

PSYC 308A: Social Psychology (January 2024)

BUCH A104: Tues/Thurs 2-3:15 (section 3) & 3:30-4:45 (section 4)

Meet Your Professor



Dr. Elizabeth Dunn
Call me: Dr. Dunn (she/her)
Student hours (via zoom): Book a time
at <https://calendly.com/profdunn>

Meet Your Teaching Assistants (TA's)



Radha Bazaz
Call me: Radha
(she/her)



Khai Qing Chua
Call me: Khai
(she/her)

EMAIL: To reach the 308 teaching team, email psyc308@ubc.ca

Note that messages sent to the professor/TA's personal email addresses will not be answered.

Before reading further, please read this:

This course uses a “flipped classroom” approach in order to offer the best of independent online learning and interactive in-person learning. During a typical week, you will watch brief lecture videos (interspersed with practice quiz questions to check your understanding), as well as reading 1-2 articles from academic journals; because this material is online, you can learn it at your own pace, when and where you feel most comfortable. If you need one-on-one support in learning this material, you can see Dr. Dunn during Student Hours on Tuesday. By the end of Tuesday, you should complete a Module Comprehension Check to ensure that you understand key points from the lectures and readings. Then, on Thursday, you will come to class in-person and have the opportunity to apply and extend what you have learned that week, through demonstrations, hands-on activities, teamwork, and discussions.

Attendance and participation are required at all Active Learning Sessions. If you anticipate missing multiple sessions, you must see Dr. Dunn during her first Student Hours (via Zoom) to discuss potential accommodations and determine whether you should remain in the course.

The First Two Weeks

To accommodate students who join the class late or are delayed in being able to return to campus, the material for the first week will be online-only. In addition, although the first Module Comprehension Check is due on Tuesday January 7th by midnight, we will provide an extension to Wednesday January 15th at NOON for those who need it (you do not need to request this extension—it will be provided automatically through Canvas). Dr. Dunn will be available for Student Hours via zoom during class time on both Tuesday January 7th and Thursday January 9th. Our first in-person Active Learning Session will be during class time on Thursday January 16th.

Contacting the Professor and TA's

If you have a question about course material: We would love to talk with you if you have questions about course material. But *not* via email. Email is an ineffective way to have a real conversation. (You shouldn't expect more than a one-sentence response to email inquiries, nor should you expect any response on evenings or weekends.) If you do have a question about course material, you are very welcome to ask it during Active Learning Sessions, or during Student Hours.

If you have a technical or logistical question about the course: If you have a question about something technical or logistical related to the course (like deadlines, Canvas, etc.), please post your question on the **Course Logistics Discussion Board** so that everyone in the class can see it. You'll get help faster (and you'll be helping any other student who may be facing the same technical/logistical issue).

If you have an issue that is personal or specific to you: Please come to Student Hours. Or, if it's a very simple issue that requires only a one-sentence response, please send a message to the course email address: psyc308@ubc.ca (emails will be checked once per day on school days only).

Course Overview and Learning Objectives

Social psychology is the subfield of psychology that investigates the many ways in which our thoughts and behaviors are influenced by the real or implied presence of others, and how this affects our interpersonal interactions. Research in social psychology covers a wide range of topics, from stereotypes and self-knowledge to love, altruism, and aggression. This course provides an overview of important theories and research findings on these and other topics. The course has 3 primary learning objectives, and we have designed all aspects of this course (including the methods that we use to assess your performance) in order to accomplish these objectives:

- 1) There are lots of different ways that curious people might seek to satisfy their curiosity about social psychological topics. Psychologists are scientists and, accordingly, study these topics using scientific methods. For this reason, an important objective of this course is to provide you with a deeper understanding of the methods that scientists use to study these social psychological phenomena, and to help you think critically about those methods. **If we are successful, by the end of this course you will be more skilled at transforming ordinary speculations about the causes of human behavior into carefully-articulated scientific hypotheses that can be rigorously tested (Learning Objective 1).**
- 2) By providing deeper insight into the causes and consequences of human behavior, many social psychological research findings can inform the strategies that people use to help address real-world problems and to make people's lives better. For this reason, another important objective of this course is to encourage you to think carefully and creatively about ways in which social psychological research findings can be applied usefully in the real world. **If we are successful, by the end of this course, you will be equipped to harness the power of social psychology to improve people's lives (including your own!) and to make the world a better place (Learning Objective 2).**
- 3) Finally, one of our goals in teaching this course is to engage and inform your natural curiosity about people. **If we are successful, by the end of this course, you will be able to draw upon many different lines of research in social psychology in order to better understand yourself, other people, and important world events (Learning Objective 3).**

IMPORTANT NOTE: Course videos, readings, or discussions may cover sensitive topics, such as gender, race, sexuality, LGBTQI+ issues, violence, politics, and religion. If you have any concerns about discussing these issues, you must meet with Dr. Dunn during her first Student Hours to discuss potential accommodation & determine whether you should remain in the course.

Asynchronous Course Materials (Videos and Readings)

To access course materials, you will need to log into Canvas (with your UBC CWL) and choose this course. Materials are only accessible to registered students. For each module, there are two main kinds of asynchronous materials:

Videos: For each module, lecture material will be delivered in the form of several short, pre-recorded video lectures that have been prepared by the instructor and/or web-based videos or podcasts. You can re-watch the videos and adjust their speed as needed to accommodate your personal learning pace. Please watch these videos carefully and thoughtfully. This can be a challenge (it's easy to zone out and let your mind wander when you're watching videotaped lectures, even if they are fairly brief). In order to help you stay attentive and engaged while watching these lecture videos, most videos will periodically have "quiz" questions embedded within them; you will be required to respond to those questions before proceeding to watch the rest of the video, but these questions will not be graded (they exist to help you focus on important concepts and stay engaged).

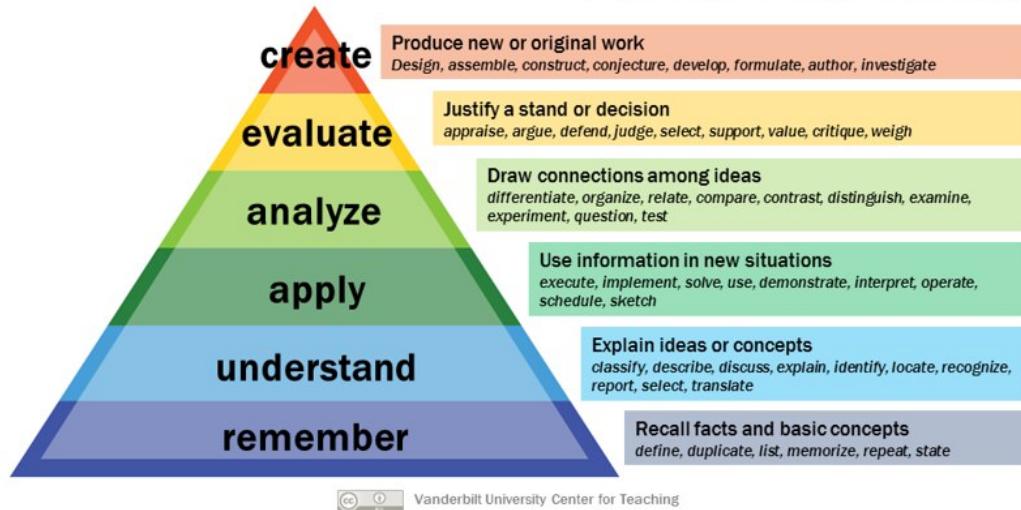
Readings: There is no textbook for you to buy. (You don't have to buy anything!) Instead, we have assembled a set of readings that correspond to the topics that we will be covering. Most of the readings are articles published in actual scholarly journals in psychology.

The videos and readings are designed to be complementary. There will be some overlap, of course. But there is lots of material in the readings that won't be covered in the videos; and you will learn lots of material in those videos that doesn't appear in the readings. If you want to do well in this class, be sure to keep up with the readings, and be sure to watch each of the videos thoughtfully, from beginning to end.

Active Learning Sessions

While lectures and readings (along with videos quizzes and module comprehension checks) are designed to help you remember and understand new material, our Active Learning Sessions are designed to help you apply, analyze, evaluate and, most importantly, *create*. Drawing on the important foundation provided by your independent work, our Active Learning Sessions will help you climb to the higher levels of the learning pyramid (see below) through discussions, demonstrations, and teamwork.

Bloom's Taxonomy



These sessions will *not* be lectures, and thus attendance and active in-person participation are essential. Attendance/participation will be graded using Tophat. Active Learning Sessions will sometimes involve going outside and moving around campus. **If you have mobility concerns or expect to miss class more than once this term, you must meet with Dr. Dunn during her first Student Hours to discuss potential accommodations & determine whether to remain in the course. Of course, we *NEVER* want you to come to class if you're ill or have been instructed to self-isolate.** So, if you experience unforeseen problems (e.g., stomach flu), here's the plan:

- If you miss one week this semester: No problem. Stuff happens. You do NOT need to contact us, and this won't affect your grade. Just be sure to talk to your team members to find out what you missed during the ALS.
- If you miss two weeks: As a safety net, if you don't want your grade to be affected, you'll be able to submit a make-up assignment (which will involve engaging in your own active learning exercise and sharing your experience with the class). You will need to request the make-up assignment from the TA and submit it before the end of the semester.
- If you miss three weeks or more: You **MUST** meet with Dr. Dunn during Student Hours to discuss your individual situation and possible additional make-up assignments.

Summary of Assignments (dates/times are Pacific time):

Type of Assignment	Description and Deadlines for Completion	Weight
<p style="text-align: center;">Attendance and Participation (Once per week)</p>	<p>You are expected to attend and actively participate in all Active Learning Sessions (typically held on Thursdays). Attendance & participation will be graded using Tophat.</p>	5%
<p style="text-align: center;">Module Comprehension Checks (MCC) (Once per week)</p>	<p>Each week, you will complete an online comprehension check consisting of multiple-choice questions. Most questions will focus on the week's new material, but some questions will draw on previous material (including ALS's). MCC's may also include ungraded but mandatory poll questions (e.g., about your course-related preferences). The primary goal of MCC's is for you to check your own comprehension of the material each week. If you're able to answer MCC questions successfully, then you will be well-prepared for the final exam, which will include similar questions. If you find it difficult to answer MCC questions, you should review the videos and readings, and then come to Student Hours for additional help if needed. The MCC's are "open book" (you can refer to all course materials in answering them). You are also permitted to work with classmates or to use external tools (e.g., ChatGPT) if you wish, but please be aware that answering questions based on external sources may lead to wrong answers. Moreover, if you don't use the MCC's as an opportunity to evaluate your own comprehension, you are likely to be unprepared for the final exam. We will go over challenging MCC's during class on Thursdays.</p> <p>You can't make up a missed/late MCC, but technical problems or other issues do sometimes occur, so MCC's will be accepted up to 12 hours late. You don't need to make a special request or use your Oops! Token for this grace period, but please use it only in the case of a genuine need, such as a power outage or family emergency. In addition, because even highly dedicated students sometimes miss an entire MCC or a couple of questions for reasons beyond their control (e.g., illness), an average of 70% or higher across MCC's will be counted as 100% (grades < 70% will be unchanged).</p> <p style="background-color: yellow;">Deadlines for completion: Every week, by 11:59 pm Tuesday</p>	15%
<p style="text-align: center;">Term Paper</p>	<p>You will write a term paper (~4 pages), providing an opportunity to demonstrate deep and sustained intellectual reflection on course material. You will work in your assigned team, and all team members will receive the same mark, with one exception: If a student does not contribute their fair share, they will not receive full marks for their group's work.</p>	30%
<p style="text-align: center;">Final Exam</p>	<p>You will take a final exam that will include multiple-choice and short answer questions. The exam will be "closed book" but you will be allowed an index card of handwritten notes to minimize the need for memorization. If you are unable to take the final exam at the time scheduled by UBC, due to an approved reason, you may be given an exam in an alternate format (e.g., oral exam).</p>	50%

Extra Credit (Psychology Department Human Subjects Pool)

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments). More information can be found [here](#) in the document entitled “Subject Pool Information for Participants.” You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>.

Oops! Token

We’ve built a lot of flexibility into every aspect of the course, but at some point—despite your best efforts—something might go wrong (“Oops!”) and you might need an extra bit of flexibility (such as a brief extension on the term paper). So, each student gets one *Oops! Token* which you can use to get a little extra flexibility *once* during the term. Ideally, you’ll never need to use your Oops! Token. But if you have a problem and would like to use your Oops! Token, send a message to the course email address with the subject line “Oops! Token” and explain what additional flexibility you are requesting. Requests must be made as soon as you become aware of the problem. Once you use your token, requests for additional flexibility will not be granted unless you seek formal academic concession—so hold onto it until you really need it. **Your token can’t be used to make up for being absent from class, to get extensions on MCCs, or accommodations for the final exam, or to get points back on already-graded assignments.**

Teamwork

Important scientific advances rarely come from brilliant individuals working alone—but rather from teams engaging in effective collaboration (and this makes science much more fun too!). So, throughout this course, you will work in a team, during most Active Learning Sessions and for your term paper. Because finding a time to meet is often the most difficult part of group work, you are required to keep class time on Tuesday free for possible team meetings (i.e., do NOT schedule shifts at work, dentist appointments, or other commitments for class time on Tuesdays). **If you have any concerns about working as part of a team, you MUST see Dr. Dunn during her first Student Hours to discuss potential accommodations and determine whether you should remain in the course.**

Tophat

We will be using Tophat to give you credit for attendance/participation, beginning in the first Active Learning Session. If you are late for class and miss attendance, then you will be counted as absent for that day. You must be physically present in the classroom to answer Tophat questions (answering any questions when you’re not in class will result in an automatic grade of 0 for attendance/participation). Tophat works well, but you may occasionally find that one of your responses doesn’t go through; to allow for this, we will count a response rate of 90% or higher as perfect participation. If you enroll in or attend the wrong section of 308, you will not receive attendance/participation credit. Please follow these steps to enroll in Tophat (which is free for UBC students), being sure to choose the correct section:

- 1) Go to <https://tophat.com> and click on Login if you have an existing account. Otherwise, click Sign-up > Student sign-up
- 2) Click on the Search by School link at the bottom and enter the University of British Columbia – Faculty of Arts
- 3) When you are met with the join code field, enter the join code for YOUR SECTION:
 - a. 2pm class: 055969
 - b. 3:30 class: 735104

Schedule of Units, Modules, and Assignments

Dates	Modules	Special Notes
Unit 1: Transform speculations about social behavior into testable hypotheses.		
Jan 6-10	Course Orientation (and methods review)	No Active Learning Session (ALS)
Jan 13-17	Social Cognition (and course themes)	
Jan 20-24	Understanding Ourselves & Others	
Jan 27-31	Group decision-making	
Feb 3-7	Self-control (and how to think critically about science)	
Feb 10-14	Liking, love, & relationships	
Feb 17-21	READING BREAK	
Feb 24-28	Prosocial behaviour	
March 3-7	Attitudes: cognitive dissonance & persuasion	
March 10-14	Stereotyping & Prejudice	TERM PAPER DUE MARCH 13
March 17-21	Social Influence: Norms, Conformity, & Authority	
March 24-28	Happiness & Sustainability	
April 7-8	No new material: Review for final	

Typical Weekly Flow

This is the plan for a typical week, but it's possible that our weekly flow may need to be adjusted. In particular, some Active Learning Sessions may need to be held on Tuesdays rather than Thursdays (e.g., due to snow or other weather events). So, **it is essential that you keep class time on Tuesdays open in your schedule this term** (and in a typical week, class time on Tuesday should be reserved for team meetings or for attending Student Hours).

	Typical Weekly Flow
FRIDAYS	New module for next week available on Canvas by 5pm
SATURDAYS	Work independently on content for this week's module (videos & readings) Team meetings and Student Hours. Module Comprehension Checks due by 11:59 pm
SUNDAYS	
MONDAYS	
TUESDAYS	
WEDNESDAYS	
THURSDAYS	Active Learning Session

POTENTIAL FOR CHANGES TO THIS SYLLABUS

This syllabus provides a roadmap. But, changes to the course may be necessary (e.g., Active Learning Sessions may need to be held on Tuesdays due to inclement weather). Any such revisions will be discussed with students and communicated on the class website and will "count" just as much as policies outlined in this syllabus.

ATTRIBUTION:

This syllabus was authored by Elizabeth Dunn with significant contributions from Mark Schaller, and additional contributions from Rachele Benjamin, Lillian May, and Catherine Rawn.

Other Stuff You Probably Already Know (University Policies, Etc.)

Psychology Department Policy on Grade Distribution and Scaling of Grades

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

Academic Integrity

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

Academic Accommodation for Student with Disabilities

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). This course is designed to maximize accessibility for all students, so it is only necessary to submit documentation for this course if you anticipate that you'll require additional accommodation.

Academic Concession

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

Equity and Inclusion and Diversity and Respect:

University courses should be conducive to learning and rigorous intellectual inquiry within a context in which everyone feels included and respected—regardless of race, ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etc. All students in this class are encouraged to express themselves thoughtfully when discussing course material; and, when you do express yourself, it's important that you do so in a manner that shows respect for every other member of this class. Therefore, please make sure that you're familiar with [UBC's policy on building and maintaining a respectful environment](#). You can find additional information about resources pertaining to equity, diversity, and inclusion on the Psychology Department's website: <https://psych.ubc.ca/about/equity-inclusion/>

Copyright and Intellectual Property

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

UBC Academic Calendar

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

Additional Useful Resources for Students

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

- Guidance on useful skills for students: <https://learningcommons.ubc.ca/student-toolkits/>
- Student's guide to Canvas: <https://lthub.ubc.ca/guides/canvas-student-guide/>
- Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>
- Wellness Centre: <https://students.ubc.ca/health/wellness-centre>
- Student Health Services: <https://students.ubc.ca/health/student-health-service>