

UNIVERSITY OF BRITISH COLUMBIA OKANAGAN
PSYCHOLOGY 316 - SECTION 001
PSYCHOLOGY OF TOUCH II
2024 WINTER TERM 2

PSYO 316 (3) Psychology of Touch II

Focuses on the perceptual aspects of touch. Perception of texture and layout, development of haptic perception, intermodality relations between vision and touch, and tactile pictures.

Professor: Dr. Paul Gabias

Email: paul.gabias@ubc.ca

Office Hours: Fridays 11:30-12:30 or by appointment

About me: <https://youtu.be/EJ2xf1q8Ovw>

[Bobs & Lolo - All This Love \[Audio\] - Blue Skies](#)

[Bobs & Lolo - Connecting the Dots](#)

Course Overview and Objectives

To demonstrate through a research program of hypotheses, results, and theories of depiction, comparing blind and sighted children and adults that:

Elements of drawing such as the raised line, aligned raised dots, patterns of raised lines and patterns of aligned raised dots can effectively stand for one or many environmental features such as occluding edges, occluding bounds and assignment of foreground and background. The research program shows that, in outline drawings, through these elements of drawing, objects, scenes, events and emotions can effectively be depicted and understood by blind and sighted children and adults. The research program shows that, in outline drawings, depth, vantage point and metaphor can be effectively utilized and understood by blind and sighted children and adults.

Learning Outcomes

By the end of this course students should be able to reflect on the following question. What implications do the assumptions of haptic outline representation for blind people have on your professional development?

Required Material

Heller, M.A. (Ed.). (2000). Touch, Representation and Blindness. New York, NY: Oxford University Press. (Chapter 3)
(in Course Package)

Heller, M.A., & Ballesteros, S. (Eds.). (2006). Touch and Blindness. Hillsdale, NJ: Lawrence Erlbaum Associates. (Chapter 4) (in Course Package)

Heller, M.A., & Schiff, W. (Eds.). (1991). The Psychology of Touch. Hillsdale, NJ: Lawrence Erlbaum Associates. (Chapter 11) (in Course Package)

Schiff, W. & Foulke, E. (Eds.). (1982). Tactual Perception: A Sourcebook. New York, NY: Cambridge University Press. (Chapter 9) (in Course Package)

NOTE: Students can purchase the Loose-leaf course package from the UBC Bookstore <https://bookstore.ubc.ca/students/>.

Required Reading

Gibson, J. J. (1951). What is a form? Psychological Review, 58(6), 403–412. (on Canvas)

Canvas

To access Canvas, go to www.Canvas.ubc.ca. Click on the Login button and proceed with your login name and password. You will then be able to access the content of all of your courses that are available on Canvas. In order to ensure that you'll receive emails for the course from Canvas, you'll need to **add your email address to Canvas**. Please **do not** email me from Canvas, as I cannot respond and I do not receive them in my UBC mail. Only use paul.gabias@ubc.ca. You can also email my Assistant, Cheryl Ash at cheryl.ash@ubc.ca. I post supplementary material in the Readings and Videos Module.

Exam Procedures

Exams will be in class on canvas, and utilize **Respondus LockDown Browser** (integrated in Canvas) which is a special web browser application that prevents students from navigating away from Canvas and accessing other applications while taking online quizzes or exams. <https://lthub.ubc.ca/guides/lockdown-browser-student-guide/>

In order to engage fully with the course exams, students are required to have a laptop computer with the minimum technical requirements to support **Respondus LockDown Browser**.

****Please note that Chromebooks and tablets are not supported for Respondus Lockdown Browser (RLDB) at UBC. Apple Catalina OS** has some privacy settings that may block RLDB from properly running. Please see Accessing Online Courses <https://extendedlearning.ubc.ca/help-centre/online-learning/accessing-online-courses/computer-browser-requirements>.

Purpose of Lectures

The lectures are to be used to expand on the reading that you have already done. Please bring your textbook or relevant reading material to follow along with the lectures. Don't ask what material you should know. You should know it all with equal weight.

The purpose of the course is to compare and contrast fundamental principles about dimensions of touch and the research programs, which are given impetus by these principles and ideas. Applied perceptual aspects of touch will also be considered. The capacity of blind people to understand and produce raised outline drawings by touch will be discussed.

With respect to the material to be covered in this course, I will focus on material that is most likely to give students difficulty. As you can see by the schedule, each third of the course is separated by a test. Your reading and learning schedule should match the schedule indicated in this syllabus.

Tentative Schedule 2024 Winter Term 2

**** Scheduled class times; Mondays, Wednesdays and Fridays 10:00-11:00am Pacific Time.**

Week Date Chapters

| | | |
|----|---------------|--|
| 1 | 01/06 – 01/10 | Introductory Remarks; Gibson, What is a Form?; Schiff & Foulke Tactual Perception Chapter 9 – Haptic Pictures |
| 2 | 01/13 – 01/17 | Schiff & Foulke, Tactual Perception Chapter 9 – Haptic Pictures |
| 3 | 01/20 – 01/24 | Schiff & Foulke, Tactual Perception Chapter 9 – Haptic Pictures |
| 4 | 01/27 | Schiff & Foulke, Tactual Perception Chapter 9 – Haptic Pictures |
| 4 | 01/29 – 01/31 | Heller & Schiff, Psychology of Touch Chapter 11 – Tactile Pictures |
| 5 | 02/03 – 02/07 | Heller & Schiff, Psychology of Touch Chapter 11 – Tactile Pictures |
| 6 | 02/10 | Heller & Schiff, Psychology of Touch Chapter 11 – Tactile Pictures |
| 6 | 02/12 | Exam 1 – Schiff & Foulke, Chapter 9 & Heller & Schiff Chapter 11 |
| 6 | 02/14 | Heller & Schiff, Psychology of Touch Chapter 11 – Tactile Pictures |
| 7 | 02/17 – 02/21 | Family Day & Midterm Break – No Classes |
| 8 | 02/24 – 02/28 | Heller & Schiff, Psychology of Touch Chapter 11 – Tactile Pictures |
| 9 | 03/03 – 03/05 | Heller & Schiff, Psychology of Touch Chapter 11 – Tactile Pictures |
| 9 | 03/07 | Exam 2 – Heller & Schiff Chapter 11 |
| 10 | 03/10 – 03/14 | Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory |

| | | |
|-------|---------------|---|
| 11 | 03/17 – 03/21 | Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory |
| 12 | 03/24 – 03/28 | Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory |
| 13 | 03/31 – 04/04 | Heller & Ballesteros, Touch and Blindness Chapter 4 – Form, Projection and Pictures for the Blind |
| 14 | 04/07 | Heller & Ballesteros, Touch and Blindness Chapter 4 – Form, Projection and Pictures for the Blind |
| 15-17 | 04/11 - 04/26 | Final Exam Period: Schiff & Foulke Chapter 9, Heller & Schiff Chapter 11, Heller Chapter 3, and Heller & Ballesteros Chapter 4 |

Dates to Remember <https://okanagan.calendar.ubc.ca/dates-and-deadlines>

Learning Objectives and Outcomes by Chapter

Chapter 9 Haptic Pictures

After studying this chapter, you will be able to understand ...

- What is a haptic picture.
- Discouraging theories of major writers on haptics.
- Encouraging theories of writers on haptics from Katz and Gibson.
- Gibson's optic definition of a picture.
- A reappraisal of Gibson's theory of pictures that would be applicable to haptics.
- Practical work on haptic pictures.
- A program of research on haptic pictures including outlines, depth, movement and metaphor.

Learning Outcome: achieve the learning objectives.

Gibson What is a Form?

After studying this chapter, you will be able to understand ...

- Solid Form
- Surface Form
- Outline-form
- Pictorial form
- Plan-form
- Perspective-form
- Nonsense-form
- Plane geometrical form
- "Solid" geometrical form
- Projection. Projected form
- The problem of Form-Perception
- Perceiving surface-forms
- Perceiving objects mediated by pictures
- Visualizing geometrical forms
- Patterns and textures as distinguished from forms

Learning Outcome: achieve the learning objectives.

Chapter 11 Tactile Pictures

After studying this chapter, you will be able to understand ...

- Pictures are universals
- Visual outline shows what is tangible, not what is purely visible
- Outline accesses edges of surfaces, not just complete object shapes
- Theory of touch and depiction
- Projections of an object
- Metaphor and motion
- Contentious issues and speculation

Learning Outcome: achieve the learning objectives.

Chapter 3 Recognizing Outline Pictures via Touch: Alignment Theory

After studying this chapter, you will be able to understand ...

- Drawings by the blind
- Recognition of tactile pictures by the blind
- Levels of recognition
- Orientation of the picture surface
- Ecological theory of surfaces
- Depicting elements
- Processing models
- Processing channels
- Locations in the brain

Learning Outcome: achieve the learning objectives.

Chapter 4 Form, Projection and Pictures for the Blind

After studying this chapter, you will be able to understand ...

- Form and projection in Gaia's drawings
- Form and projection in Tracy's drawings
- Vantage points: line for occluding surface boundaries
- Directions: perceptual experience and cognitive code
- Dot groupings and surface edges
- Touch, dotted lines and edges
- From pressure and mobile posture to continuity of a surface
- Theory of continuity
- Shape and borders: open and closed sets
- Multipurpose areas

Learning Outcome: achieve the learning objectives

Evaluation

Important note: the dates, material covered, and weightings for all examinations are subject to change without notice. In this course, there will be three exams. The Final Exam is cumulative. In order to be fair to all students, Psychology courses adhere to the evaluation described on the course outline. Accordingly, requests for make-up tests, assignments, or other work to increase grades will not be supported unless specified on the course outline. In this course, the evaluation is as follows:

| | |
|-------------------------------------|------------|
| Exam I | 33% |
| Exam II | 28% |
| Exam III (Final exam period) | 39% |

Grading

According to the University of British Columbia Grading Scale

Mark-Grade Equivalents:

| Percent | Letter Grade | Definition |
|---------|--------------|---------------|
| 90-100 | A+ | First Class |
| 85-89 | A | |
| 80-84 | A- | |
| 76-79 | B+ | Second Class |
| 72-75 | B | |
| 68-71 | B- | |
| 64-67 | C+ | Third Class |
| 60-63 | C | |
| 55-59 | C- | |
| 50-54 | D | Marginal Pass |
| 0-49 | F | Failure |

Student Declaration and Responsibility

Upon registering, a student has initiated a contract with the University and is bound by the following declaration: "I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same."

The student declaration is important. It imposes obligations on students and affects rights and privileges including property rights. You must not enroll as a student at the University if you do not agree to become bound by the declaration above. **By agreeing to become a student, you make the declaration above and agree to be bound by it.**

For more information on the student declaration and responsibilities, see <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-rights-and-responsibilities/student-declaration-and-responsibility>

Senate Policies and Regulations on Examinations

Senate policies and regulations on examinations can be found in the online calendar at <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-assessment/examinations/senate-policy-examinations>

In particular, some students will be interested in the issue of what UBC calls examination hardships. An examination hardship is defined as three or more examinations scheduled within a 24-hour period. A student facing an examination hardship shall be given an examination date for the second examination causing hardship by the respective instructor or department. The student must notify the instructor of the second examination no later than one month prior to the examination date. For more regulations, please go to the Calendar webpage.

Missed Exams

There will be no make-up exams and no early exams. If you have to miss a midterm, and you work it out with me in advance, then I will reweight your exams. Otherwise, there will be no re-weighting of exams under any circumstances. Check the schedule for the final exam and make your travel plans accordingly. Mis-scheduled flights for vacations are not considered to be valid reasons for rescheduling examinations.

If you think your exam has been graded incorrectly, submit a written explanation by email to me. I will double check the grading and get back to you. Beyond that, please don't argue about your grades. It isn't that I am so hard-nosed, it's rather that I have a very strong sense of fairness and that means not caving in to the pushiest people while the people who play by the rules suffer.

All students who miss or plan to miss a regularly scheduled **FINAL** examination must discuss the issue with personnel in the Office of the Associate Dean, Associate Dean, Undergraduate Students in the Irving K. Barber Faculty of Arts & Social Sciences, fass.students.ubco@ubc.ca.

Attendance

You are expected to attend every class and to arrive on time. If you arrive late, please let me know who you are so that I know why the door is being opened and closed. Do not be afraid to interrupt me while I am talking.

In order to keep track of class attendance, iClicker attendance responses will be requested at random times during each class. Here is the link to get you iClicker set up: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>. Attendance will be taken and in order for it to count you have to be logged in on iClicker on your phone app or website for the duration of the class while being in the class.

You are responsible for reading, ahead of time, the material that is to be presented in each class. Absences from class will be noted and taken into account at the end of the semester. Poor attendance will adversely affect your grade. Good attendance and class participation will help your grade.

UBC regulations are that **regular attendance is expected** of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Because of this attendance requirement, I need to know who is in my classroom at all times. I need to know who is coming and who is going.

Because I am a blind professor, to fulfill this requirement, I must ask you to say your name when you are coming into the classroom, when you are leaving the classroom and when you have a question, once the class has begun. During the lecture, if you say your name when you have a question, instead of raising your hand, I will know two things: I will know who you are and that you have a question or a comment. Following these procedures will make your classroom experience more productive and more enjoyable.

Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. For more information see <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-rights-and-responsibilities/attendance>.

Rules of the Classroom

As a Blind Tenured Associate Professor of Psychology, who has been teaching several Psychology courses for over 38 years, I would like you to know about some conduct rules for my classroom that I have developed over the years. I like to know what is happening in my classroom. Therefore, I find anonymous comings and goings in the classroom disruptive. I would ask that you keep them at a minimum, if at all.

- **Washrooms:** From the exam invigilation information package for classroom examinations from Enrollment Services, the University states: “Before the exam, remind students to use the washroom. During the exam, only one student should leave the room at a time. If there are enough invigilators, have one accompany each student to the door of the washroom.” So, using the washroom is regulated during exams. During my classes, I do not intend to regulate washroom use by students, as it is during examinations. However, I would ask that students use the washroom before coming to class, in so far as this is possible. This practice will minimize unnecessary comings and goings during the classroom and it will ensure that you do not miss important information during the lectures.
- **Early departure:** If you have a planned early departure during a lecture, please let me know in advance by email. If you must absent yourself from the class while it is in progress, please state who you are, and that you have to leave and please state your name when you come back. You can say, for example: “Dr. Gabias, my name is Warren Beady or Clarissa Jones, and I have to leave for a moment, but I’ll be back, and I’ll let you know when I come back.”
- **Talking or whispering during lectures:** I encourage discussion during my lectures, provided that I know who is talking. This way I can direct the discussion appropriately. If I find that, during a lecture there is talking or whispering that is irrelevant to the class content, I will warn the class that this is inappropriate. If it continues, I reserve the right to stop lecturing until the talking or whispering ceases. If, after these measures have been taken, instances of talking or whispering persists during any given lecture, I will cancel the class until the next segment or the next class, depending on whether the designated break has occurred or not. Material that would have been covered during the cancelled class segment will only be available from your study material.

Copyright disclaimer

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to **Canvas**. All material uploaded to **Canvas** that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC’s library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff. Access to the **Canvas** course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.

Academic Integrity

The examinations in this course are all **closed-book**, so you are **NOT** permitted to access any of the course materials, including your notes, during the exam. You are also **NOT** to communicate with anyone about the exam – you are to work independently. Communication with other students (written, text, verbal, etc.) is not permitted. If you violate any of these conditions, you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section of this syllabus.

You are responsible for reading and understanding the appropriate policies contained in the calendar <https://www.calendar.ubc.ca/okanagan/>. This will provide you with a clear indication of the expectations regarding academic integrity. The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the policies and procedures, may be found at: <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct>. If you have any questions about how academic integrity applies to this course, please consult with your professor.

Learning Tools for the Classroom

I would ask you to bring your textbook or etext to each class. I will be using it as reference material to discuss chapter headings and subheadings, and chapter figures and tables. I will be referring to these items by page numbers. It will be important for you to be able to see these items as I discuss them.

Learning Support

The Student Learning Hub is your go-to resource for free learning support—now online and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success. Don't wait — successful learners access support early and often. For more information, visit <https://students.ok.ubc.ca/academic-success/learning-hub/> or contact learning.hub@ubc.ca

Library Support

Marjorie Mitchell is the subject liaison librarian for Psychology, and can support students in a variety of ways, including:

- **Course readings** – locating existing online readings
- **Course reserves** – [Library Online Course Reserves System](#) (LOCR)
- **Instruction** – Share online modules for Canvas related to the libraries resources, including searching our databases and journals, constructing literature reviews, citation management, etc.
- **Student meetings** – one-on-one with students that need extra support for research assignments.
marjorie.mitchell@ubc.ca | <https://library.ok.ubc.ca/>

Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214C).

UNC 214C 250.807.9263

Email: earllene.roberts@ubc.ca

Web: <http://students.ok.ubc.ca/drc/welcome.html>

Privacy Information Notice: Use of Glean software in class

During lectures, recordings may be made by a student with note-taking accommodation using Glean.co. These recordings utilize the device's microphone and/or content displayed on the screen and are exclusively for the student's personal use to support their accommodation. This service is provided by UBCO's Disability Resource Centre, and all users have agreed to UBC's terms for recording lectures.

Under Section 26 of the BC Freedom of Information and Protection of Privacy Act (FIPPA), UBC collects this information solely to facilitate note-taking accommodations. Glean, along with its third-party service providers, processes and stores data outside of Canada, primarily in the United Kingdom and the United States, adhering to its Privacy Policy.

For any inquiries or concerns regarding how this information is collected, used, or stored, please contact drc.questions@ubc.ca.

Blindness Resources

With the blind professor that you have, you also have the opportunity to learn about blindness. This blindness material is not required course material. However, it can be used for your own personal development. Below, are links relating to resources about blindness and blind people:

<https://nfb.org/resources/jacobus-tenbroek-library/collections/kernel-books>

<http://www.cfb.ca/publications/the-blind-canadian-magazine>

<https://nfb.org/resources/publications-and-media/braille-monitor>

Equity, Human Rights, Discrimination and Harassment

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds:

age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office or your administrative head of unit.

Psychology Equity Representative: Paul Gabias, Email paul.gabias@ubc.ca,

UBC Okanagan Equity Advisor: ph. 250-807-9291; Email equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca **Social Media:** www.facebook.com/ubcoequityoffice

UBC Okanagan Walk-In Well-Being Clinic

The Walk-In Well-Being clinic offers no-fee, brief, single-session psychological services. Sessions are led by a doctoral student in clinical psychology and supervised by a registered psychologist (UBCO Faculty member). Clinicians can provide support with stress management, sleep, self-care, depression, anxiety, interpersonal issues, substance misuse, coping with academic demands/stressors, and provide options for connecting to additional resources. Virtual or in-person sessions are available at the UBCO Psychology Clinic, located in ASC 167 with or without an appointment, on Tuesdays and Thursdays between 10 am and 3 pm from September to June, excluding campus closures. Phone: 250-807-8241 (ext. 1), Email: ipc.ok@ubc.ca, Web: <https://psych.ok.ubc.ca/psychology-clinic/walk-in-wellness/>

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 Email: healthwellness.okanagan@ubc.ca **Web:** <https://students.ok.ubc.ca/health-wellness/>

Services, supports and security measures that are currently in place and available on campus

- Run, Hide, Fight: https://youtu.be/_1oonK1fCU?si=FdOjJZdPGL6A3RFM
- **UBC Alert** university's mass notification system to send alerts in urgent situations that pose an immediate safety or security risk to the community. UBC Alert is only used in active and urgent situations that require your immediate attention.
- **Safe Walk Services** offer scheduled or spur of the moment drop-ins with volunteers to help make sure you can safely get to your car, the bus stop or wherever you need to go on campus.
- **UBC Safe** is the official safety app of UBCO. The app features emergency contacts, safety tips, personal safety tools, maps and more.
- The **Sexual Violence Prevention and Response Office** is centrally located on campus and is a confidential, non-judgemental place for those who have experienced, or been impacted by, any form of sexual or gender-based violence, harassment or harm, regardless of where or when it took place.
- This **campus map** denotes where all the Help Phones are located. Help Phones are in well-lit areas with active surveillance and allow you to connect immediately with Campus Security.
- The **Emergency First Response Team** is a group of student volunteers, organized under Campus Security, which supports a safe and secure campus community by providing 24/7 medical and advanced first aid care. This service supplements a centralized program through Campus Security.

SAFE WALK

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safe Walk at **250.807.8076**.*

For more information, see: www.security.ok.ubc.ca