

PSYC 308A (Section 003): Introduction to Social Psychology

M/W/F 1-1:50pm IBLC 182

Online home: <https://canvas.ubc.ca/courses/176167>

PROFESSOR:

Andrew Rivers, PhD

Student hours: See Canvas front page

Contact:

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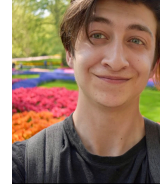


TA:

Ian Hohm

Student hours: See Canvas front page

Contact: ihohm@psych.ubc.ca



COURSE DESCRIPTION:

Social psychology is the study of the way people think about, feel, and behave in social situations. Topics to be covered include: -social cognition, -impression formation, -the self, -attitudes, -conformity, -pro-social behavior, -relationships, -prejudice & stereotyping, and -attraction.

By the end of this course, students should expect to understand social psychological phenomena. Additionally, students should expect to be able to:

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

TEXTBOOK/READINGS:

The required text for this course is *Social Psychology 11th Edition* (Aronson et al., 2022). The text is available at the UBC bookstore. All additional readings and material will be available on the Canvas website. You will be expected to read, listen to, or watch all additional materials unless otherwise noted.

LEARNING ASSESSMENT:

1) Podcast Activities (x5)

There will be 5 podcast activities listed on Canvas throughout the term. You will be asked to construct a thoughtful response to each of the podcasts. There are not 'right' or 'wrong' answers on these activities thus, all completed submissions *meeting activity guidelines* are likely to receive full credit.

2) Integration Worksheets: Merging Psychological Theory and the 'Real World' (x5)

There will be 5 integration activities where we, in small discussion groups, will seek to *integrate* social-psychological theories with real-world events. In these we will be discussing important psychological theories including Bargh's *Horsemen of Automaticity*, Kelley's *Covariation Theory of Attribution*, Azjen's *Theory of Planned Behavior*, and theories about *Helping Behavior*. Students not in class can complete worksheets individually outside-of-class for 80% marks.

3) Individualized Engagement Portfolio

Actively engaging with others to discuss social psychology may be the best way to deeply learn the material in this class. The *individualized engagement portfolio* is designed to allow us to choose our own engagement journey. Talk with a friend about something you read! Debate an integration activity with a family member! Meet with a discussion group to discuss an interesting current event! At the end of the term, I would like you to document and reflect on, in writing, at least 5 times during which you have engaged with others.

4) **Integration Final Paper**

The capstone to our integration activities will be a final paper in which you will demonstrate your ability to 1) communicate psychological theories to a lay audience, and 2) integrate your selected psychological theory with a real-world event that is important to you.

5) **Midterm Exam**

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

6) **Final Exam**

There will be one *cumulative* final exam, which will assess student understanding of lecture material, activities, and media (video, audio, written) assigned for out-of-class study. More details about the final exam will be available as we near the end of the term.

All assigned textbook readings are fair game for exams, even material not covered in lecture.

GRADING BREAKDOWN	
ASSESSMENT TYPE	POINTS
1) Podcast Activities (5x)	10
2) Integration Worksheets (5x)	10
3) Individualized Engagement Portfolio	5
4) Integration Final Paper	20
5) Midterm Exam	40
6) Final Exam	60
Total	145

BONUS Oops! Token (1x)

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

- “Oops, I submitted my podcast activity after the deadline!”
 - If you use ***Oops!***, I’ll accept your submission with no penalty at any time before the final exam.
- “Oops, I submitted my integration worksheet after the deadline!”
 - If you use ***Oops!***, I’ll accept your submission with no penalty at any time before the final exam.
- “Oops, I didn’t document the required number of engagement events in my engagement portfolio”
 - If you use ***Oops!***, the requirement is now to document 2 events (instead of 5).
- “Oops, I missed the midterm exam!”
 - If you use ***Oops!***, your score on the final exam will count for both exams.
- “Oops, I missed the deadline for the integration final paper!”
 - If you use ***Oops!***, you’ll receive a 24-hour grace period.
- “Oops, it’s the end of the term and I don’t see any more HSP studies available!”
 - If you use ***Oops!***, you’ll receive 1 ‘free’ HSP credit.

To use the ***Oops Token!*** complete the Canvas survey to let us know how to apply your token.

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

EXTRA CREDIT: PARTICIPATION IN RESEARCH (HSP) (+3%)

Evaluating findings in social psychology requires a working knowledge of *epistemology*—how do we know what we know? One way to acquire this knowledge is to participate in psychological research. Students can receive up to 3% for participating in accredited psychology experiments at UBC (1% for each participation credit). As an alternative to participating in studies, students can complete writing projects, in which you read and summarize a research article. See the HSP website for detailed information including due dates and submission procedures for the writing projects. To take advantage of this extra credit and learning opportunity, see <https://ubc-psych.sona-systems.com>

GENERAL COURSE POLICIES:

Lecture Notes: I will record and post lecture audio covering class material. Lecture slides in .pdf form will also be posted on Canvas. Lecture slides are not meant to substitute for being in class.

Meetings: Meetings, either during office hours or scheduled via email, are the best way to discuss course material and questions. Please take advantage of my scheduled office hours and note that I am *happy* to schedule additional meetings if you are not able to meet during my office hours.

Late Policy: Because all activities are available well in advance of their due dates, late submissions receive a 25% penalty per day they are submitted late. I will remove the late penalty only in extreme circumstances or if you choose to use your *Oops! Token* as described above.

Psychology Department's Policy on Grade Scaling: In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 75% for an exceptionally strong class, 73 for an average class, 71% for a weak class with a standard deviation of 13 percentage points. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor, department, or school. Therefore, grades are *never* official until they appear on your academic record.

Note: A excellent discussion of the rationale for grade scaling by a UBC Psychology professor is available here: <https://www2.psych.ubc.ca/~schaller/scaling.htm>

Psychology Department's Policy on Academic Misconduct: Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at www.universitycounsel.ubc.ca/policies/policy69.html).

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

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email and we can coordinate a meeting (or not if you'd prefer to stick to email). I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information, visit www.earlyalert.ubc.ca

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

Healthy Lifestyles

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](#).

Diversity and Inclusion

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

COVID Safety: For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical or medical grade masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, free (see <https://covid19.ubc.ca/>). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus and the lower the impact of COVID-19 on all of us. If local infection rates are high, you'll likely see me wearing a mask and I have been keeping up-to-date on vaccinations.

If you're sick, it's important that you stay home. If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine: You can do a self-assessment for COVID symptoms here: <https://bc.thrive.health/covid19/en>

The marking scheme for this term is intended to provide flexibility so that we can prioritize your health and still be able to succeed:

- There are no "participation points" for in-class (e.g., clicker questions)
- If you miss the midterm exam, you are able to push the weight of the exam onto the final exam

If you do miss class because of illness:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes.
- Consult the class resources on Canvas. I will post slides, readings, recordings for most classes.
- Use the *Piazza* discussion forum for help! I try to reply on the forum frequently, and classmates are almost always available to help
- Come to office hours (some are on *Zoom*, so you can join from anywhere).

If you are sick on a midterm exam day, please email the instructor as soon as you are confident you should not come to the scheduled exam. If you do show up for an exam and you are clearly ill, we will make alternate arrangements with you.

If you are sick on a final exam day, do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Advising no later than 48 hours after the missed final exam/assignment. Students who are granted deferred standing write the final exam/assignment at a later date. Learn more and find the application online: <https://science.ubc.ca/students/advising/concession>

If I (the instructor) am sick: I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect

- I plan to post recorded videos with the content for the missed class
- I also plan to host extra office hours if I am unable to lecture

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Read</u>	<u>Due Dates</u>
1	Jan 5-11	Syllabus & Intro to Social	Ch. 1	Podcast 1: Sunday 1/11
2	Jan 12-18	Social Cognition & Research Methods	Ch. 2, 3	Integration 1: Sometime this week
3	Jan 19-25	Person Perception (Part 1)	Ch. 4	
4	Jan 26- Feb 1	Person Perception (Part 2) & Social Inference (Part 1)		Integration 2: Sometime this week Podcast 2: Sunday 2/1
5	Feb 2-8	Social Inference (Part 2) & the Self	Ch. 5	Podcast 3: Sunday 2/8
6	Feb 9-15	Attitudes, Attitude-Behavior Link, & Cognitive Dissonance	Ch. 6, 7	Integration 3
7	Feb 16-22	WINTER BREAK		
8	Feb 23- Mar 1	Midterm Exam (Wednesday) Replication Crisis	No reading	Podcast 4: Sunday 3/1
9	Mar 2-8	Conformity, Compliance, & Obedience	Ch. 8	Integration 4
10	Mar 9-15	Group Processes, Social Facilitation, & Loafing	Ch. 9	Podcast 5: Sunday 3/15
11	Mar 16-22	Altruism & Helping Behavior	Ch. 11	Integration 5
12	Mar 23-29	Attraction & Relationships	Ch. 10	
13	Mar 30- Apr 5	Stereotyping, Prejudice, & Discrimination (No class on Friday)	Ch. 13	Integration Final Paper: Friday 4/3
14	Apr 6-12	Wrapup (No class on Monday)		
-	FINAL EXAM: To be determined by UBC			

