

PSYC 431B – A01 Social Cognition (13064)

Fall 2026: September-December

Territory Acknowledgement



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



When and Where is Class?

I look forward to seeing you in class. Check Brightspace for when and where the class takes place.

Meet Your Professor

Check Brightspace for information about your Professor.

Prerequisites

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- Completed PSYC300A (Statistical Methods in Psychology I).
- Completed 2 of the following: PSYC330 (Personality), PSYC375 (Interpersonal Relationships), PSYC385 (Motivation, Emotion, and Well-Being), PSYC386 (Cultural Psychology), and PSYC387 (Stereotyping, Prejudice, and Discrimination).

Prerequisite or Corequisite:

- Completed or concurrently enrolled in PSYC300B (Statistical Methods in Psychology II).

What Will This Class Look Like?



Format: Given that this is a seminar course, there will be very-little-to-no lecturing. Instead, class time will largely involve class discussions, demonstrations, activities, and presentations. This course is designed to be a collaborative learning experience. We will be exploring and discovering what evidence exists in the literature and creating further knowledge together. Therefore, it is especially important that you participate actively during class. You are encouraged to bring your knowledge from additional readings, other courses, and insights from personal experiences into this course.

Content: This course brings together two major psychological fields: social psychology and cognitive psychology. In particular, we will explore social psychological concepts involving questions about how people make sense of themselves and the world around them. This course will have four sections: connecting Indigenous ways of knowing to social cognition, thinking about others, thinking about the self and others, and thinking about the self. We will explore concepts such as person perception, sense of oneself, relationships, emotion, persuasion, motivation, and other social psychological principles through social cognitive lenses.

Note: As this is a seminar course, there will be no recordings made in this course.



Intended Learning Outcomes

By the end of the course, students will...	
Understand 	Correctly explain major theoretical models in research on social cognition covered in class. Correctly summarize the research question, methodology, results, and implications after reading research articles.
Apply 	Identify real-world examples and counterexamples associated with the research findings in the readings. Conduct a thorough literature review on a topic of their choosing.
Analyze 	Critically examine, compare, and contrast major theoretical models and different ways of knowing included in the course. Organize and lead one class discussion for an in-depth analysis of research for the topic that class.
Evaluate 	Identify what is missing in past research when discussing research presented in articles. Create questions about others' research during in-class discussions and thought papers.
Create 	Propose novel research questions, research methodology, and/or community intervention projects throughout the course in written (e.g., thought papers, proposal) and oral (e.g., discussions, presentations) formats.
Communicate 	Convey complex arguments, ideas, and research findings in oral, written, and visual formats. Create an appealing and clear way to communicate information.

Course Resources and Required Materials



You will need to bring a computer/tablet with your course work and with Internet access to class.

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



There is no textbook required for this course given that this is a seminar course. Instead, readings will consist of empirical articles and other sources created by accredited organizations (e.g., APA). You are expected to read the assigned readings before each class. References for the readings are available on the last pages of this document. You can find the readings online using the University of Victoria library system. Please contact the course instructor if a reading is unavailable through the University of Victoria library system. Please note that one of the learning goals for this course is to be able to conduct a thorough literature review. This includes being able to find scientific research via the University of Victoria library system. Finding the course readings independently is a necessary first step to learning how to conduct a literature review. Feel free to consult a member of the library staff if you have further questions about how to conduct a literature search.



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 431B, 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. Below are different ways that you can find information and get support in this course:

1. The answer to most of your general questions can be found in the resources available on Brightspace or during class time. Feel free to ask the professor questions during class time.
2. For shorter questions outside of class time, you are welcome to email the professor.
3. For longer questions (e.g., clarification on assessments that The Professor graded) or questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), you can schedule a one-on-one meeting with the professor by emailing her.
4. You and your group are strongly encouraged to set up a meeting with the professor for consultation one week prior to facilitating the class discussion.



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

- You 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, I might not see your email in time to send a helpful reply). If I 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.
- In the subject line indicate the course code, course section, and the topic of your email (e.g., PSYC431B proposal question).
- Emails to the professor 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 and with your fellow students.



Office Hours/Student Hours: The office/student hours are a great way to ask your course related questions that require more in-depth conversation face-to-face. You are welcome to schedule individual or group meetings with me. You are also welcome to visit office/student hours for advice on finding resources for health and wellness, discussing career options after graduation, or other personal questions you may have. While I am not a counselor or an academic advisor, I am happy to share my experiences with you and provide resources where you can find answers to your questions.



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

Course Assessments

Component	Due Date	Weight
Participation	Throughout the semester during class time	15%
Class Facilitation	Every student will lead a class discussion once during class time	20%
Feedback to Facilitators	By the end of the day for classes when students lead class facilitation	10%
Thought Papers	3 thought papers due throughout the semester	15% (5% each)
Final Assignment: Final Paper	RQ or POS: October 5 th in class	20%
	1 st Draft: November 4 th in class	
	Peer Review & Response: November 4 th -5 th in class	
	Final: November 23 rd in class or online	
Final Assignment: Proposal Presentation	Beginning on November 25 th	20%

Participation: 15% of final grade

Given that this is a seminar-style course (i.e., not a lecture class), the course is highly interactive and relational in nature. Your active participation and engagement in activities throughout the course is essential not only to your personal success, but to everyone's learning experience. This will involve a mix of collaborative activities (e.g., discussions) and individual exercises (e.g., individual reflections). Class time is an opportunity to deepen knowledge in the relevant content, hone relevant professional skills, ask questions, build class community, and engage in thoughtful and dynamic reflections and activities that allow for more nuanced, evidence-based, and applied understanding of social cognition. Therefore, attendance and participation in every class in this course is a crucial part of the course.

Your participation grade will include the following:

- Participation will be based largely on your active participation in in-class discussion (in groups and/or class-wide). Given that this is a seminar-style course, your attendance and engagement in the course will inform your participation grade. Furthermore, it is crucial that your participation be respectful and professional.
- During Section 1 of the course, actively participating in creating a few presentation slides (e.g., in PowerPoint) that educate about First Peoples Principles of Learning (FPPL) as well as comparing, contrasting, and linking this approach to Western approaches to the study of Social Cognition. You will create these slides in groups and present them to a few students in the course in a Jigsaw Classroom exercise. You will also hear presentations from other students about this. You will need to bring a laptop/tablet with Internet access to class to complete this multi-day Section 1 learning activity. This is good practice for your class facilitation and proposal presentation. The Professor will provide more information about this activity.

Attendance and Absences: To succeed in this course, consistent attendance and active participation in class activities is crucial. However, extenuating circumstances may arise that make it difficult to attend every class. If you are experiencing an extenuating circumstance such as serious illness or emergency and cannot attend a class, please contact the Professor right away. Given the nature of this course, missed classes will not be automatically excused, therefore, it is important to keep timely and open communication with me. Note that travel plans and personal inconveniences (e.g., multiple assignments due at the same time, volunteer or work scheduling conflicts, family visits) and the like are not acceptable reasons to be excused from coming to class. Furthermore, if you miss a class, I encourage you to obtain the missed material from a classmate and I encourage everyone in this class to help each other out when a classmate asks for your help.

Important: Given the very long waitlist for this course, students registered for the course are required to attend the first three classes of the course or they will be dropped from the course to allow the next person on the waitlist to register for the course.

Class Facilitation: 20% of final grade

Throughout the semester, students will lead class discussions either alone, in pairs, or in a group of three. You should work with your group members in advance to prepare to facilitate the class discussion. Presenters are encouraged to meet with The Professor as a group the week prior to your presentation for feedback. The more you have prepared, the more The Professor can help you in your preparations. The Professor will let you know when we will pick dates for class facilitation – you should come to class prepared with your calendar and preferred dates.

The class discussions you will lead will have the following format (note that times are approximate):

- **10 minutes:** Present a summary of the readings for that week. You will summarize the main points of the readings at the start of the class prior to discussions. For these presentations, you can include in-class demonstrations and activities, display findings visually, present multimedia, use PowerPoint slides, and so on. This is good practice for your proposal presentation.
- **20 minutes:** The class will get into groups of 3-6 students and discuss two questions (one per reading) to begin a discussion of the readings. As the facilitator, you will display these two questions for students to see (e.g., via PowerPoint). You will also post **at least** two questions you plan to include in the class discussion on the [Class Discussion Preparation discussion board](#) two days prior to your class facilitation day. This will give everyone in the course time to prepare a few thoughts prior to class time. During this time, the facilitator will have time to debrief with The Professor and to take a break.
- **20 minutes:** All groups will come together for a class-wide discussion beginning with the two questions the facilitator posed. The facilitator will lead the class discussion. Importantly, the discussion will focus on one question at a time so that the class can digest one topic at a time. To help the discussion along, the facilitator can also play devil's advocate and present alternative points of view to be considered by the class. The facilitator should be prepared for silences in the discussions with additional questions, topics, or ideas to engage the class (i.e., back pocket questions if needed). Please note that it is best to prepare extra material rather than less material.

Feedback to Facilitators: 10% of final grade

Providing and receiving feedback is an important part of learning and community building. Therefore, each week that students facilitate a class discussion, the students attending class (or attendees) will provide some feedback for the class facilitators. Each attendee will provide feedback for one class facilitator only. In the feedback, attendees will write one point they commend the presenter for and one point they recommend for the class facilitator. The feedback should be targeted towards specific behaviour done by the class facilitator during the presentation and should avoid any mention of the class facilitator's character. The goal is for everyone to work together towards providing helpful insights on the class facilitation.

You will provide feedback by the end of the day (11:59pm PT) on the day of the class facilitation using [Survey Monkey](#). You will need to provide feedback for at least 8 of the 12 class facilitation days. This will account for if you need to miss a class for illness or other emergencies or if you forget to provide feedback on a particular week. As such, late feedback will not be accepted and will count as a missed day (unless a late ticket is used). You will not provide feedback to facilitators during the week that you facilitate the class discussion. You will not be given weekly assessments of your feedback. Instead, you can assume that the content of your feedback is fine and that you are earning full credit for the content of the feedback unless told otherwise. If there are issues with the feedback that you are providing, I (The Professor) will contact you.

The class facilitator will then receive the gifts of feedback from their classmates. It is up to the class facilitator to read the feedback with an open mind. In addition, the class facilitator should compare the feedback that they receive with the class notes on effective presentations and evaluate the quality of the feedback for themselves. As is true in the real world, there may be some feedback that is misleading or counter to what is discussed as being effective for presentations.

Thought Papers: 15% of final grade

Every student will submit three thought papers (worth 5% each). Thought papers are due on the day the topic is discussed in class at the end of the day (i.e., 11:59pm PT). You will sign up to your three thought paper weeks in class. The Professor will let you know when we will be doing these sign-ups – you should come to class prepared with your calendar and preferred dates. You will write one thought paper during section 2, one thought paper during section 3, and one thought paper during section 4. Late thought papers 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). Thought papers should include the following:

- Thought papers should be a maximum of 1 page long, double-spaced, and follow APA 7 format.
- Thought papers should be about the topic discussed in class that day and relate to the readings for that particular day. Thought papers should **not** be summaries of the reading. Instead, thought papers should include **one of the following two options**:
 1. Explore a potential new research question that has not yet appeared in the paper or in class discussions. The thought paper should present a novel research question, indicate why it is important to examine this research question, and briefly propose how to test the research question.
 2. Explore a potential new community intervention to help mitigate an aspect of the issues/topics discussed in readings. The thought paper should present a novel project idea (i.e., intervention), indicate in what ways this project would address the main social issue as well as the implications/bigger benefits would be to the target community, and briefly describe how to execute the community intervention.
- Higher quality thought papers develop one idea in detail rather than list many possible avenues for future research/community interventions.
- Thought papers can address only part of the class's readings or integrate various big ideas in the readings assigned for that day.

Final Assignment:

For your final assignment, you will create one research proposal and communicate it in two ways: first as a final paper and then as a proposal presentation. You can complete the final assignment either independently or with a partner. The Final Assignment including both the Final Paper and the Proposal Presentation is an essential component of the course, therefore, failure to complete this will result in an "N" in the course.

Final Paper (20% of final grade)

The first goal of the final paper is to create a proposal for a funding agency for your specific purpose (original research project or program proposal) in written format. The second goal is to conduct a literature review. The third goal is to engage in critical thinking about the strength of a proposal, writing, logical flow, and argumentation by providing feedback to your peers on their draft proposal. The fourth goal is to experience the peer review process by providing feedback, receiving feedback, and reflecting on and revising your work. The final paper will include the following:

- The final paper has four deadlines.
 - You will share your research question (RQ) or project objectives statement (POS) in class on October 5th for feedback.
 - You will bring the first completed draft of your final paper to class on November 4th.
 - You will exchange drafts during class with your classmates and provide feedback for each other on November 4th.
 - You will respond to feedback that you received from peers. We will begin working on this in class on November 4th and 5th.
 - Finally, you will have until November 23rd at 11:59pm PT to submit your final revised paper. Along with the final paper, you will submit your first draft, the feedback you received from peers, and your response to feedback you received. You can submit all of the documents either printed in person during class time or online on Brightspace.
- Instructions for the final paper will be available on Brightspace.

- This is an essential component of the course, therefore, if you do not submit the final paper, you will earn an “N” in this course.

Proposal Presentation (20% of final grade)

The first goal of the proposal presentation is to independently conduct a literature review and propose an original project idea in an oral presentation. The second goal of the proposal presentation is to engage critically with other people’s presentations by actively listening to and asking questions about their presentations. The third goal of the proposal presentation is to engage with the audience by answering questions that you receive about your presentation. Overall, the presentation is a great way to share what you have learned and created with your classmates and is an opportunity to learn from each other! We will spend the last two weeks of the semester watching and engaging with the proposal presentations, which will begin on November 25th. Presenters will first present their proposal. For this presentation, you will include PowerPoint slides. You will present the project you proposed in your final paper in 5-6 minutes. The presentation should summarize what is in your final paper in an engaging manner. The class will then spend a few minutes asking presenters questions about their proposal and the presenters will respond to questions.

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 thought papers, the feedback to facilitators, or the submission of the final paper (March 21st). 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 (The Professor) if you can use your two late tickets. Therefore, please do not email me when using a late ticket – I will check your responses on Survey Monkey.

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 Completion Requirements

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

- **Submit the Final Paper**
- **Present the Proposal Presentation**

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.

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	READINGS
1	Weds Sept 9	WELCOME, INTRODUCTION TO COURSE, ORGANIZATIONAL MEETINGS WHAT IS SOCIAL COGNITION?	1
	Thu Sept 10		
	Mon Sept 14		
2	Weds Sept 16		
	Thurs Sept 17		
	Mon Sept 21		
3	Weds Sept 23	Bring laptop/tablet & schedule on Mon Sept 14/Weds Sept 16 to sign up for dates	
Section 1: Connecting Indigenous Ways of Knowing to Social Cognition			
3	Thurs Sept 24	Exploring First Peoples Principles of Learning 1 – Bring Laptop/Tablet to Class	2
	Mon Sept 28	Exploring First Peoples Principles of Learning 2 – Bring Laptop/Tablet to Class	
4	Weds Sept 30	PPT DUE & SHARE IN CLASS – Bring Laptop/Tablet to Class	
	Thurs Oct 1	How to Create a RQ/POS	
	Mon Oct 5	RQ/POS SHARE IN CLASS	
5	Weds Oct 7	How to Create a Proposal – Bring Laptop/Tablet to Class	
Section 2: Thinking About Others			
5	Thurs Oct 8	Thinking about Others: Person Perception	3, 4
	Mon Oct 12	NO CLASS: THANKSGIVING DAY	
6	Weds Oct 14	Thinking about Others: Attributions, Biases, and Memory in the Legal System	5, 6
	Thurs Oct 15	NO CLASS: THE PROFESSOR AWAY AT CONFERENCE	
	Mon Oct 19	Thinking about Others: Trustworthiness	7, 8
7	Weds Oct 21	Thinking about Others: Morality, Transgressions, and Forgiveness	9, 10
Section 3: Thinking about the Self and Others			
7	Thurs Oct 22	Thinking about the Self and Others: Intergroup Contact	11, 12
	Mon Oct 26	Thinking about the Self and Others: Romantic Relationships	13, 14
8	Weds Oct 28	Thinking about the Self and Others: Self-Other Discrepancy	15, 16
	Thurs Oct 29	Thinking about the Self and Others: Persuasion	17, 18
	Mon Nov 2	Thinking about the Self and Others: Interacting with Artificial Intelligence	19, 20
9	Weds Nov 4	1st DRAFT OF PAPER DUE – Bring Printed 1 st Draft to Class	
	Thurs Nov 5	PEER REVIEW DUE	
	Mon Nov 9	NO CLASS: READING BREAK	
10	Weds Nov 11	NO CLASS: READING BREAK	
	Thurs Nov 12	RESPONDING TO PEER REVIEW – Bring Draft, Peer Review Received, & Laptop/Tablet to Class	
Section 4: Thinking about the Self			
10	Mon Nov 16	Thinking about the Self: Constructing Identity	21, 22
11	Weds Nov 18	Thinking about the Self: Past and Future	23, 24
	Thurs Nov 19	Thinking about the Self: Motivation and Goal Pursuit	25, 26
	Mon Nov 23	NO CLASS: LAST MINUTE Q's & FINAL PAPER DUE	
12	Weds Nov 25	STUDENT PRESENTATIONS & SEMESTER WRAP-UP	
	Thurs Nov 26		
	Mon Nov 30		
13	Weds Dec 2		
	Thurs Dec 3		
	Mon Dec 7		

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: Bring laptop/tablet to class to all dates indicated + your facilitation day + final presentation days.

Readings

1. Cherry, K. (2020). Reading articles in psychology journals. *Verywell Mind*. http://psychology.about.com/od/psychologystudytips/p/read_articles.htm
2. Chrona, J. L. (2014). *First Peoples Principles of Learning*. Retrieved from <https://firstpeoplesprinciplesoflearning.wordpress.com/>
3. Dufner, M., Grapsas, S., & Rau, R. (2026). Behavioral and valuation contingency: Why the same dispositions lead to different social evaluations across contexts. *Social Psychological & Personality Science*, 17(5), 579–592. <https://doi.org/10.1177/19485506251356006>
4. Gilbert, D. T., Pelham, B. W., & Krull, D. S. (1988). On cognitive busyness: When person perceivers meet persons perceived. *Journal of Personality and Social Psychology*, 54(5), 733–740. <https://doi.org/10.1037/0022-3514.54.5.733>
5. Kersten, A. W., Earles, J. L., Vernon, L. L., McRostie, N., & Riso, A. (2021). Negative emotion increases false memory for person/action conjunctions. *Cognition and Emotion*, 35(4), 664–679. <https://doi.org/10.1080/02699931.2021.1891024>
6. Lassiter, G. D. (2002). Illusory causation in the courtroom. *Current Directions in Psychological Science: A Journal of the American Psychological Society*, 11(6), 204–208. <https://doi.org/10.1111/1467-8721.00201>
7. Li, Z., Wang, Z., Yan, L., & Sun, Y.-H. P. (2025). Perception of facial trustworthiness: The impact of top and bottom facial cues on trust judgments and behaviors. *Journal of Nonverbal Behavior*, 49(4), 467–487. <https://doi.org/10.1007/s10919-025-00494-z>
8. Wilson, J. P., & Rule, N. O. (2016). Hypothetical sentencing decisions are associated with actual capital punishment outcomes: The role of facial trustworthiness. *Social Psychological & Personality Science*, 7(4), 331–338. <https://doi.org/10.1177/1948550615624142>
9. Adams, G. S., & Inesi, M. E. (2016). Impediments to forgiveness: Victim and transgressor attributions of intent and guilt. *Journal of Personality and Social Psychology*, 111(6), 866–881. <https://doi.org/10.1037/pspi0000070>
10. Bosche, E. P., Ludwig, J. M., & Schumann, K. (2026). You're not so bad after all: Apologies and guilt promote perceptions of moral restoration after wrongdoing. *Journal of Experimental Social Psychology*, 124, Article 104879. <https://doi.org/10.1016/j.jesp.2026.104879>
11. Seger, C. R., Banerji, I., Park, S. H., Smith, E. R., & Mackie, D. M. (2017). Specific emotions as mediators of the effect of intergroup contact on prejudice: Findings across multiple participant and target groups. *Cognition and Emotion*, 31(5), 923–936. <https://doi.org/10.1080/02699931.2016.1182893>
12. Shelton, J. N., & Richeson, J. A. (2005). Intergroup contact and pluralistic ignorance. *Journal of Personality and Social Psychology*, 88(1), 91–107. <https://doi.org/10.1037/0022-3514.88.1.91>
13. Jiwa, S., Elsaadawy, N., & Carlson, E. N. (2025). Who Did I Swipe On? Accuracy and Self-Presentation in Online Dating. *Personality & Social Psychology Bulletin*, 1461672251386488. <https://doi.org/10.1177/01461672251386488>
14. Yang, H., Weidmann, R., Purol, M. F., Ackerman, R. A., Lucas, R. E., & Chopik, W. J. (2025). Ready (for love) or not? Self and other perceptions of commitment readiness and associations with attachment orientations. *Journal of Social and Personal Relationships*, 42(6), 1243–1264. <https://doi.org/10.1177/02654075251317920>
15. Kogut, T., & Beyth-Marom, R. (2008). Who helps more? How self-other discrepancies influence decisions in helping situations. *Judgment and Decision Making*, 3(8), 595–606. <https://www.sas.upenn.edu/~baron/journal/8716/jdm8716.pdf>
16. Sandlund, I., Bjälkebring, P., & Bergquist, M. (2026). Meta-analytical evidence of a self–other discrepancy in climate change-related risk perceptions. *Nature Sustainability*, 9(3), 377–384. <https://doi.org/10.1038/s41893-025-01717-3>

17. Feinberg, M., & Willer, R. (2015). From gulf to bridge: When do moral arguments facilitate political influence? *Personality & Social Psychology Bulletin*, 41(12), 1665-1681. <https://doi.org/10.1177/0146167215607842>
18. Rocklage, M. D., Rucker, D. D., & Nordgren, L. F. (2018). Persuasion, emotion, and language: The intent to persuade transforms language via emotionality. *Psychological Science*, 29(5), 749-760. <https://doi.org/10.1177/0956797617744797>
19. Borthakur, D., Diep, P., & Plaks, J. E. (2025). Inequity aversion toward AI counterparts. *Scientific Reports*, 15(1), Article 37916. <https://doi.org/10.1038/s41598-025-22673-0>
20. Oldemburgo de Mello, V., Plaks, J., & Inzlicht, M. (2026). The Effects of AI Anthropomorphism on Trust and Responsibility. *Collabra. Psychology*, 12(1), 161757. <https://doi.org/10.1525/collabra.161757>
21. Koudenburg, N., Jetten, J., Enz, K. F., & Haslam, S. A. (2024). The social grounds of personal self: Interactions that build a sense of 'we' help clarify who 'I' am. *European Journal of Social Psychology*, 54(6), 1153–1167. <https://doi.org/10.1002/ejsp.3070>
22. Kourilehto, L., Saarikallio, S., Peltola, H.-R., & Westinen, E. (2026). "It is the Soundtrack for my Life" – Cinematic Construction of Self- Identity Through Music Listening. *Music & Science*, 9. <https://doi.org/10.1177/20592043261418593>
23. Ward, C. L. P., & Wilson, A. E. (2015). Implicit theories of change and stability moderate effects of subjective distance on the remembered self. *Personality & Social Psychology Bulletin*, 41(9), 1167-1179. <https://doi.org/10.1177/0146167215591571>
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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%).

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

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.

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