

# PSYC325

## SOCIALIZATION: MEDIA CONTENT & EFFECTS

Summer 2025  
Mondays & Wednesdays, 12-2:50pm  
HENN 200

### WELCOME TO PSYC325!

How does media—TV, movies, video games, social media, smartphones, AI, 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 different stages of development. Then, we'll explore various media contents (educational content, violent content, sexual content, gender-stereotyped content etc.), while reading research on how engaging with such contents might impact children and adolescents. Finally, in our last few units, we'll dive deep into the potential effects of social/digital media.

### LEARNING GOALS

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

1. Reflect on how media—in amount, content, type, etc. may have helped 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 youth.
4. Read and critique empirical research on media and development.
5. Debate whether the impacts of media differ across media type, across ages/stages of development, and across individuals.
6. Discuss how the affordances of social/digital media may lead to unique effects (compared to traditional media or in-person interactions).
7. Appreciate the active field-- and unanswered questions-- of research on media and development.

*We acknowledge that this course, at the Point Grey campus of UBC, takes place on the traditional, ancestral, and unsundered land of the xʷməθkʷəy̓əm (Musqueam) people.*

*The xʷməθkʷəy̓əm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history through our learning together.*

*We will also aim to acknowledge the harms inflicted through the colonialization of Indigenous lands and peoples: here at UBC, in the discipline of Psychology, and in the media we discuss throughout this course.*

# OUR COURSE TEAM

## INSTRUCTOR

### Dr. Lillian (Lily) May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: [lamay@psych.ubc.ca](mailto:lamay@psych.ubc.ca)
- Office: Kenny 2037
- Drop-in Student Hours: Wednesdays, 3:15-4:15pm
- Appointments (either in-person or via Zoom): Email or book on [calendly.com/lamay](https://calendly.com/lamay)



*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. When I'm not teaching, I'm usually juggling my 3 kids: 6-year-old Remy and 3-year-old twins Gus and Poppy!*

*My favourite media to consume is reality TV (Love is Blind, Drag Race) and podcasts.*

## TEACHING ASSISTANTS



### Sonia Jafari Milani

- Please call me: Sonia (pronouns: she/her)
- Email: [smilani@psych.ubc.ca](mailto:smilani@psych.ubc.ca)
- Student hours by appointment
- *Sonia is a 3rd year PhD student in the clinical psychology program. She is part of the UBC Sexual Health Research Lab and her dissertation is focused on women's experiences of sexual pleasure. When she finds time between her clinical work and research (and TAing), she loves playing football (soccer), beach volleyball, and being outdoors :)*



### Ni An

- Please call me: Ni (pronouns: she/her)
- Email: [ni.an@ubc.ca](mailto:ni.an@ubc.ca)
- Student hours by appointment
- *Ni is a first-year PhD student in the Cognitive Psychology program. She is a member of the UBC Attentional Neuroscience Lab, and her research focuses on the effects of various clinical conditions on sustained attention. She has a pair of pet zebra finches that recently hatched a baby bird, and she enjoys observing birds and other wildlife in nature.*

## STUDENTS

**You!** You are an important part of this course! We hope to be able to learn from you all just as much as we teach you—please feel free to add your perspectives, experiences, etc. during class, on Canvas, and/or in office hours.

We also wholeheartedly believe that **you and your well-being are more important than anything going on is this course**. We 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. We will try our best to provide resources and discuss options.

# ABOUT THIS COURSE: WHAT TO EXPECT

Our class is planned to be fully **in-person**: lectures will be held in the classroom on Mondays and Wednesdays, from 12-2:50pm. We will take a 15 minute break in the middle of each class!

It is generally expected that you attend class— a lot of learning happens as we discuss course content *together*. However, **lecture recordings will be available** to anyone who is occasionally unable to attend class (for illness, family circumstances, etc.).

You can find the room recordings via the link on our Canvas homepage, following each class session.

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

Class time will be a mix of lecture and discussion. When possible, we aim to make class interactive—you should feel welcome to ask questions, make comments, chat with your classmates!

In this class, we may discuss potentially sensitive topics, including (but not limited to): pornography, sex, sexual orientation, gender identity, transgender youth, eating disorders, body image, violence, dating violence, race and racism. If you are concerned about any of these topics, please consider talking with the instructor/TA. You might also choose to consult the course schedule and watch the lecture recording instead of attending class on those days.



## DIVERSITY & INCLUSION



I hope we all come to this class as *our whole selves*. I come to this class as a settler to these lands, as a developmental psychologist, a white straight cisgender woman, a mom, a person with an anxiety disorder... it is impossible for me to separate my teaching from these identities. **I welcome you to bring your identities to our learning, in whatever way you feel safe and able. You—all of you—belong here.**

**This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability/disability, health, mental health, body size, and age (this is not an exhaustive list!).** I strive to build a classroom environment that reflects this aim.

Students, instructors, and readings may sometimes raise controversial and/or sensitive issues. Respectful discussion is encouraged: our goal is not to always agree, but rather to explore different perspectives without being threatening or alienating. Statements or behaviours likely to offend others or make others feel excluded in any way should not be shared in class-- but can be shared with me after class or in office hours.

I am always working to learn more and do better supporting diverse experiences and identities. If you ever feel as though the class is struggling to live up to an inclusive environment, *please* let me or a TA know.

# COURSE MATERIALS

## READINGS

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

Beginning with Unit 3, these readings are empirical research articles. These have been selected to demonstrate both foundational (ie, older) research as well as new and active areas of study 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](http://www.canvas.ubc.ca), and check the site often!

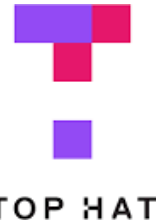
Course material (lecture slides, readings, etc.) will be posted on the Modules tab. Assignments—guides and submission—can be found on the Assignments tab.

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).

## TOPHAT

TopHat is an online classroom response system that allows you to answer questions and engage in discussions during class. We will use it for in-class activities, and for your Engagement mark.

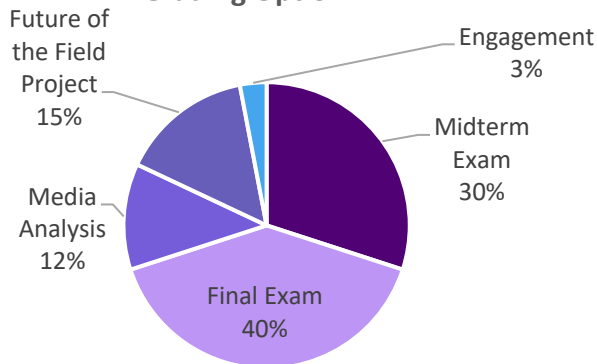


Sign up at [tophat.com](http://tophat.com). Be sure to register your school as University of British Columbia- Faculty of Arts. **Register for our course using the join code: 500067**

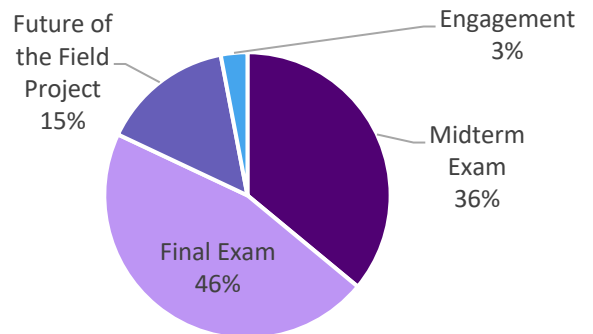
Top Hat can be accessed through your internet browser, or through Apple/Android apps. During sign-up, make sure you enter your UBC Student ID correctly so your Top Hat responses are counted towards your grades!

# COURSE ASSESSMENTS & GRADING

**Grading Option #1**



**Grading Option #2**



There are two different grading options for this course. For Option #1, you will complete 2 exams and 2 assignments. For Option #2, you will complete 2 exams but just 1 assignment.

If you choose Option #1 and complete the additional assignment—but this assignment lowers your final course mark, we will automatically shift your grading to the Option #2 calculation. In other words, doing both assignments in Option #1 can only help, and not hurt, your final mark!

## EXAMS

**(OPTION 1: 71%, OPTION 2: 83%)**

### MIDTERM EXAM

**Option 1: Midterm worth 30%**

**Option 2: Midterm worth 36%**

One midterm exam consisting of multiple choice and short answer questions. The midterm will have a time limit of 90 minutes, and will be taken during class time.

### FINAL EXAM

**Option 1: Final exam worth 40%**

**Option 2: Final exam worth 46%**

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:

- Exams are held in-person, and are closed-book (no notes, etc.). Exams are written on paper/scantron.
- 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

**(OPTION 1: 27%, OPTION 2: 15%)**

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

***For all assignments submitted, you will be asked to also include a personal/group policy on AI use (see below section on Policy: AI/ChatGPT): in ~1 paragraph, discuss if/how/why you chose to use or not use AI for your assignment. Please submit this AI statement even if you choose not to use AI!***

## OPTIONAL ASSIGNMENT: MEDIA ANALYSIS

**Option 1: 12%**

**Option 2: none**

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, and provide an analysis comparing their potential effects on youth.

Your analysis should focus on the impacts of media on one of the content areas discussed this term: violence, learning, sex, body image, gender and/or race. Each content area has its own due date, in line with our course schedule (see last page of the syllabus for dates!).

**If you choose Grading Option #1, you only submit ONE Media Analysis assignment!** If you submit more than one, only your first submission will be marked. (If you choose Grading Option #2, you do not submit any Media Analysis assignment).

Your Media Analysis paper should be 600-900 words, not including a reference section (in-text citations *are* included in word 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? Virtual reality? TikTok? AI??), or expand on an unanswered question within a topic we've discussed.

Your proposal will have two primary components: 1) an **introduction**, to identify the unanswered question you are proposing to explore, and the previous research related to this topic, and 2) the **proposed methods** you will use for your study.

Your research proposal will take the form of an **infographic** or **poster**—these formats allow you to quickly and effectively share information. The page length is up to you, but the text must contain 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!
- There is no difference in how we grade assignments completed solo vs assignments completed in a group. There are advantages and disadvantages to both approaches, you must just choose what works best for you!
- 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).



## ENGAGEMENT (3%)

Attending and engaging with lecture is incredibly useful for our course learning! To help encourage this engagement, we will use TopHat questions during most classes—some questions will help you test your knowledge, some will help spark discussion, and some will be just for fun.

None of the TopHat questions will be graded for accuracy—they are all just marked for participation. Your Engagement mark will be determined in the following manner:

If you respond to...	You will receive...
>75% of TopHat questions	3%
>50% of TopHat questions	2%
<50% of TopHat questions	0%

## 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 the midterm exam (for any reason—you don't have to tell me why, I don't need to know the details!), we will offer *one* make-up time scheduled within a week of the exam. If you would like to take the make-up exam, please let us know as soon as possible. Alternatively, you can be excused from the 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 3-day grace period is automatically granted. As long as you submit your assignment within 3 days of the due date, there is no penalty—and you do not need to let us know! This is already built into Canvas.

If you need more than 3 days 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 it is possible we will 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>.

### PSYCHOLOGY DEPARTMENT GRADING POLICY

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

The Psychology department employs 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%		



# COURSE POLICIES

## EMAILS

Please feel free to email your course instructor or TA for any reason. Using email—not Canvas inbox—is the best method of contact.

We receive a very large volume of email, meaning it's common that we won't be able to reply to your message immediately. Our policy is to aim for emails replies 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!

## 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](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.

## AI/CHAT GPT

### For a Student Who Used AI to Write a Paper

Now I send it back  
into your own hands.  
I hear you. I know  
this life is hard now.  
I know your days are precious  
on this earth.  
But what are you trying  
to be free of?  
The living? The miraculous  
task of it?  
Love is for the ones who love the work.

—Joseph Fasano

@Joseph\_Fasano\_

Recent developments in AI have been an exciting field! We'll even be talking about AI (as a form of media), and how it might effect us during class.

I see AI as both potentially *useful* and potentially *harmful* for your learning and performance in this class.

AI can be a potentially useful way to synthesize your notes and readings, can be a place to

brainstorm ideas, and can be used to help you test your knowledge. But AI is not perfect: it commonly makes mistakes (it doesn't have knowledge, it is just a language predictor), it is heavily biased, and carries environmental/ethical concerns. I also worry that using AI heavily to complete coursework takes away from the *learning* that is supposed to be the point of university classes.

**In this class, along with assignments you will submit your own personal/group AI policy (~1 paragraph).** You will explain your own position on AI, discussing if, how, and why you did or did not use it in the assignment. You may consider discussing the AI Assessment Scale (Perkins et al., 2024), as one way to help structure your policy:

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. <b>AI must not be used at any point during the assessment.</b>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. <b>No AI content is allowed in the final submission.</b>
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. <b>AI can be used, but your original work with no AI content must be provided in an appendix.</b>
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. <b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b>
5	FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. <b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b>

<https://leonfurze.com/2023/12/18/the-ai-assessment-scale-version-2/>

**If you do use AI in your projects, you must note how it has been used in your AI statement, and cite it appropriately (ie, <https://apastyle.apa.org/blog/how-to-cite-chatgpt>)** —as with other academic standards of integrity, it is important to provide credit for where your work/information comes from.

If it is suspected that you used AI without citation, we will invite you to a meeting to discuss further. This may constitute a violation of academic integrity, and subject to associated penalties.

## 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 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:**  
<https://vancouver.calendar.ubc.ca/>  
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](http://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-](https://students.ubc.ca/health/counselling-services)

[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.

## ACKNOWLEDGEMENTS

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# COURSE SCHEDULE

*Subject to Change*

Unit		Assigned Readings	Important Dates
1	May 12: <i>Introduction to Media Psychology</i>		
2	May 14: <i>Media &amp; Development</i>	<ul style="list-style-type: none"> <li>• Stever et al. (2022). <i>Key theories and concepts from Media Psychology.</i></li> </ul>	
3	May 21: <i>Methods via Media &amp; Violence</i>	<ul style="list-style-type: none"> <li>• Konjin, Nije Bijvank, &amp; 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></li> <li>• Shoshani &amp; 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></li> </ul>	
4	May 26: <i>Media &amp; Learning</i>	<ul style="list-style-type: none"> <li>• Aladé &amp; Nathanson (2016). <i>What preschoolers bring to the show: The relation between viewer characteristics and children's learning from educational television.</i></li> <li>• Xu et al. (2024). <i>Artificial Intelligence enhances children's science learning from television shows.</i></li> </ul>	
5	May 28: <i>Media &amp; Sex</i>	<ul style="list-style-type: none"> <li>• 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></li> <li>• Rousseau, Bóthe, &amp; Štulhofer (2021). <i>Theoretical antecedents of male adolescents' problematic pornography use: A longitudinal assessment.</i></li> </ul>	May 30: Media Analysis-Violence Due
June 2: MIDTERM EXAM			
6	June 4: <i>Media &amp; Body Image</i>	<ul style="list-style-type: none"> <li>• Hargreaves &amp; Tiggemann (2004). <i>Idealized media images and adolescent body image: "comparing" boys and girls.</i></li> <li>• Joiner et al. (2023). <i>The effect of different types of TikTok dance challenge videos on young women's body satisfaction.</i></li> </ul>	June 6: Media Analysis-Learning or Sex Due
7	June 9: <i>Media &amp; Gender/Race</i>	<ul style="list-style-type: none"> <li>• 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></li> <li>• Shafer &amp; Rivasenayra (2022). <i>The impact of televised stereotypes on the state self-esteem of Latino/a emerging adults: The moderating role of Ethnic-Racial Identity.</i></li> </ul>	
8	June 11: <i>Social Media &amp; The Self</i>	<ul style="list-style-type: none"> <li>• Qiu et al. (2015). <i>What does your selfie say about you?</i></li> <li>• McInroy &amp; Craig (2018). <i>Online fandom, identity milestones, and self-identification of sexual/gender minority youth.</i></li> </ul>	June 13: Media Analysis- Body Image or Gender/Race Due
9	June 16: <i>Social Media &amp; Relationships</i>	<ul style="list-style-type: none"> <li>• Armstrong-Carter et al. (2022). <i>Momentary links between adolescents' social media use and social experiences and motivations: Individual differences by peer susceptibility.</i></li> <li>• Reed et al. (2021). <i>The association between stereotypical gender and dating beliefs and digital dating abuse perpetration in adolescent dating relationships.</i></li> </ul>	
10	June 18 <i>Social Media &amp; Well-Being</i>	<ul style="list-style-type: none"> <li>• van der Wal, Valkenberg, &amp; van Driel (2024). <i>In their own words: how adolescents use social media and how it affects them.</i></li> <li>• Mikami, Khalis, &amp; Karasavva (2024). <i>Logging out or leaning in? Social media strategies for enhancing well-being.</i></li> </ul>	June 20: Future of the Field Project Due
June 23-27: FINAL EXAM TO BE SCHEDULED BY THE UNIVERSITY			