

UNIVERSITY OF VICTORIA | DEPARTMENT OF PSYCHOLOGY
PSYC 442 (A01) – History and Theory in Development
Fall 2022
F 10:00-12:50
MAC D101

Instructor: Ulrich Mueller

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Office hours: Wednesdays, 12:00-1:00 or by appointment

Phone: 250-721-7548 (email preferred)

ABOUT THIS COURSE

This course addresses several theoretical issues of particular relevance to developmental science and a variety of theoretical frameworks for understanding development. We will discuss a number of issues in lifespan development such as conceptualizations of development, innateness, the relation between evolution and development, and culture. We will also cover several classical and contemporary theoretical frameworks for understanding development, including Freud's theory, Erikson's theory, Piaget's developmental theory, Vygotsky's sociocultural theory, dynamic systems theory, ecological systems theory, and enactivism. We will examine societal influences on developmental and psychological theorizing (globalization, WEIRD, racism). The goals of the course are to put you in position to understand and evaluate different approaches to lifespan development and various basic development issues, and to reflect critically on the assumptions underlying psychological research.

Course Format

This course is cross-listed as a 4th year seminar and a graduate course. My goal is to create a collaborative learning environment where we can engage in critical discussion and learn from each other throughout the course. Although I will lecture on some occasions, most of the class will be discussion-based and each student will have the opportunity to lead the discussion. For this reason, it is imperative to keep up with the assigned readings and I encourage you to bring your own perspectives and experience to this class.

Course Website

All course materials including assignments guidelines, links to readings, and grades will be posted on BrightSpace. All announcements and other important information regarding UVic's policies for academic integrity will also be posted on this site. You can access Coursespaces by signing in with your NetLink ID.

Prerequisites

PSYC 300A, PSYC 330B, and PSYC335; and PSYC 336 or PSYC 339, or have permission from the Undergraduate Advisor.

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) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

REQUIRED MATERIALS

Readings: Links to all required readings will be posted on BrightSpace.

EVALUATION AND GRADING

Grades are not everything, but they are one way to motivate us and allow you to demonstrate your understanding of the course material. Your grade will be determined by your performance on the following items:

Item	Percent of Final Grade	Date
Participation	12% (12 x 1% each week)	Weekly
Thought Papers	45% (5 x 9% each)	Throughout the semester
Class Presentation	15%	You will sign up for a presentation date, details TBA
2 Extended Thought Papers	28%	Extended Thought Papers are due throughout the semester

Participation (12%)

This is a discussion-based and interactive class and your attendance and participation in group activities will enrich your learning experience. For this reason, 12% of your grade will be based on your contributions to class discussion, in-class activities, online discussion forums, and how you demonstrate your enthusiasm and preparedness each week. It is expected that you will contribute in a way that promotes discussion and enhances the learning environment of your peers. Attendance is imperative for learning in this class and students who miss more than two classes without appropriate documentation excusing their absence will receive 0 for participation.

Thought Papers (9% each x 5 = 45%)

Each student is required to submit five short thought papers on the readings for a weekly topic (other than the week in which you present). For each thought paper, please respond to one to three questions posed by the instructor (max. 250 words per question). Please do not summarize the papers (assume that I have read them); instead you should focus on your own critical analysis and interpretation of the papers, in response to the questions asked. Papers will be submitted electronically on BrightSpace. Additional details and grading rubric will be posted on Brightspace.

Class Presentation (15%)

In groups of up to 3 people, you will be required to present one of the course readings and lead the class discussion. More details and sign up for presentation dates will be discussed in class.

Extended Thought Papers (28%)

Students are required to submit two longer thought papers (1000 words each) with a more in-depth response to the questions posed by the instructor. Further details and grading rubric will be posted on Coursespaces.

Grading Criteria

The final letter grade in this course will be based on the percent score, rounded up or down to the nearest whole percentage point, and based on this distribution:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Students who do not take the final exam will receive an "N". It is the student's responsibility to keep track of their grades on CourseSpaces.

ACCOMMODATIONS

Late assignments. For each day that the assignment is late, 10% of your grade on the assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 3 days of the due date.

Extensions. If you feel that you need an extension, please speak to me about it at least 1 week before the due date (extension is not guaranteed but I will consider requests on a case-by-case basis). **Extensions will not be granted on, or after, the due date.** If you are having difficulty starting any assignment, please drop by my office hours – I am happy to work with you to determine how you can best complete the assigned work.

Other accommodations. I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with the instructor as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the [Centre for Accessible Learning](#). For help with academic writing, please consider making an appointment at the [Centre for Academic Communication](#).

SUPPORT & CONTACTING ME

If you have any questions or concerns regarding this course, please come speak to me as soon as possible; I am happy to help. Office hours are held each week and this is best way to have a question or concern addressed. **If communicating by email, please include "PSYC 442" in the subject line** to avoid having the message accidentally relayed to the 'Junk' folder. I will try my best to respond promptly, but please expect a response lag of at least 24 hours.

RESPECT FOR DIVERSITY

It is my intent 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 intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic 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 class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

SCHEDULE AND READING ASSIGNMENTS

(Tentative)

- Week 1**
Sept 9
- Introduction & The Importance of History and Theory**
- Barbot et al. (2020). Manifesto for new directions in developmental science. *Child & Adolescent Development*, 135–149. <https://doi.org/10.1002/cad.20359>
- Bidell, T. R. (2020). Philosophical background to integrative theories of human development. In T. R. Bidell & M. D. Mascolo (Eds.), *Handbook of integrative developmental science: Essays in honor of Kurt W. Fischer* (pp. 3-37). New York, NY: Routledge.
- Carpendale, J. Lewis, C., & Müller, U. (2018). Criticism, debate, and worldviews. In J. Carpendale, C. Lewis, & U. Müller, *The Development of children's thinking* (pp. 4-11). London: Sage.
- Week 2**
Sept 16
- The Concept of Development**
- Baltes, P. M. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23, 611-626.
- Chapman, M. (1988). Contextuality and directionality of cognitive development. *Human Development*, 31, 92-106. DOI:10.1159/000275800
- Müller, U., & Graves, A. (2017). What is development? In A. S. Dick & U. Müller (Eds.), *Advancing developmental science: Philosophy, theory, and method* (pp. 29-40). New York: Routledge.
- * Sept 20 is the last day to drop the course with 100% fee reduction**
- Week 3**
Sept 23
- Freud and Erikson**
- Crain, W. (2014). Freud's psychoanalytic theory. In W. Crain, *Theories of development: Concepts and applications* (6th ed., pp. 261-288). Essex: Pearson Education Limited.
- Crain, W. (2014). Erikson and the Eight Stages of Life. In W. Crain, *Theories of development: Concepts and applications* (6th ed., pp. 289-314). Essex: Pearson Education Limited.
- Brakel, L. A. W. (2015), Critique of Grünbaum's "Critique of psychoanalysis." In S. Boag, L. A. W. Brakel, & V. Talvitie (Eds.), *Philosophy, Science, and psychoanalysis* (pp 59-72). London: Karmac. <https://ebookcentral-proquest-com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=1914071>
- Grünbaum, A. (2015). Critique of psychoanalysis. In S. Boag, L. A. W. Brakel, & V. Talvitie (Eds.), *Philosophy, Science, and psychoanalysis* (pp 1-36). London: Karmac.
- Week 4**
Oct 7
- Piaget and Vygotsky**
- Müller, U., Ten Eycke, K., & Baker, L. (2015). Piaget's theory of intelligence. In S. Goldstein, D. Princiotta & J. A. Naglieri (Eds.), *Handbook of intelligence: Evolutionary theory, historical perspective, and current concepts* (pp. 137-151). New York: Springer.
- Crain, W. (2014). Vygotsky's social-historical theory of cognitive development. In W. Crain, *Theories of development: Concepts and applications* (6th ed., pp. 231-260). Essex: Pearson Education Limited.

Van der Veer, R. (2021). Vygotsky's legacy: Understanding and beyond. *Integrative Psychological and Behavioral Science*, 55, 789–796. <https://doi.org/10.1007/s12124-021-09652-6>

Week 5 Ecological Theory & Cultural Theory

Oct 14

Bronfenbrenner, U. (1993). Ecological models of development. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (4th ed., pp. 3-8). New York, NY: Worth Publishers.

Greenfield, P. M. (2016). Social change, cultural evolution, and human development. *Current Opinion in Psychology*, 8, 84–92. DOI: <https://doi.org/10.1016/j.copsyc.2015.10.012>

Kline, M. A., Shamsudheen, R., & Broesch, T. (2018). Variation is the universal: making cultural evolution work in developmental psychology. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 373, 20170059.

Lawrence, J. A. (2017). Developing persons and clashing cultures. In A. S. Dick & U. Müller (Eds.), *Advancing developmental science: Philosophy, theory, and method* (pp. 222-234). New York: Routledge.

Rosa, E. M., & Tudge, J. (2015). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review*, 5, 243-258. <https://doi-org.ezproxy.library.uvic.ca/10.1111/jftr.12022>

*** Oct 11 is the last day to drop the course with 50% fee reduction**

Week 6 Dynamic Systems, Enactivism, and Embodiment

Oct 21

McGann, M., de Jaegher, H., & di Paolo, E. (2013). Enaction and psychology. *Review of General Psychology*, 17, 2, 203–209. DOI: 10.1037/a0032935

Di Paolo, E. A. (2019). Process and individuation: The development of sensorimotor agency. *Human Development*, 63, 202-226. DOI: 10.1159/000503827

Marshall, P. J. (2017). Embodiment. In A. S. Dick & U. Müller (Eds.), *Advancing developmental science: Philosophy, theory, and method* (pp. 29-40). New York: Routledge.

Witherington, D. C. (2017). Dynamic systems theory. In A. S. Dick & U. Müller (Eds.), *Advancing developmental science: Philosophy, theory, and method* (pp. 15-28). New York: Routledge.

Week 7 Genes and Environment

Oct 28

Dupré, J. (2012). Understanding contemporary genomics. In J. Dupré, *Processes of life* (pp. 101-114). New York: Oxford University Press.

Gottlieb, G. (2007). Probabilistic epigenesis. *Developmental Science*, 10, 1-11. DOI: 10.1111/j.1467-7687.2007.00556.x

Lickliter, R., & Honeycutt, H. (2015). Biology, development, and human systems. In W. F. Overton & P. C. M. Molenaar (Vol. Eds.), R. M. Lerner (Series Ed.), *Handbook of child development and developmental science, Vol. 1: Theory and method* (pp. 162-207). Hoboken, NJ: Wiley.

Manuck, S. B., & McCaffery, J. M. (2014). Gene-Environment interaction. *Annual Review of Psychology*, 65, 41-70.

Moore, D. S. (2017). The potential of epigenetics research to transform conceptions of phenotype development. *Human Development, 60*, 69-80.

Week 8**Innateness**

Nov 4

Linquist, S. (2018). The conceptual critique of innateness. *Philosophical Compass, 13*, e12492.
<https://doi.org/10.1111/phc3.12492>

Mameli, M., & Bateson, P. (2006). Innateness and the sciences. *Biology and Philosophy, 21*, 155-188.

Margolis, E., & Laurence, S. (2013). In defence of nativism. *Philosophical Studies, 165*, 693-718.

Spencer, J. P., Blumberg, M. S., McMurray, B., McMurray, S. R., Samuelson, L. J., & Tomblin, J. B. (2009). Short arms and talking eggs: Why we should no longer abide by the nativist-empiricist debate. *Child Development Perspectives, 3*, 79-87.

Week 9**Evolution and Development**

Nov 18

Blasi, C. H., & Bjorklund, D. F. (2003). Evolutionary developmental psychology: A new tool for better understanding human ontogeny. *Human Development, 60*, 69-80.

Jablonka, E., & Lamb, M. J. (2007). Precis of evolution in four dimensions. *Behavioral and Brain Sciences, 30*, 353-365.

Laland, K. N. Uller, T., Feldman, M. W., Sterelny, K., Müller, G. B., Moszek, A. Jablonka, E., & Odling-Smee, J. (2015). The extended evolutionary synthesis: its structure, assumptions and predictions. *Proceedings of the Royal Society B: Biological Sciences, 282*, 20151019.
<http://dx.doi.org/10.1098/rspb.2015.1019>

Narvaez, D., Moore, D. S., Witherington, D. C., Vandiver, T. I. & Lickliter, R. (2022). Evolving evolutionary psychology. *American Psychologist, 77*, 424-458.
<https://doi.org/10.1037/amp0000849>

Robert, J. S. (2008). Taking old ideas seriously: Evolution, development, and human behavior. *New Ideas in Psychology, 26*, 387-404.

Week 10**Societal Influences on Psychology**

Nov 25

Fish, J. M. (2002). The myth of race. In J. M. Fish (Ed.), *Race and intelligence: Separating science from myth* (pp. 113-141). Mahwah, NJ: Lawrence Erlbaum Associates.

Forbes, S. H., Prerna, A, & Guest, O. (2022). The myth of normative development.
 DOI: [10.31234/osf.io/ajynp](https://doi.org/10.31234/osf.io/ajynp) (preprint)

Henrich, J., Heine, S. J., & Norenzaya, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*, 61-83.

Nielsen, M., Haun, D., Kärtner J., & Legare, C. H. (2017). The persistent sampling bias in developmental psychology: A call to action. *Journal of Experimental Child Psychology, 162*, 31-38.

Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist, 76*, 475-487. <http://dx.doi.org/10.1037/amp0000642>

Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist, 60*, 16–26. <https://doi.org/10.1037/0003-066X.60>

Week 11

Dec 2

Decolonization, Globalization, and Indigenization

Abo-Zena, M. M., Jones, K., & Mattis, J. (2021). Dismantling the master's house: Decolonizing "Rigor" in psychological scholarship. *Journal of Social Issues, 78*, 298-319. DOI: 10.1111/josi.12519

Bhatia, S. (2019). Searching for justice in an unequal world: Reframing Indigenous psychology as a cultural and political project. *Journal of Theoretical and Philosophical Psychology, 39*, 107–114. <http://dx.doi.org/10.1037/teo0000109>

Burrage, R. L., Momper, S. L., & Gone, J. P. (2022). Beyond trauma: Decolonizing understandings of loss and healing in the Indian Residential School system of Canada. *Journal of Social Issues, 78*, 27-52. DOI: 10.1111/josi.12455

Chaudhary, N. (2020). Can globalization help in reimagining the developmental sciences? Finding balance between global science and local reality. *Human Development, 64*, 191-206. DOI: 10.1159/000512387

Readsura Decolonial Editorial Collective (2022). Decoloniality as a social issue for psychological study. *Journal of Social Issues, 78*, 7-26. DOI: 10.1111/josi.12502

Week 12

Dec 6*

Psychology and Neoliberalism OR Replication Crisis

Psychology and Neoliberalism

Adams, G., & Estrada-Villalta, S. (2019). The psychology of neoliberalism and the neoliberalism of psychology. *Journal of Social Issues, 75*, 189-216. DOI: 10.1111/josi.12305

Beattie, P. (2019). The road to psychopathology: Neoliberalism and the human mind. *Journal of Social Issues, 75*, 89-112. DOI: 10.1111/josi.12304

Winston, A. S. (2018). Neoliberalism and IQ: Naturalizing economic and racial inequality. *Theory & Psychology, 28*, 600–618. DOI: 10.1177/0959354318798160

Replication Crisis

Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., . . . , & Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. *Infancy, 22*, 421-435.

<https://doi-org.ezproxy.library.uvic.ca/10.1111/infa.12182>

Nelson, L. D., Simmon, J., & Simonsohn, U. (2018). Psychology's renaissance. *Annual Review of Psychology, 69*, 511-534. <https://doi-org.ezproxy.library.uvic.ca/10.1146/annurev-psych-122216-011836>

* Dec 6 is a Tuesday but we follow a Friday course schedule; the class will be over at 11:15 (National Day of Remembrance and Action on Violence Against Women)

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Winter Session 2022

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

Attendance and Absences

Attendance is important. 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.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) 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://ces.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 above 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 round 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.

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 are having 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/>.

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

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

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 someone else's. 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.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** 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 Assignments, 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 to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort 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 tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2022.

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

Other useful resources on Plagiarism and Cheating include:

1. 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.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. 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: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **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 miss an exam other than one scheduled during the formal exam period**
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- **What to do if you require additional time to complete course requirements**
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 Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [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

Winter session - first term (September – December)

Wednesday, Sept 7 th	First term classes begin for all faculties
Monday, Sept 19 th	Day of Mourning - Queen Elizabeth II (No Classes)
Tuesday, Sept 20 th	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, Sept 23 rd	Last day for adding courses that begin in the first term
Friday, Sept 30 th	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10 th	Thanksgiving Day (No Classes)
Tuesday, Oct 11 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Monday, Oct 31 st	Last day for withdrawing from first term courses without penalty of failure
Nov 9 th - Nov 11 th	Reading Break for all faculties
Tuesday, Dec 6 th	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Tuesday, Dec 6 th	(Friday course schedule) Last day of classes in first term for all faculties
Dec 8 th - Dec 21 st	First-term formal examination period

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 th	Last day for adding courses that begin in the second term
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

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: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

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/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. 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: www.uvic.ca/mentalhealth/undergraduate/