

University of British Columbia  
 PSYC 308A Sec 004 – Social Psychology  
 Winter 2016/2017 Term 2  
 MWF 3 – 4 PM, SWNG 221





**Welcome to PSYC 308A!**

#ubcpsyc308



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**Teaching Assistants (and Turn-It-In IDs [TII IDs]):**

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Name: Jennifer Yip Office: Kenny 3413 Office hour: Mon 12 pm – 1 pm Email: jenniferyip@psych.ubc.ca		<table> <thead> <tr> <th>Students' last names:</th> <th>Assigned TA (TII ID)</th> </tr> </thead> <tbody> <tr> <td>A – J</td> <td>Choi (14318608)</td> </tr> <tr> <td>K – R</td> <td>Hur (14318587)</td> </tr> <tr> <td>S – Z</td> <td>Yip (14318584)</td> </tr> </tbody> </table>	Students' last names:	Assigned TA (TII ID)	A – J	Choi (14318608)	K – R	Hur (14318587)	S – Z	Yip (14318584)
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**Required materials:**

Jhangiani, R., & Tarry, H. (2014). *Principles of social psychology* (1<sup>st</sup> International Ed.). BC Campus OpenEd.

5 academic journal articles:

- Reading 1: Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466, 29. doi: 10.1038/466029a
- Reading 2: Gray, K., Jenkins, A. C., Heberlein, A. S., & Wegner, D. M. (2011). Distortions of mind perception in psychopathology. *Proceedings of the National Academy of Sciences of the United States of America*, 108(2), 477-479. doi: 10.1073/pnas.1015493108
- Reading 3: Hasher, L., Goldstein, D., & Toppino, T. (1977). Frequency and the conference of referential validity. *Journal of Verbal Learning and Verbal Behavior*, 16(1), 107-112. doi: 10.1016/S0022-5371(77)80012-1

Reading 4: Croft, A., & Schmader, T. (2012). The feedback withholding bias: Minority students do not receive critical feedback from evaluators concerned about appearing racist. *Journal of Experimental Social Psychology*, 48(5), 1139-1144. doi: 10.1016/j.jesp.2012.04.010

Reading 5: Cialdini, R. B. (2009). We have to break up. *Perspectives on Psychological Science*, 4(1), 5-6. doi: 10.1111/j.1745-6924.2009.01091.x

**Course website:** This class uses the Connect platform ([www.connect.ubc.ca](http://www.connect.ubc.ca)). Use your campus-wide login (CWL) to access Connect. There, you will find the electronic version of this syllabus, all lecture slides, assignment information, and extra resources that can help you succeed in this course. I also *strongly encourage* that you use the discussion board there to start some discussions!

**PSYC 308A and the Psychology program:** The prerequisite for PSYC 308A is both PSYC 101 AND PSYC 102. PSYC 308A is a core component of the Personality/Social stream for a psychology major. While not a degree requirement, it is a foundational course within that stream. Other courses in this stream include 305A (Personality) and 307 (Cultural).

### **What PSYC 308A is all about:**

The boring version: How does the real or imagined presence of others affect the ways in which we think, behave, and feel? (yawn)

The interesting version: You're at a party. The partygoers have broken off into different groups. Off in a corner, two lovers are busily taking a game of tonsil tennis into overtime. Suddenly, the police come to investigate a dead body in the bathroom; but no one claims to know anything. If you're a budding social psychologist, you might find yourself asking the following questions:

“How did those partygoers form their different groups?”

“What kind of romantic relationship do the lovers have with each other? And what does that mean for their future?”

“How will the police deal with the partygoers, and what implications does that have on how the partygoers will respond?” and

“Seriously. WTF is this class about?”

If you didn't ask these questions, that just means you're not a nerd; but by the end of this course, you will be (a nerd and asking those questions)!

**The purpose of this course** is to help you gain a better understanding of the numerous ways in which our behaviours are actually impacted by our environment, and not just as a manifestation of our personalities. We will equip you with the theories with which you can understand both your and others' thoughts and behaviours in a more scientific manner. As part of this learning process, this course will help you learn how to read and critique the primary sources of this field – journal articles in social psychology.

When this course ends, students successfully meeting the course requirements will be able to:

- Identify and explain social psychological explanations of human behaviour
- Apply social psychological theories to explain human behaviour and real-world issues
- Understand how social psychology is different from, similar to, and contributes to, other fields of studies
- Use the school's library resources to locate empirical journal articles
- Understand and critically analyse published empirical journal articles

### Assessments of learning:

- FunDay Fridays, FDFs (2 x 7.5%): One key goal of the course is to help you learn how to read and understand academic journal articles in social psychology. To do this, you will complete two 2-to-3-page assignments over the course of the term, in which you will summarise, critique, and expand on, readings 2 and 4. More information will be given in class. Due dates are **the dates for which the readings are assigned – submit both hard copy and Turn-It-In**. Late penalty = 10% per day, starting from the beginning of class.
- Midterms (2 x 26%): There will be two non-cumulative midterms throughout the course of the term. These exams will take place on **February 3** and **March 13**. Examinable material will include information from both lectures and textbook.
- Final (32%): The final exam will be cumulative of all materials covered throughout the term. The date and location of your final exam will be determined by the Office of the Registrar. Please check the Student Services Centre website for more details once the exam schedule has been released.
- Early Alert (1%): Students who are in need of help (counselling, financial, housing, etc.) may not seek the necessary services for help for various reasons, including lacking knowledge of appropriate services. This UBC initiative provides aid to these students as early as possible by allowing me to better connect such students to the relevant resources. Students can, thus, get the support they need before problems become too onerous. As a supporter of this initiative, I ask that you read the short blurb about it on the course's Connect website, and click on the checkbox to acknowledge that you have read it (which will give you the 1%). This means neither that you support this initiative, nor that you intend to use it, only that you have read it and understood what it is. Let me know if you have any questions or concerns. Due **February 15**.
- HSP (+3%): What's a better way to get some bonus marks than to contribute to science? Sign up for up to 3 hours' worth of studies in the UBC Department of Psychology after obtaining an account here: <http://ubc-psych.sona-systems.com>. Deadline for HSP credits is December 4. Alternatively, you may choose to write a 500-word summary on

specific journal articles. Each summary = 1%, and must be submitted along with the article **no later than 10 days before the end of classes**. Note that you may not write a summary on any of the journal articles we discuss in class. Full information, including submission guidelines, is provided here:

[http://psych.ubc.ca/files/2014/04/Info\\_for\\_Participants\\_2013\\_.docx](http://psych.ubc.ca/files/2014/04/Info_for_Participants_2013_.docx)

\*All written work for this course MUST be written *independently*. UBC subscribes to the Turn-It-In system, which compares submitted work to other sources on its database (including work submitted by your peers) to check for *potential* plagiarism. Plagiarism is a serious offense, and shall also be dealt with seriously. All written work must be submitted to Turn-It-In at <http://www.turnitin.com>. If you do not already have an account, please create one, join the appropriate section using the class ID next to your TA's name in the introduction above, and use the password **social308**.

HSP summaries are submitted elsewhere: ID = 13369088; assignment name = Library Option for HSP; password = **research**.

### Assessments of Learning – Summary:

Assessment of Learning	Points	Due Dates
FunDay Fridays (2 x 7.5%)	15%	Jan 27; Mar 29
Midterms (2 x 26%)	52%	Feb 3; Mar 13
Final exam	32%	TBA; Date set by registrar
Early Alert	1%	Feb 15
<b>Total</b>	<b>100%</b>	
HSP credits	+ 3%	Apr 8

### The social media experience:

What I want students to do is to take course material out of the classroom – see psychology live and breathe in their daily lives. To accomplish that, I encourage everyone to use the course hashtag **#ubcpsyc308** to tweet about how you see social psychology operating in real life. I will occasionally compile tweets from members of the class and discuss them in class.

### Classroom norms:

Use of class time: I will make good use of the 50 minutes allotted for the class to deliver the material to you. In return, I ask that you, also, be ready to learn and be engaged when class starts, and to wait until the full 50 minutes have ended before packing up to leave. Otherwise, it can be quite disruptive to others.

Classroom Activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some of them may

be silly, but they are intended to facilitate your learning. I will join you in not taking ourselves seriously for those moments. Act like kids, check our egos at the door, and have fun!

Also, I have not assigned an i>clicker to save everyone some money. In return, I ask that you actively participate in class.

Consideration for others: My role is to provide the best learning environment for you, to the best of my abilities. **I take this role very seriously.** It is up to you whether you will make use of the learning environment – a choice that I respect. It is not acceptable, however, that one's personal choice to not make use of the learning environment detracts from other people's learning experience. This includes gaming, watching movies, talking on the phone, Skyping, and making out. Please refrain from activities such as these that may be distracting to students around you.

### **Emailing:**

Logistics: While students take priority in my inbox, I am not always available to respond. I will try to answer within 24 hours.

Email content: The syllabus is usually a good source for answers to your questions. Also, students may miss a concept for a variety of reasons; but it is difficult and cumbersome to address such questions via email. For these reasons, please:

- Check the syllabus first for questions related to the course format
- Visit my office hours or the TFs' office hours if the question is going to elicit a lengthy response (> 5 sentences) – we would love to explain things to you in person!

### **The “?” Box:**

At the front of the class, you will see a small box with a “?” label. This is an opportunity to anonymously:

- Pose questions about materials that you find to be unclear
- Give feedback/make suggestions about my teaching

I will do my best to address these at the beginning of the following class. If I am not able to address it in class, talk to me and I can still address it to you privately.

### **Academic Concessions and Other Grading Concerns:**

Over the course of a term, students may experience various forms of distress, be they medical, emotional, psychological, or others, which may affect their performance. In such cases, it is imperative that you speak with me **before the exam time or assignment due date**. Under certain circumstances, you may be able to obtain academic concession from the Dean of your faculty. You **MUST** have documents supporting your claim (e.g. doctor's note). To ensure equity for all students, special accommodations cannot be made after an exam has been

written, or assignments have been submitted. Also, the weighting of each learning assessment cannot be changed.

### **Academic and Non-Academic Misconduct:**

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what academic misconduct means: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>. Evidence of academic misconduct may result in a “0” grade for the exam or assignment in question, and may prompt more severe punishment as the University deems appropriate.

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is also subject to similar punishment by the university. UBC has clear policies about what non-academic misconduct means: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>. Punishment for both types of misconduct may include, but is not limited to, a non-removable notation on the transcript, or suspension from the University.

More information about these issues, including annual reports of student discipline cases at UBC, can be found here: <http://universitycounsel.ubc.ca/discipline/>.

### **Department of Psychology’s Grading Policies:**

In the interest of promoting equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology has instated grading policies, with which all PSYC courses must comply. For 300/400 level psychology courses, the average final grades across all sections must fall within the range of 66-70%, with a standard deviation of 13%. Scaling *may* be done to bring the class average in accordance with this policy. The scaling may be done by the instructor, or by the Department. Thus, a student’s grade is not official until it appears on a student’s transcript.

### **Withdrawal Dates:**

If you wish to drop this course without a “W” (or “Withdrawal”) on your transcript, the deadline to do so is **January 17**. If you wish to drop this course with a “W” on you transcript, the deadline to do so is **February 10**. I will shed a tear for every student who drops.

### **Bagels with Ben:**

Does ANYONE like being in an environment that’s stuffy and overly academic? Probably not, and that’s one reason why people often get too intimidated to go to office hours. Every week, either on Thursday (11 am) or on Friday (4 pm), I’m going to be at the Niche Café by the Beaty Museum. I will bring Bagels, you bring whatever you want, and we’re just going to chat the time away. Everyone is welcome, but a group of 10-15 or so will be specifically invited each week! Your TAs might drop by on occasion.

## Class schedule\*

Wk	Date	Topics	Readings	Important Events
1	W Jan 4	Welcome and introduction	Syllabus	
	F Jan 6	Intro to social psychology	Chapter 1	
2	M Jan 9	Methodology		
	W Jan 11			
	F Jan 13		Reading 1	Bagels with Ben after class (G1)
3	M Jan 16	Social cognition	Chapter 2	<b>Last class before withdrawal without W (Jan 17)</b>
	W Jan 18			Bagels with Ben tomorrow (G2)
	F Jan 20			
4	M Jan 23	Perceiving others	Chapter 5	
	W Jan 25			
	F Jan 27		Reading 2	<b>FunDay Friday #1</b> Bagels with Ben after class (G3)
5	M Jan 30	The Self	Chapter 3	
	W Feb 1			Bagels with Ben tomorrow (G4)
	F Feb 3			<b>Midterm #1</b>
6	M Feb 6	Attitudes, Behaviour, and Persuasion	Chapter 4	
	W Feb 8			
	F Feb 10		Reading 3	<b>Final day to withdraw with W</b> Bagels with Ben after class (G5)
7	M Feb 13	<b>Family Day – University closed</b>		
	W Feb 15	Aggression	Chapter 9	<b>Early Alert due</b> Bagels with Ben tomorrow (G6)
	F Feb 17			
8	Feb 20 - 24	<b>Reading week</b>		
9	M Feb 27	Influencing and Conforming	Chapter 6	
	W Mar 1			
	F Mar 3			Bagels with Ben after class (G7)
10	M Mar 6	Working Groups	Chapter 10	
	W Mar 8			Bagels with Ben tomorrow (G8)
	F Mar 10			
11	M Mar 13			<b>Midterm #2</b>
	W Mar 15	Helping and Altruism	Chapter 8	
	F Mar 17			Bagels with Ben after class (G9)
12	M Mar 20	Liking and Loving	Chapter 7	
	W Mar 22			Bagels with Ben tomorrow (G10)
	F Mar 24			
13	M Mar 27	Stereotypes, Prejudice, and Discrimination	Chapter 11	
	W Mar 29		Reading 4	<b>FunDay Friday #2</b>
	F Mar 31	Social psych and the law	Special topic	Bagels with Ben after class (G11)
14	M Apr 3			Bagels with Ben tomorrow at 11 am (G12)
	W Apr 5	Wrap-up	Reading 5	

\*Changes may be necessary due to exigent circumstances; but all changes will be announced in class. If this is not possible (e.g. due to emergency school closures), an email announcement will be sent.