

Stereotyping, Prejudice, and Discrimination PSYC 387 A01 ()

Fall 2026: September-December

Territory Acknowledgement



We acknowledge and respect the Lək'wəŋən (Songhees and X̱wsep̓əm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

When and Where is Class?



When? Mondays and Thursdays at 10:00am-11:20am

Where?

Note: Recordings will not be made in this course except for the first day of class. The first class may be recorded and posted in Brightspace to allow students who are not able to attend to watch later. Please note that this recording is not guaranteed, and glitches may occur that prevent the recording from being possible or diminish the quality of the recording. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recordings, please contact privacyinfo@uvic.ca.

Meet Your Teaching Team



Professor	Name: Dr. Maria Iankilevitch (she/her) Email: Office/Student Hours: Drop-in Wednesdays at 1:30-2:30pm in Additional times by appointment in or online
Teaching Assistant	Name: Sabrina Francescangeli (she/her) Email: Office/Student Hours: Email Sabrina to schedule a one-on-one appointment



Note that office hours will be available during the following dates: September 10th-December 3rd. Office hours will not be available during holidays or Reading Break.

Prerequisites

Prerequisites for PSYC 300A:

1. PSYC 201 Research Methods in Psychology
2. PSYC 231 Introduction to Social Psychology



Course Description



This course examines social psychological theories and research in the study of stereotyping, prejudice, and discrimination. We will learn about theoretical frameworks and methods for researching intergroup relations, how prejudice and discrimination impact members of targeted groups, and how we can reduce stereotyping, prejudice, and discrimination and improving intergroup relations. We will learn about various social groups, i.e., racism, sexism, etc. We will consider the perceivers' and targets' perspectives and apply course concepts to the real world.

Class structure: Each week will include 2 lectures where we will focus on course content. Class discussions and interactive engagement will be an important component during class time. Please note that students are expected to attend lectures and that lecture slides are not an adequate substitute for attending lectures.



Learning Goals

By the end of the course, students will...	
Understand 	Explain the various theoretical approaches covered in the course to the study of stereotyping, prejudice, and discrimination. Identify and interpret the research methods and results used in relevant articles.
Apply 	Apply course material to real-world experiences and events.
Analyze 	Examine, compare, and contrast different types of theoretical and methodological approaches.
Evaluate 	Evaluate the quality of research methods used in the study of stereotyping, prejudice, and discrimination, and suggest improvements for research in this area. Identify common cultural biases and ideologies that inform the existing research.
Communicate 	Engage in constructive discussions with the class on sensitive topics. Communicate your ideas in oral, written, visual, and other creative ways to various audiences. Actively listen to and consider others' perspectives.

Course Resources and Required Materials



There is no textbook required for this course. Empirical research will be used instead. Assigned readings are listed on page 9 of this syllabus. You can access the necessary readings either via the UVic library or via the URL link provided. The assigned readings should be completed prior to attending lecture and will help you become comfortable with reading, understanding, and interpreting peer-reviewed research articles.



The course website is **Brightspace** and can be found at <https://bright.uvic.ca> where all course-related information will be posted. You will need to complete the [Course Orientation, Syllabus, and Other Resources Module](#) prior to beginning the course to familiarize yourselves with the course. In general, the easiest way to find your way around the course's Brightspace page is to go to Course Home at the top left of the screen. On this page, you will find modules for all course components. By visiting the site using this method, this will ensure that you will find all relevant materials for each part of the course. Other methods of using the site may lead to missed materials.

You will also have the option of using other free sites such as <https://piktochart.com/> or <https://canva.com>.



You will need to check your University of Victoria email account **daily** for relevant updates. These can be personal emails or class-wide announcements.

What to Bring to Class to be Prepared



Lecture slides will generally be posted on Brightspace before classes, and it is highly recommended to bring them to class.

Notebook/paper and writing implements, even if you bring a laptop as well. We will occasionally take time for you to work on a problem in class so we can take it up after.

Laptop, tablet, or smart phone to access course readings or other relevant links are recommended but not required.

Behavioural Expectations



The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members and so am I. If you have any concerns regarding activities that are intrinsic to PSYC 387, please see me in the first week of the term.

Respect for Diversity: It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our course deadlines conflict with your religious events, please let me know so that we can make arrangements for you.

Course Communication and Support



As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, the professor will send out announcements to the class with answers to common questions. Below are different ways that you can find information and get support in this course:

1. Check Brightspace (i.e., syllabus, course announcements, lectures, etc.)
2. Students are welcome to ask questions during lectures by raising their hand.
3. Students may speak to the professor during class time (i.e., before class and after class if times allows).
4. Students are welcome to study with fellow classmates and/or ask them questions.
5. For shorter clarification questions, students can email the professor or the TA.
6. For longer questions to the TA (e.g., clarification on assessments graded by the TA), students can email questions to the TA or can set up one-on-one meetings with the TA.
7. For longer questions to the professor (e.g., clarification on assessments that Dr. Iankilevitch graded) or questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), students should email the professor and can set up a one-on-one meeting if needed.



Emails: When communicating via email please adhere to the following protocols:

- Students can expect an email response within 48 hours not including weekends (if you email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, please send a follow-up email.
- Please consult the course outline, other handouts, and the course website before submitting inquiries by email.
- If you are setting up a meeting via email, please include a variety of dates and times that would work for you in your email and allow a few days for us to get back to you.
- In the subject line indicate the course code, section number, and the topic of your email (e.g., PSYC387 01 Topic 2 Question).
- Emails to the professor/TA should come from your UVic email account. This is because emails from other accounts sometimes end up in Junk and therefore might be missed.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the professor, the TA, and your fellow students.



The big picture: Ultimately, **you are not alone** in this course and the teaching team is here to support you! All you need to do is take advantage of the many resources available! We look forward to interacting with you all!

Course Assessments

Assessment	Due Date	Grader	Weight
Lecture Participation	Throughout the semester in class	Prof	10% (16 x .625%)
Reflection Assignments	Throughout the semester at 11:59pm	TA	36% (4 x 9%)
Quizzes	Throughout the semester at 11:59pm	Brightspace	24% (6 x 4%)
Current Times Discussion Board	Open from September 10 th to October 18 th at 11:59pm	Prof	10%
Real-World Response	Due at the Interventions Fair + on Brightspace on the same date	Prof & TA	20%

Lecture Participation: 10% of final grade

Students will be placed into groups on the first day of class. Throughout the semester, students will work with their groups on various in-class activities. These activities are a great way to review course concepts, discuss concepts from various lenses to consider different perspectives, and apply course material to real-world experiences. When used effectively, class activities can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. In addition, attending the guest lecture in person will count as one of the lecture participation days regardless of whether you actively participate that day or not (there will be a sign in sheet if no activity is available during that lecture). If you have concerns about your group, speak to Dr. Iankilevitch as it is possible to change groups or to combine groups together as needed.

We will employ many of the principles of talking circles in these groups: when one person shares, the rest are listening; students respect each others' time; everyone in the group has an opportunity to speak; group members are extremely respectful of each other as individuals and what they share. When done successfully, talking circles encourage respect among people, collaborative learning, productive discussions, and a sense of community. For more information on talking circles, visit:

<http://firstnationspedagogy.ca/circletalks.html>.

To earn full marks for participation, students need to participate in 16/19 days (i.e., approximately 84% of days) that have a lecture participation activity (including the guest lecture). Therefore, each participation day is worth 0.625% of the final grade. All class days will include an activity. Given that the level of participation required to receive maximum points is set at 16/19 of classes that have activities to allow you to occasionally miss a class, there are no opportunities to make up lecture participation.

Reflection assignments: 36% of final grade

There will be reflection assignments due at 11:59pm throughout the semester. The reflection assignments will be based on information learned in class and in relevant readings. The reflection assignments will vary in terms of their size and scope; therefore, some reflection assignments will be shorter and some will take more time. The reflection assignments should take about 2-5 hours each, however this is just an estimate, and some reflection assignments may take more or less time. There will be a total of 4 writing-based reflection assignments and 3 creative works available, however you will only need to complete 3 writing-based assignments and 1 creative work. [continued on next page]

Below are the options you have for completing the reflection assignments:

WRITING-BASED	CREATIVE WORKS
Complete three from the list below	Complete one from the list below
Topic 2: due October 2	Topic 6: due October 30
Topic 3: due October 9	Topic 7: due November 2
Topics 4 & 5: due October 16	Topic 8: due November 6
Topic 9: due November 13	

Each reflection assignment is worth 9% of the final grade. The top 3 writing-based reflection assignments (9% x 3) and the top 1 creative works reflection assignment (9% x 1) will count towards your final grade. For the creative work, you have the option of creating an infographic, a comic, or a TikTok video/Instagram reel. Your work must be original and cannot be a copy of something that already exists. Your work also cannot be generated by another person and cannot be generated by any sort of technology (such as artificial intelligence). There will also be limits to the length of each reflection assignment. **We will only assess what is within the limits indicated** (e.g., word limit, page length, video length). Late reflection assignments will not be accepted and will earn an automatic 0 unless a late ticket is used or an extension is agreed upon prior to the deadline.

Quizzes: 24% of final grade

The goal of quizzes is to encourage students to review course concepts and to gauge students' understanding of course concepts. There will be 7 quizzes over the term. Each quiz will include 10 questions and will be 10 minutes long. Students can attempt each quiz up to two times while it is open and the final grade for any quiz will be the highest score of the attempts. Quizzes must be completed individually (i.e., students cannot work collaboratively on quizzes) and are closed book (i.e., students should not be looking at their notes during quizzes and therefore should study prior to taking attempting a quiz).

Given that answer keys are published soon after each quiz is due, there is no possibility for extensions or make-ups. That being said, students may have an off day sometimes or can't complete a quiz occasionally. Therefore, the lowest score will be dropped and only the 6 best scores will count towards your grade. Therefore, each quiz is worth 4% of the final grade. In addition, if you do not complete at least 3 different quizzes, you will earn an "N" in this course.

Quiz Due Dates	
Quiz 1 on Topic 1 & 2 due September 28	Quiz 5 on Topic 7 due November 12
Quiz 2 on Topic 3 due October 5	Quiz 6 on Topic 8 & 9 due November 16
Quiz 3 on Topic 4 & 5 due October 13	Quiz 7 on Topic 10 due November 30
Quiz 4 on Topic 6 due October 26	

Current Times Discussion Board: 10% of final grade

Intergroup relations are constantly evolving, and this is certainly the case now. You may have noticed that some groups are coming together during this time while other groups are becoming more divided. These types of changes are interesting to think about in terms of how they may impact intergroup relations in the short-term and in the long-term. The goal of the Current Times discussion board is for us to contemplate these changes throughout our course. This discussion board can also be helpful in selecting a relevant real-world incident for the final assignment, that is, for the Real-World Response. Full instructions on creating posts and replies can be found in the Current Times discussion board.

The minimum requirement for the discussion board is to post a **minimum** of one original post and one reply between September 10th and October 18th. If you complete this minimum requirement and do it relatively well, you may earn up to a maximum grade of 70%. To be considered for a higher grade, you need greater engagement with the discussion board by creating more posts and/or replies throughout the

semester. The goal is to create an ongoing discussion; therefore, you are encouraged to create multiple posts on different dates. This means that multiple original posts or multiple replies made on the same day will not be considered as consistent engagement throughout the semester and will not yield a higher grade. There is no limit to the number of posts you can create in the discussion board throughout the time period specified. Late posts in the discussion board will not be accepted (unless a late ticket is used or an extension is agreed upon prior to the deadline) given that the goal is for students to be continuously engaged. Keep in mind that the guidelines and deadline outlined here are a bare minimum.

Real-World Response: 20% of final grade

Despite progress in equality over the past few decades, there are continuing incidences of conflict between social groups that involve stereotyping, prejudice, and discrimination. For your real-world response, you will apply theories and research to understanding a real-life event/phenomenon and to creating a real-world response for the event/phenomenon that is intended for a non-academic audience. You can complete this assignment either individually or with a partner. Detailed instructions for the real-world response will be posted on Brightspace, however, below is an important overview of this final assignment.

To begin, you will select one incident/series of incidents & provide a news article that discusses these events. You will then consider relevant theories to explain this phenomenon. This will involve using theories learned in class and conducting your own research (minimum 5 credible sources not including studies learned in class that need to be from 2022-present). Finally, you will prepare a “real-world response” for a specific, non-expert audience that might benefit from your analysis. This could take the form of a website, online petition, brochure, blog, and so on. Your work must be original and cannot be a copy of something that already exists. Accessible language and at least one visual aid is expected. You will present your real-world response at the Interventions Fair which will be held on four different days during regular lecture hours. Note that the Interventions Fair will be held in a different room than our usual classroom. You will only attend one of the Interventions Fair days. On the day that you attend, you will present your real-world response as well as attend others’ presentations at the Fair. Details for the Interventions Fair will be posted on Brightspace.

An original real-world response is required for the successful completion of this course. If you do not complete the Real-World Response final assignment, you will earn an “N” in this course.

Questions about the Completed Grading?

After receiving your grade, the first step is to carefully read the feedback provided. If you have questions after reading the feedback, please contact the person who graded your work (see page 4 for who grades which assessment). If the TA graded your work, the first step is to speak to them. If, after speaking with them, you believe that there was an error in grading given the rubric for that assessment, you can request a regrade from the professor. The professor will grade the assignment fully and the professor’s grade will be the final grade for that assessment. This grade may be higher, the same, or lower than what you originally had.

Course Completion Requirements

Students who have completed the following elements will be considered to have completed the course:

- **Complete at least three different Quizzes**
- **Complete the Real-World Response**

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the [University’s policy on academic concessions](#), “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Late Tickets

Every now and then there may be something that prevents students from submitting work by the deadline. Therefore, for this course, every student has two late tickets of 24 hours each that they can use towards the **Reflection Assignments** or the **Current Times Discussion Board**. You can use one late ticket on two different deadlines or two late tickets (i.e., a total of 48 hours) on one deadline. To use a late ticket, you will indicate which deadline you are extending and by how much (24 hours or 48 hours) on [Survey Monkey](#). You must complete the Survey Monkey upon submitting your work. You do not need to ask me (Dr. Iankilevitch) or the TA if you can use your two late tickets. Therefore, please do not email me or the TA when using a late ticket – we will check your responses on Survey Monkey.

In-Course Extension Requests

If you miss a deadline due to unforeseen circumstances, such as illness or accident, and the extension needed is beyond what is already covered by the late tickets above, you must fill out an In-Course Extension Form and send it to Dr. Iankilevitch within 3 days (i.e., 72 hours) of the due date. Travel plans and personal inconveniences (e.g., family visits, work schedule conflicts, multiple assignments due at the same time, etc.) are not considered acceptable reasons for an extension and will not be accommodated.

The link to the form is: https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/forms/uvic_undergraduate_request_for_in-course_extension.pdf.

Accessibility Considerations

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Course Feedback



You may submit feedback anonymously about the course at any time throughout the semester by completing a brief feedback form, which can be found on the [Feedback about the Course](#) link in the “Course Orientation, Syllabus, and Other Resources” module on Brightspace. You may submit feedback as many times as you would like to throughout the course. This is a way to keep in touch with the professor and share with her either:

- Difficulties that may arise with the comprehension of the subject matter;
- Insights on the various topics and critical reflections;
- Positive experiences that you are having in the course and that you would like to see continue;
- Any other feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. As such, the professor will make sure to read all feedback submitted by students weekly. However, it may be impossible to reply to and incorporate all of the feedback received. The professor will follow up on the more impactful or important pieces of feedback by anonymously sharing them with the entire class at the start of the following lecture. This will be a way to address recurring concerns or to come back on the previous week's content. Your comments are important and appreciated, and you can (and should) always communicate directly with the professor or the TA should you feel that you require immediate attention.

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	READINGS
SECTION 1: THEORETICAL APPROACHES			
1	Thurs Sept 10	Topic 1: Course Introduction	Cherry, 2020 (note: click on link in reference list on page 9)
	Mon Sept 14	Topic 1: Course Introduction	
2	Thurs Sept 17	Topic 2: Sociocultural Approach	Crandall et al., 2002 (studies 1-3 & general discussion)
	Mon Sept 21	Topic 2: Sociocultural Approach	
3	Thurs Sept 24	Topic 3: Cognitive Approach	Macrae et al., 1994
	Mon Sept 28	Topic 3: Cognitive Approach Topic 4: Motivational Theories & Stereotype Content	Tajfel, 1970 (note: this is Topic 4 reading)
4	Thurs Oct 1	Topic 4: Motivational Theories & Stereotype Content	Landry et al., 2026
	Mon Oct 5	Topic 5: Dehumanization	
SECTION 2: TARGET GROUPS			
5	Thurs Oct 8	Topic 6: Racism Part 1	Zou & Cheryan, 2017
	Mon Oct 12	NO CLASS: THANKSGIVING DAY	
6	Thurs Oct 15	Topic 6: Racism Part 2 (asynchronous online recorded lecture + independent activity)	
	Mon Oct 19	Topic 6: Racism Part 3	
7	Thurs Oct 22	Topic 7: Sexism & Heteronormativity	Broussard & Warner, 2019
	Mon Oct 26	Topic 7: Gender & Transphobia	
8	Thurs Oct 29	Topic 8: OPEN	No Readings
	Mon Nov 2	Topic 9: Intersecting Identities	Petsko et al., 2022
9	Thurs Nov 5	Topic 9: Intersecting Identities	
SETION 3: IMPROVING INTERGROUP RELATIONS			
9	Mon Nov 9	NO CLASS: READING BREAK	No Readings
10	Thurs Nov 12	Topic 10: Improving Intergroup Relations Part 1	
	Mon Nov 16	Topic 10: Improving Intergroup Relations Part 2	
11	Thurs Nov 19	Topic 10: Improving Intergroup Relations Part 3	
	Mon Nov 23	Interventions Fair Day 1 in COR A228	
12	Thurs Nov 26	Interventions Fair Day 2 in MAC D101	
	Mon Nov 30	Interventions Fair Day 3 in COR A228	
13	Thurs Dec 3	Interventions Fair Day 4 in MAC D101	
	Mon Dec 7	Interventions Fair Day 5 in COR A228	

September 22 is the last day to drop the course for 100% reduction of tuition fees

September 25 is the last day to add courses

October 13 is the last day to drop the course for 50% reduction of tuition fees

October 31 is the last day to withdraw from the course without penalty of failure

Note: The course readings can be found in the Course Reserves on Brightspace.

References

- Broussard, K. A., & Warner, R. H. (2018). Gender nonconformity is perceived differently for cisgender and transgender targets. *Sex Roles: A Journal of Research*, 80(7-8), 409–428. <https://doi.org/10.1007/s11199-018-0947-z>
- Cherry, K. (2026). Tips for reading psychology journal articles. Verywell Mind. <https://www.verywellmind.com/how-to-read-and-understand-a-psychology-journal-article-2795709>
- Crandall, C. S., Eshleman, A., & O'Brien, L. (2002). Social norms and the expression and suppression of prejudice: The struggle for internalization. *Journal of Personality and Social Psychology*, 82, 359-378. <https://doi.org/10.1037/0022-3514.82.3.359>
- Landry, A. P., Ghezae, I., Abou-Ismaïl, R., Spooner, S., August, R. J., Mair, C., Ragnhildstveit, A., Van den Noortgate, W., Gelfand, M. J., & Seli, P. (2026). The Uniquely Powerful Impact of Explicit, Blatant Dehumanization on Support for Intergroup Violence. *Journal of Personality and Social Psychology*, 130(6), 1147–1166. <https://doi.org/10.1037/pspi0000492>
- Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology*, 66, 37-47. <https://doi.org/10.1037/0022-3514.66.1.37>
- Petsko, C. D., Rosette, A. S., & Bodenhausen, G. V. (2022). Through the looking glass: A lens-based account of intersectional stereotyping. *Journal of Personality and Social Psychology*, 123(4), 763-787. <https://doi.org/10.1037/pspi0000382>
- Tajfel, H. (1970). Experiments in Intergroup Discrimination. *Scientific American*, 223, 96 – 102. <https://asfranthompson.files.wordpress.com/2011/11/tajfel-1970-experiments-in-intergroup-discrimination.pdf>
- Zou, L. X. & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112, 696-717. <https://doi.org/10.1037/pspa0000080>

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

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, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. 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). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133

Phone: 250 721 8021

Email: eqhr01@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Fall Session 2026

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as [accessible as possible](#). If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

[Attendance is important](#). Students who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. 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

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. 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. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://sel.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

¹ Syllabi belong to the department through which the course is administered.

Ombudsperson and Academic Concerns

From the course calendar: *Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you have an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to adhere to the [Senate Policy on Academic Integrity](#).

As per the student academic integrity [website](#):

“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members of an intellectual community. As such, it’s expected that we’ll adhere to ethical values in all our learning, teaching, and research.”

This policy is in place to ensure that students’ work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not another person or a Content Generator. There are proper procedures for [citing the works of others](#). The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor or Content Generator.** The use of an Editor or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission without Prior Permission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Work, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors can take actions to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for

alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2026.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The student academic integrity website: <https://www.uvic.ca/students/academics/academic-integrity/>
2. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites **ARE NOT** exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for [Academic Concessions](#)

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, Indigenous cultural or community obligations, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is

denied, an N grade will be entered on the student's academic record.

- **What to do if you require additional time to complete course requirements beyond the normal term.**

Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at

<https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Code of Conduct

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

Student Support Services

[UVic LEARN](#) is the student support portal for a full range of student academic and support services.

Other resources for students include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Student Wellness Centre](#), [Indigenous Student Services](#), [Library](#), [Community Engaged Learning](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom.

Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

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! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

[Fall session – first term \(September – December\)](#)

Wednesday, September 9 th	First term classes begin for all faculties
Tuesday, September 22 nd	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 25 th	Last day for adding courses that begin in the first term
Wednesday, September 30 th	Last day for paying first term fees without penalty
Wednesday, September 30 th	University Closed (National Day for Truth and Reconciliation)

Monday, October 12 th	University Closed (Thanksgiving Day)
Tuesday, October 13 th	Last day for 50% reduction of tuition fees for standard courses
Saturday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
November 9 th - 11 th	Reading Break for all faculties
Wednesday, November 11 th	University Closed (Remembrance Day)
Monday, December 7 th	Last day of classes in first term for all faculties
Monday, December 7 th	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Thursday, December 10 th	First term examinations begin for all faculties
Wednesday, December 23 rd	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

Add and drop dates for standard 2026-2027 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 9	Dec 7	Sep 22	Sep 25	Oct 13	Oct 31
Second term	Jan 6	Apr 7	Jan 19	Jan 22	Feb 9	Feb 28