

# BIOL 334 – Plants & People

## University of Victoria

Course Outline – Spring 2024

Tuesday/Wednesday/Friday | 8:30AM – 9:20AM Pacific Time (PT) | HSD A240

*I acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.*

Plants dominate the world and they dominate our cuisine. This course will explore how plants influence people to the point of dominating our lives, even our politics. The vegetables we push around our plates have strange histories. Stimulants have even stranger histories. You may very well ask yourself, “What is coming next?” Our relationship with plants is super-dynamic. Plants are freighted with symbolism. Some are buried deep in religion. Plants weave their way into our music and poetry, yet others are the target of derision and hatred, causing people to protest *en masse*. Food riots are always plant food riots. Famines are always due to mismanaged food supplies. And yes, plants can make us laugh, too. There will be lots to discuss. 😊



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## Course Details

### Instructor Name

Gerry Gourlay, LATHE, PhD (she/her)

I encourage you to please reach out and let me know what name you want to go by. I want to be respectful of what we all like to be called. For instance, my name is pronounced like “Jerry” (J-air-e) but is spelled with a “G”. It is not pronounced like Gary.

I may make mistakes in pronunciation or remembering preferred names, but I ask that you please gently remind me so that I can continue to learn and respect how we all want to be called. 😊

### Instructor Contact Information

[holmgera@uvic.ca](mailto:holmgera@uvic.ca) (e-mail to schedule any individual meetings or for student hours)

I aim to reply to all e-mails Monday – Friday between 8AM and 6PM Pacific Time. If a message is urgent, please include “Urgent” in the subject line.

My role in this course is to support your learning and engaging with plants and their relevance or relation to people and society. To accomplish this, I utilize two-way communication throughout the entire course meaning that I will communicate with you about upcoming deadlines, dates, changes, or any other relevant information for the course. In addition, I look forward to hearing from you about ways I can support you, assist you, or guide you throughout this course.

I am very much looking forward to exploring the world of plants and people together!

### Prerequisite

Minimum third year standing. If you are a biology major this is a reminder that *BIOL 334: Plants & People* is a science elective for everyone except biology majors for whom it is an elective (i.e., not a science elective).

### Course Philosophy

During this course we will address aspects of biology, evolution, and history of some common economic plants. At one level the course is roughly divided according to plant parts (e.g., flowers, stems, roots, seeds). At another level the course has elements of participation in the great outdoors of Finnerty Gardens as well as through online and face-to-face discussions (discussion forums and interactive lectures) that will provide you with opportunities to expand your knowledge of plants.

I am here to help you succeed and I encourage questions, reaching out to schedule one-on-one meetings (via Zoom, phone, or other platform) for additional support, or letting me know if something comes up. If you have feedback or additional suggestions around how the course is

organized and facilitated, I welcome you to reach out to me via e-mail or to schedule a one-on-one meeting to have these discussions. Your insights are appreciated and important for the overall success of our course and our learning community.

There will be a Q&A discussion forum on Brightspace for course related questions. This is a great way to connect with your peers, and to help and learn from one another. I encourage you to ask questions and to help other students by answering questions, if appropriate. Invite others to form a study group or to share study strategies they may be using for the course. I may also post questions and answers to individual inquiries received during class or via e-mail, anonymized and with consent, if the question will be helpful to other students.

Take advantage of student hours to talk to me if you have problems that cannot be addressed using the above channels. I am here to help. To help manage workload, it is recommended to review your notes and study regularly in lieu of postponing studying until only before a quiz.

Life can happen and it can happen to every one of us. If there is any situation arising that makes it difficult for you to be successful in this class, please come and talk to me. We can work together to find solutions! Should you need to miss a class for any reason or want to review materials, class materials will be available on Brightspace.

### Course Intended Learning Outcomes

By the end of this course, you will:

- recognize how people facilitated the migration of plants and its relevance to history.
- describe how plants and their products shaped history.
- explain the importance of plants in a country's economy.
- relate how plants are an intrinsic part of a culture.
- identify how the balance between plants and people is critical to maintaining and protecting the environment.
- develop communication and collaboration skills through discussions via forums and in-class activities.

### Student Hours

By appointment and generally on Zoom or Microsoft Teams. Please send me an e-mail ([holmgera@uvic.ca](mailto:holmgera@uvic.ca)) to arrange a meeting.

### Required Course Material

Levetin and McMahon—Plants and Society. Publisher: McGraw-Hill.

Seventh (2015), Eighth (2020), or Ninth (2024) edition is acceptable. Bookstore price for a new text is \$148.95 (9<sup>th</sup> Edition); bookstore price of the electronic version [180-day EPUB] is \$69.

## Teaching Methods

In general, I will utilize interactive tools throughout our classes ranging from short questions to pair work, to small group exercises. We will also have classes where we explore plants right on campus (e.g., Finnerty Gardens).

If there is a topic or plant that you do not see on the course outline ([linked here](#)), please reach out as I am very happy to see how we can adjust the schedule.

## Expected Time Commitment

Readings vary by week from none to a few chapters. Discussion forums on Brightspace may take one to two hours.

## Methods of Student Evaluation

Participation	10%
Quizzes (bi-weekly on Wednesdays; best 5 out of 6)	90%
Total	100%

**Participation (10%):** To get the most out of this class and to actively contribute to our classroom community, it is important to attend sessions, participate with questions or comments that are constructive to the lesson, and engage in class in a respectful manner. This includes working on in-class activities and other exercises either individually, in pairs, or in small groups and engaging with our discussion forums on Brightspace. Please do not hesitate to connect with me – I am here to help you succeed. It is important that we have as many of our learners as possible in our community so we can co-learn together, but if there is a different way in which you want to participate, please let me know. I am happy to work with each of you to create a supportive learning opportunity.

**Quizzes (90%):** All quizzes will be online and specific details for each quiz will be provided in advance of quiz dates. Information in readings is testable. For any class that has assigned readings, at least 20% of the questions on a quiz will be from the readings.

There will be six total quizzes and they will be scored as the best five out of six. That means, that if you do not take one quiz, not a problem – I recognize that the term gets busy, and everyone has a lot going on. However, for any subsequent quiz not taken beyond the first one, those quizzes will be scored as a 0 and contribute towards your overall course grade. If you expect to miss a quiz for any reason, please notify me and we will work out alternative arrangements. If you are not able to give prior notice, get in touch with me as soon as you are able.

If you do not have a device to write the quizzes, please connect with me the beginning of the course to guide you to resources available on campus (e.g., the '[Borrow a Laptop](#)' program from the library). Please arrange with the Centre for Accessible Learning ([CAL](#)) if you require any additional academic accommodations; it is important to abide to CAL's policies and timelines. All quizzes will be multiple choice and short answer questions to be completed individually.

**Final Exam:** There is neither a final exam nor a supplementary exam.

**UVic Grading Scale:** All grades at UVic are submitted as percentiles, which is how it will appear on the academic transcript. Percentiles above 0.5% will be rounded up.

Grade Conversion	A+: 90 – 100%	A: 85 – 89.5%	A-: 80 – 84.5%
	B+: 77 – 79.5%	B: 73 – 76.5%	B-: 70 – 72.5%
	C+: 65 – 69.5%	C: 60 – 64.5%	D: 50 – 59.5%
	F < 49.5%		

## Important Dates in Spring 2024 Term

<b><u>Date (Day of Week)</u></b>	<b><u>Key information about important date</u></b>
January 8 (Monday)	First day of classes
January 21 (Sunday)	Last day for 100% reduction of fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
January 24 (Wednesday)	Last day for adding courses
January 31 (Wednesday)	Last day for paying fees without financial penalty.
February 11 (Sunday)	Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for this course dropped after this date.
February 19 (Monday)	Family Day Holiday (University closed)
February 19-23 (Monday – Friday)	Reading Break (no classes)
February 29 (Thursday)	Last day for withdrawing from this course without penalty of failure.
March 29 (Friday)	Good Friday – no class
April 1 (Monday)	Easter Monday – no class
April 8 (Monday)	Last day of classes
April 11 (Thursday)	Exam period begins
April 26 (Friday)	Exam period ends

## Tentative Class Schedule<sup>1</sup>

Legend: T = Tuesday, W = Wednesday, F = Friday

Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
1	1	T   January 9, 2024	Introduction 😊	None
	2	W   January 10, 2024	Potato	<p>7<sup>th</sup> edition: Chapter 14 (everything except cassava, taro, Jerusalem artichoke, and <i>A Closer Look</i> 14.2) &amp; since this is the first in the “rooted” section, please read pgs. 34-36 (Ch. 3) on root structure</p> <p>8<sup>th</sup> edition: Chapter 14 (everything except cassava, taro, Jerusalem artichoke, and <i>A Closer Look</i> 14.2) &amp; since this is the first in the “rooted” section, please read pgs. 35-37 (Ch. 3) on root structure</p> <p>9<sup>th</sup> edition: Chapter 14 (everything except cassava, taro, Jerusalem artichoke, and <i>A Closer Look</i> 14.2) &amp; since this is the first in the “rooted” section, please read pgs. 35-38 (Ch.3; not <i>A Closer Look</i> 3.1: Studying Ancient Tree Rings – pgs. 37-38) on root structure</p>
	3	F   January 12, 2024	Tulips	<p>7<sup>th</sup> edition: pgs. 71-72 (Ch. 5; <i>A Closer Look</i> 5.1: Mad About Tulips)</p> <p>8<sup>th</sup> edition: pgs. 71-72 (Ch. 5; <i>A Closer Look</i> 5.1: Mad About Tulips)</p> <p>9<sup>th</sup> edition: pgs. 71-72 (Ch. 5; <i>A Closer Look</i> 5.1: Mad About Tulips)</p>
2	4	T   January 16, 2024	Botanical Barriers	None

<sup>1</sup> Please note that this schedule is tentative for topic structure. Any changes to the schedule will be communicated to all students in advance. We will also do a deep dive looking at the schedule on our first class.

<sup>2</sup> Information in readings is testable. For any class that has assigned readings, at least 20% of the questions on a quiz will be from the readings.

Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
2	Quiz	W   January 17, 2024	Quiz #1	None
	5	F   January 19, 2024	Sugar	<p>7<sup>th</sup> edition: pgs. 53-54 (Ch. 4; <i>A Closer Look</i> 4.2: Sugar and Slavery); pg. 277 (Ch. 16; The High Price of Chocolate); pg. 303 (Ch. 18; The Cotton Gin); pg. 302 (Ch. 18; Table 18.2: Slavery and Cotton Production in the South) &amp; since this is the first lecture on stems, please read pgs. 33-34 (Ch. 3) on stem structure</p> <p>8<sup>th</sup> edition: pgs. 53-54 (Ch. 5; <i>A Closer Look</i> 4.2: Sugar and Slavery); pgs. 286-287 (Ch. 16; The High Price of Chocolate); pgs. 313-314 (Ch. 18; The Cotton Gin); pg. 314 (Ch. 18; Table 18.2: Slavery and Cotton Production in the South) &amp; since this is the first lecture on stems, please read pgs. 33-34 (Ch. 3) on stem structure</p> <p>9<sup>th</sup> edition: pgs. 53-54 (Ch. 5; <i>A Closer Look</i> 4.2: Sugar and Slavery); pgs. 290-291 (Ch. 16; The High Price of Chocolate); pgs. 317-318 (Ch. 18; The Cotton Gin); pg. 318 (Ch. 18; Table 18.2: Slavery and Cotton Production in the South from 1790 to 1860) &amp; since this is the first lecture on stems, please read pgs. 33-34 (Ch. 3) on stem structure</p>
3	6	T   January 23, 2024	Dendrochronology	<p>7<sup>th</sup> edition: pgs. 36-37 (Ch. 3; <i>A Closer Look</i> 3.1: Studying Ancient Tree Rings)</p> <p>8<sup>th</sup> edition: pgs. 37-38 (Ch. 3; <i>A Closer Look</i> 3.1: Studying Ancient Tree Rings)</p> <p>9<sup>th</sup> edition: pgs. 37-38 (Ch. 3; <i>A Closer Look</i> 3.1: Studying Ancient Tree Rings)</p>



Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
	7	W   January 24, 2024	Rubber & Honey	<p>7<sup>th</sup> edition: pgs. 80-81 (Ch. 5), 384 (Ch. 21), 490-491 (Ch. 26)</p> <p>8<sup>th</sup> edition: pgs. 81 (Ch. 5), 398 (Ch. 21), 508-509 (Ch. 26)</p> <p>9<sup>th</sup> edition: pgs. 81-83 (Ch. 5; not <i>A Closer Look</i> 5.3: Alluring Scents), 402 (Ch. 21; Latex Allergy), 505-509 (Ch. 26; Crops of the Desert), 514-515 (Ch. 26; <i>A Closer Look</i> 26.2: Buying Time for the Rain Forest – just up to the first paragraph on pg. 515)</p>
3	8	F   January 26, 2024	Tobacco	<p>7<sup>th</sup> edition: pgs. 357-367 (Ch. 20) &amp; since this is the first lecture on leaves, please read pgs. 36-40 (Ch. 3) on leaf structure</p> <p>8<sup>th</sup> edition: pgs. 370-374 (Ch. 20) &amp; since this is the first lecture on leaves, please read pgs. 37-41 (Ch. 3) on leaf structure</p> <p>9<sup>th</sup> edition: pgs. 374-378 (Ch. 20) &amp; since this is the first lecture on leaves, please read pgs. 38-41 (Ch. 3) on leaf structure</p>
4	9	T   January 30, 2024	Psychoactive Plants	For all three editions: Chapter 20
	Quiz	W   January 31, 2024	Quiz #2	None
	10	F   February 2, 2024	Marijuana	For all three editions: Chapter 20

Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
5	11	T   February 6, 2024	Gardens – History	7 <sup>th</sup> edition: this is the first lecture on flowers, please read pgs. 70-74 (Ch. 5) on floral structure  8 <sup>th</sup> edition: this is the first lecture on flowers, please read pgs. 70-74 (Ch. 5) on floral structure  9 <sup>th</sup> edition: this is the first lecture on flowers, please read pgs. 70-74 (Ch. 5) on floral structure
	12	W   February 7, 2024	Finnerty Gardens	None
	13	F   February 9, 2024	Student-Led Discussions	None
6	14	T   February 13, 2024	Chocolate	7 <sup>th</sup> edition: Chapter 16  8 <sup>th</sup> edition: Chapter 16  9 <sup>th</sup> edition: pgs. 287-291 (in Chapter 16)
	Quiz	W   February 14, 2024	Quiz #3	None
	--	F   February 16, 2024	Catch-Up & Review	None
7	February 19 – 23, 2024   Reading Break   No classes ☺			

Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
8	15	T   February 27, 2024	Citrus Fruit	<p>7<sup>th</sup> edition: pgs. 94-96 (Ch. 6) &amp; since this is the first lecture on fruit, please read pgs. 85-86 (Ch. 6) on fruiting structures</p> <p>8<sup>th</sup> edition: pgs. 95-97 (Ch. 6) &amp; since this is the first lecture on fruit, please read pgs. 86-87 (Ch. 6) on fruiting structures</p> <p>9<sup>th</sup> edition: pgs. 95-97 (Ch. 6; Oranges and Grapefruits) &amp; since this is the first lecture on fruit, please read pgs. 86-87 (Ch. 6) on fruiting structures</p>
	16	W   February 28, 2024	Pineapple & Avocado	<p>7<sup>th</sup> edition: pgs. 85-86 (Ch. 6)</p> <p>8<sup>th</sup> edition: pgs. 86-87 (Ch. 6)</p> <p>9<sup>th</sup> edition: pgs. 86-87 (Ch. 6)</p>
	17	F   March 1, 2024	Olive Oil	None
9	18	T   March 5, 2024	Tomatoes & Peppers	<p>7<sup>th</sup> edition: pgs. 89-93 (Ch. 6; not <i>A Closer Look</i> 6.1), 287-289 (Ch. 17)</p> <p>8<sup>th</sup> edition: pgs. 88-94 (Ch. 6; not <i>A Closer Look</i> 6.1), 297-299 (Ch. 17)</p> <p>9<sup>th</sup> edition: pgs. 88-94 (Ch. 6; not <i>A Closer Look</i> 6.1), 301-303 (Ch. 17)</p>
	Quiz	W   March 6, 2024	Quiz #4	None
	19	F   March 8, 2024	Wine	<p>7<sup>th</sup> edition: pgs. 432-439 (Ch. 24)</p> <p>8<sup>th</sup> edition: pgs. 447-454 (Ch. 24)</p> <p>9<sup>th</sup> edition: pgs. 451-458 (Ch. 24)</p>

Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
10	20	T   March 12, 2024	Vodka	<p>7<sup>th</sup> edition: pgs. 442-449 (Ch. 24; including <i>A Closer Look</i> 24.2: Alcohol and Health, but not Fungi as Food) &amp; since this is the first lecture on seeds, please read pgs. 87-88 (Ch. 6) on seed structures</p> <p>8<sup>th</sup> edition: pgs. 457-465 (Ch. 24; including <i>A Closer Look</i> 24.2: Alcohol and Health, but not Fungi as Food) &amp; since this is the first lecture on seeds, please read pgs. 88-89 (Ch. 6) on seed structures</p> <p>9<sup>th</sup> edition: pgs. 461-469 (Ch. 24; including <i>A Closer Look</i> 24.2: Alcohol and Health, but not Fungi as Food) &amp; since this is the first lecture on seeds, please read pgs. 88-89 (Ch. 6) on seed structures</p>
	21	W   March 13, 2024	Gin & Beer	<p>7<sup>th</sup> edition: pgs. 439-441 (Ch. 24)</p> <p>8<sup>th</sup> edition: pgs. 454-457 (Ch. 24)</p> <p>9<sup>th</sup> edition: pgs. 458-461 (Ch. 24)</p>
	22	F   March 15, 2024	Student-Led Discussions	None
11	23	T   March 19, 2024	Poisonous Plants	For all three editions: Chapter 21
	Quiz	W   March 20, 2024	Quiz #5	None
	24	F   March 22, 2024	Cotton	<p>7<sup>th</sup> edition: pgs. 302-305 (Ch. 18)</p> <p>8<sup>th</sup> edition: pgs. 312-315 (Ch. 18)</p> <p>9<sup>th</sup> edition: pgs. 316-319 (Ch. 18)</p>

Week Number	Class Number	Day & Date	Topic Quiz	Plants & Society (Chapter # or pgs.) <sup>2</sup>
12	25	T   March 26, 2024	Orchids	7 <sup>th</sup> edition: pgs. 289-290 (Ch. 17; Vanilla) 8 <sup>th</sup> edition: pgs. 299-300 (Ch. 17; Vanilla) 9 <sup>th</sup> edition: pgs. 303-304 (Ch. 17; Vanilla)
	26	W   March 27, 2024	Tea, Coffee, & Hot Beverages	For all three editions: Chapter 16
	F   March 29, 2024   Good Friday – no class ☺			
13	27	T   April 2, 2024	Finnerty Gardens (Sunflower - backup)	7 <sup>th</sup> edition: Figure 1.3 (Ch. 1) 8 <sup>th</sup> edition: Figure 1.3 (Ch. 1) 9 <sup>th</sup> edition: Figure 1.3 (pg. 7; Ch. 1)
	Quiz	W   April 3, 2024	Quiz #6	None
	28	F   April 5, 2024	Student-Led Discussions	None

## Academic Policies & Regulations

### Academic Calendar

You can review the [Undergraduate Academic Calendar](#) for any relevant policies and procedures.

### Academic Integrity

Adhering to academic regulations set as set out by the University, including [standards of academic integrity](#), is an important part of being a university student and a professional. Violations of academic integrity (e.g., cheating and plagiarism) are considered serious and may result in significant penalties. You can [review the University's policy on academic integrity here](#). All quizzes must be completed individually and not with a friend, or classmate, or a group. Please do not share any information about the quizzes with others.

### Academic Concession Regulation & Guidelines

Life happens, I get that. Please talk with me before we get to the point of needing an academic concession – I want to help you succeed. You can review [academic concessions & accommodations here](#) including a friendly [Frequently Asked Questions \(FAQ\)](#).

### Centre for Accessible Learning

The [Centre for Accessible Learning \(CAL\)](#) works with faculty and students to promote educational accessibility for students with disabilities and chronic health conditions. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please release any accommodation letters *a minimum of seven days in advance of an assessment for accommodations to be applied* and to meet with me about specific concerns, if needed.

### Emergency Information

You can find and access [useful resources for emergency information](#) on and around the University campus.

### Fair Dealings

All course materials (including but not limited to lecture slides, recordings, exam questions, and in-class activities) are made pursuant to the [Fair Dealing Guidelines](#) of the University, library database licenses, and other university licenses and policies. These materials are made available by your instructor for educational purposes and for the exclusive use of students registered in our class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Sharing course content (such as including but not limited to lecture slides, recordings, exam questions, and in-class activities) through note-sharing sites or other means violates UVic's policy on academic integrity. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#).

## Indigenous Academic & Community Engagement (IACE)

Indigenous UVic students have [access to many sources of support on campus](#) including a centrally located First Peoples House. Before, during and after your time at UVic, you are encouraged to explore programs and services available to you, such as [Indigenous counselling services](#) and the [Elders in Residence](#), as well as non-academic programs that may be of interest to you.

[Elders' Voices](#) - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students and other university community members in Indigenous ways of knowing and being.

## Learn Anywhere

[Learn Anywhere](#) is UVic's student portal with a full range of student and academic support services including:

- [Centre for Academic Communication](#) (CAC)
- [Library](#)
- [Computer Help Desk](#)

Learn Anywhere also provides extensive information and student support for online technology. This portal also includes great resources like [Academic Coaching & Learning Strategies](#) through the CAC that offers no-fee academic learning supports for all students.

## Mental Health

The semester can be stressful and I encourage you to take care of yourself throughout the term as best you can. There are many supports out there to assist you. Engaging in self-care and maintaining a healthy lifestyle this term can help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The source of symptoms might be related to your course work; if so, please speak with me.

However, problems with other parts of your life can also contribute to stress and the UVic [Student Wellness Centre](#) provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being. Student Wellness also provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. They offer free professional, confidential, inclusive support to currently registered UVic students.

In addition to providing both face to face and online mental health resources through the Student Wellness Centre, a 24/7 phone & online student mental health resource and support program ([Support Connect](#)) is available for all UVic students & their dependents, no matter where you are located, at any time.

### Online Conduct

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources, and course-related communication platforms, you are engaging in a university activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca).

### Sexualized Violence Prevention & Response

UVic takes sexualized violence seriously. We encourage students to learn more about how the university defines sexualized violence and its overall approach. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please [contact the sexualized violence resource office in Equity and Human Rights \(EQHR\)](#). If you want to take part in the important prevention work taking place on campus, you can also contact the sexualized violence resource office in EQHR, Sedgewick C119, Phone: 250.721.8021, e-mail: [svpcordinator@uvic.ca](mailto:svpcordinator@uvic.ca).

### University of Victoria Students' Society (UVSS)

The UVSS is a social justice based non-profit run by students for students and is entirely separate from UVic. As an undergrad student, you are already a member! The UVSS works on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. The UVSS funds clubs and course unions and have several advocacy groups. The UVSS also has a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. The UVSS is here to support you, so please reach out and [visit their website!](#)