assignments. You can access these on Canvas. These will typically be journal articles, but could also include book chapters, blog posts, or other media. **Not all readings will be discussed in class, but all material can be tested in exams.**

LEARNING MATERIALS

There is no textbook for this course – you do not need to buy anything. All the readings will be uploaded on Canvas for you to read for free. Participation will be assessed using TopHat, which is also free. Please contact the teaching team if you do not have a laptop or smartphone you can use for TopHat during class.

ASSESSMENTS OF LEARNING

Assessment	% of final grade
Midterm exam	25%
Final exam	30%
Team paper	20%
Reading responses	15% (5% each)
Participation	10%

Midterm and final exams

The midterm exam will be held in class on Mon Feb 13. The final exam will be held during the exam period. Both exams will consist of multiple-choice questions based on the readings, lectures, and in-class activities, and may also include short answer questions. The final exam will be cumulative, but will focus more on material from after the midterm. The questions will be similar to those posed during the class on TopHat, so you can use those questions to assess how prepared you are for the midterm. See academic concessions section at the end of the syllabus for more information on accommodations for other personal circumstances.

Team Paper

The team paper will provide an opportunity for you to demonstrate deep, thoughtful intellectual engagement with the course material. You will be required to submit the team paper on Turnitin. Detailed instructions and guidelines will be posted separately on the course website. This paper will be written *as a group*. There are several good reasons to do this. Collaboration (and group-work more generally) provides an opportunity to experience first-hand and learn about group dynamics and group decision-making, which are important topics of inquiry within social psychology. Collaboration also provides an opportunity for you to get to know other smart and interesting people (other students!) that you otherwise wouldn't. Most students benefit from that opportunity, and find it fun. And, these co-authored papers generally end up being more impressive (and get higher marks) than papers written by a solo student.

You will be required to submit a full draft of your team paper to discuss in class on April 3. This class will involve a writing workshop where your group will share your paper draft with another group, and you will give each other feedback. This is designed to help you produce the best paper possible, and to give you practice with giving (and taking!) feedback and criticism. After receiving feedback from your classmates, you can revise your paper and submit the final version for grading on Thursday April 13. No extensions will be provided for the team paper since you have all term to work on it (so don't leave it to the last minute!).

Participation

In class, we will use TopHat so you can answer questions to keep you on track and demonstrate that you are engaging with the course content. We will start using TopHat in week 2, so please register right away at <https://app.tophat.com/register/student/> and use join code 265573. TopHat questions will be used to assess your participation. You will also be asked to complete small in-class or after-class assignments (e.g., 5 minute surveys); these will also count for participation. If you complete at least 80% of all participation activities, you will receive full participation credit.

Reading responses

To help you engage with the readings, you will write three reading responses during the term based on the readings. These will consist of a 1-2 paragraph (250 word maximum) response to one or more of the readings for that week. You will be required to submit three reading responses in total: one in weeks 2, 3, or 4; one in weeks 5, 7, or 8; and one in weeks 9, 10, or 11. The reading response should be submitted by 5 pm on Friday evening based on the readings for that week. In class we may discuss interesting points and ideas raised in your reading responses. These reading responses give you an opportunity to demonstrate your independent writing skills and engagement with the readings, and

also build up your writing skills in preparation for the term paper. Detailed instructions for these reading responses will be provided in class and posted on the class website. No extensions will be provided for reading responses: You can choose which weeks you would like to submit a response for, so make sure to choose weeks where you have enough time.

UNIVERSITY POLICIES ON EQUITY, INCLUSION, DIVERSITY, & 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 Student Code of Conduct and with UBC's policies 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/>

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 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 on the UBC Senate website.

ACADEMIC INTEGRITY AND MISCONDUCT (DON'T CHEAT)

All students are expected to know, understand, and follow UBC policies regarding academic integrity and student conduct (which you can read here, in the UBC Calendar). Harsh sanctions are imposed on students who violate these policies by engaging in cheating (e.g., receiving unauthorized assistance on a quiz, or providing unauthorized assistance to another student), plagiarism (e.g., copying the work of others and pretending that it's work done by you), or other forms of academic misconduct. Incidences of cheating or plagiarism may result in a mark of zero, and more serious consequences may apply when the matter is referred to the Office of the Dean.

Let me put it more plainly: Don't cheat and don't plagiarize. Not only because it violates UBC's policies on student conduct, but also because it's dishonest, unethical, and morally wrong. For your own sake—for the sake of your self-concept and happiness as a human being—don't do it.

EXTRA CREDIT: RESEARCH PARTICIPATION

Extra Credit via the Human Subject Pool (HSP)

As part of this course, you are invited to earn 3% extra credit. Most students will choose to earn these credits by spending three hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an

account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long before the last week of class since many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

Alternative assignment: The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal Psychological Science. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled "Psychological Science"
 - The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
 - The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
 - The summary should be approximately 500 words in length.
 - You must include your name, student number, course, section, instructor and email address on each summary
 - You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.
-

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research). Summaries must be submitted no later than 10 days before the end of classes.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 37199858, class name is "HSP W2 2022-2023" and password is "Research". See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

HSP Online Study Credit Limit: The online study credit limit for this term is 2 credits. Therefore, only 2 credits can be earned via online studies. All other credits will require the completion of lab studies or library assignments.

SCALING OF GRADES

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. In accordance with the policy of the Psychology Department, the expectation is that the grades in this course (as in all 300-level courses) will be normally distributed around an average grade of 70-75. Grades may be scaled at the end of the term in order to comply with these norms. Grades are not official until they appear on a student's academic record.

POTENTIAL FOR CHANGES TO THIS COURSE

Just as students sometimes experience a health crisis or disruptive personal event, it is possible that the instructor or a TA might also experience such a thing—which could potentially affect plans for the course (e.g., delivery of course material, timeliness of feedback, etc.). If so, we will let you know about it as soon as possible using the announcements and/or email features in Canvas, along with any modifications to course planning. We hope this doesn't happen! But if it does, we will ask for your patience, flexibility, and compassion, as well as continued dedication to your own and classmates' learning during that time.

This syllabus provides a roadmap for how this course will proceed. But, given this “new normal” of “unprecedented circumstances”, “trying times”, and other clichés, we don't know what the future will hold. 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 achieve the learning objectives. Any such revisions—which will be posted on the class website on Canvas—will “count” just as much as policies outlined in this syllabus.

ACADEMIC ACCOMMODATION FOR STUDENTS 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](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, instructors may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

ACADEMIC CONCESSIONS

Under [UBC's academic concession policy](#), students who are unable to complete required coursework in a timely way *might* qualify for academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds. You should make sure that you

are familiar with these policies prior to seeking any form of academic concession. If you miss marked coursework and, after reviewing those policies carefully, you believe that you qualify for academic concession, here's what you should do:

If you are a student in the Faculty of Arts, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an Arts Academic Advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact your instructor if appropriate.

ADDITIONAL RESOURCES

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-and-vaccines/>
- Mental health support: <https://students.ubc.ca/health/mental-health-during-covid-19>
- Counselling Services: <https://students.ubc.ca/health/counselling-services>
- Wellness Centre: <https://students.ubc.ca/health/wellness-centre>
- Student Health Services: <http://students.ubc.ca/health/student-health-service>

COPYRIGHT, INTELLECTUAL PROPERTY, AND AUTHORSHIP OF THIS SYLLABUS

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 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.

This syllabus was authored by Holly Engstrom (h.engstrom@psych.ubc.ca) and heavily draws upon the syllabus written by Mark Schaller with helpful input from Liz Dunn, Rachele Benjamin, Lillian May, Catherine Rawn, the UBC Psychology Community of Practice, and the Faculty of Arts Syllabus Guide.

COURSE SCHEDULE

Week & class date	Topic	Readings	Assignments
Week 1, Mon Jan 9	Introduction to social psychology		
Week 2, Mon Jan 16	Current issues in social psychology	<i>APA timeline and Nosek et al., 2021</i>	Complete reading response #1
Week 3, Mon Jan 23	The self + meet your group members	<i>Markus & Kitayama, 2010, Self Ch. 4, Doyle 2022</i>	Complete reading response #1
Week 4, Mon Jan 30	Social cognition and attributions	<i>Tversky & Kahneman, 1974 and Vazire & Carlson, 2011</i>	Complete reading response #1
Week 5, Mon Feb 6	Stereotypes, prejudice, and discrimination	<i>Posted readings</i>	Complete reading response #2
Week 6, Mon Feb 13	<i>Midterm exam</i>		
(No class Mon Feb 20 – family day & reading week)		Nothing – enjoy the break ☺	None ☺
Week 7, Mon Feb 27	Group processes	<i>Salas, 2023 and Navajas et al., 2018</i>	Complete reading response #2
Week 8, Mon Mar 6	Attitudes and emotion	<i>Haidt 2001</i>	Complete reading response #2
Week 9, Mon Mar 13	Social norms, social influence, & persuasion	<i>Cialdini & Goldstein 2002, Genschow, 2021, and Roozenbeek & Van der Linden, 2021</i>	Complete reading response #3
Week 10, Mon Mar 20	Attraction and relationships	<i>Rosignac-Milon & Higgins, 2018 and Finkel, 2019</i>	Complete reading response #3
Week 11, Mon Mar 27	Helping & hurting (prosociality & aggression)	<i>Posted readings</i>	Complete reading response #3 Submit paper draft on Canvas on Wed Mar 29 at 11:59 pm
Week 12, Mon Apr 3	Special topics; paper review session	<i>Posted readings</i>	Submit feedback on papers during class

(No class Mon Apr 10 – Easter Monday)		Submit final paper AND collaboration reflection by Thurs Apr 13 at 11:59 pm
---------------------------------------	--	---