

Psychology 205 (A01)
The Psychology of Diversity
Term 202201, CRN 22677

We acknowledge with respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructors:

	Co-Instructor	Co-Instructor
<i>Name</i>	Dr. Louise Chim	Dr. Catherine Costigan
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<i>Email</i>	chim@uvic.ca	costigan@uvic.ca
<i>Phone</i>	472-4490	721-7529
<i>Office Hours</i>	Tuesday 1:30-2:30 or by appointment	Monday 11:30 – 12:30 or by appointment

Co-Facilitators:

	Co-Facilitator	Co-Facilitator	Co-Facilitator
<i>Name</i>	Emilie Longtin	Kelby Mullin	Andrew Switzer
<i>Email</i>	elongtin@uvic.ca	kelby@uvic.ca	andrewswitzer@uvic.ca
<i>Office Hours</i>	By appointment	By appointment	By appointment

Class Time & Place: Wednesdays from 4:30 pm – 7:20 pm, HHB 105

Required Text: There is no required text for this course. There will be approximately three required readings each week.

Course Website: A course website on Brightspace at <https://bright.uvic.ca/d2l/home/155982> will be used for posting the course outline, slides used during lectures, assignments, grades, etc.



Course Description: This course is designed to introduce you to psychological research and theory related to individual differences. Across core psychology topics (e.g., identity, brain and mind, health and well-being), students will explore evidence for diversity in experience at three levels: within a person, between people, and between groups. Students will apply theory and research towards understanding the diverse life trajectories of others, and will also reflect on their own life experiences. Instruction methods are grounded in indigenous principles of learning and include regular small group exercises as well as larger group discussion.

Learning Objectives. By the end of this course, you should be able to do the following:

1. Understand that our sense of self is dynamic and constantly changing over the course of our lifetime and that our identities are complex and multi-faceted.
2. Describe ways in which our environment, our experiences, and our biology, and the interactions among these forces, collectively shape our identities and well-being.
3. Appreciate the many factors that contribute to our diversity and uniqueness as individuals and at the same time, to recognize the factors that bind us together as human beings.
4. Identify theoretical and empirical frameworks for understanding and evaluating research in diversity at within-person, between people, and between-groups levels.
5. Work effectively with a diverse group of individuals and understand how to contribute to the creation of a sense of community and belonging for students
6. Confidently share ideas and opinions with peers.

Prerequisites. The prerequisites for this course are PSYC 100A and PSYC 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk.

About the Facilitators

Cathy Costigan is a clinical psychologist and professor of psychology at UVic. Dr. Costigan studies the role of family relationships in shaping and responding to children's social-emotional adjustment. In doing so, she also examines various ways in which structural and contextual factors support families or create additional stressors. Much of Cathy's research has focused on the strengths and challenges faced by immigrant and refugee families, including the creation and evaluation of interventions to promote strong family ties among families who are new to Canada.

Louise Chim is an associate teaching professor in psychology at UVic. Dr. Chim did her PhD in cultural psychology and affective science looking at cultural differences between Chinese and American cultural contexts in the emotions that people want to feel (ideal affect) and how ideal affect influences people's perceptions of others and how they respond to events in their lives. Currently, Dr. Chim is interested in how to facilitate student engagement and learning in large first-year courses and how cultural context and emotions shape these processes.

Emilie Longtin is a graduate student in clinical psychology at UVic. Her past research focused on how parent-child conflicts are associated with adolescent well-being in Chinese immigrant families. She is currently researching the strengths and areas for improvement within the Canadian private sponsorship program. She hopes this work will aid in fostering reciprocal community in Victoria and beyond.

Kelby Mullin is a master's student in the social psychology stream at UVic. Their current research is investigating how people with disabilities resist and heal from internalized disability stigma and its effects. Kelby is passionate about centering the lived experiences of people within a research context, and they hope that in the future they will be able to help support local communities through conducting meaningful disability-focused community-based research.

Andrew Switzer is a second-year graduate student in clinical psychology at UVic. Andrew's research focuses on understanding when and why individuals engage in self-injurious and suicidal behaviours. Specifically, he is interested in studying how individuals engage with online peer-support forums. His work seeks to validate and extend current theories of self-injury and suicide to individuals and experiences that may be underrepresented by standard research methods in psychology.

Course Requirements and Evaluation

This course requires attendance, preparation for, and active participation in class. Final grades will be calculated based on the following specific elements:

<i>Evaluation</i>	<i>Date</i>	<i>% of Grade</i>
Attendance	Weekly	10%
In class (family) activities	Weekly	10%
Reflection Vol 1	February 2 by 4:00 pm	15%
Reflection Vol 2	March 2 by 4:00 pm	20%
Reflection Vol 3	March 23 by 4:00 pm	20%
Reflection Vol 4	April 13 by 4:00 pm	25%
Research participation (optional)	Throughout term	1% extra
Enrichment activities (optional)	Throughout term	Up to 2% extra

Attendance. Much of the learning in this class will come from active engagement in the material during class time. Students will be grouped into five “Neighbourhoods” and further divided within Neighbourhoods into “Families”. Each student is a critical member of a family and an important value in this course is to show up for each other. We acknowledge the importance of each student’s active engagement in the course by allocating 10% of your final grade to attendance.

In class (family) activities. Part of each class will be devoted to small group exercises. These small groups will be an opportunity to engage with the course material and share relevant insights, knowledge, or experiences with each other. Each group will submit one collective record of their discussion, which will be marked out of 10 points ranging from “excellent, thoughtful response”, “reasonable understanding and application of course material”, or not turned in (0 points). Students who are not present for the in-class activities will receive 0 points for the missed assignment. The in-class assignments are worth 10% of the total course grade. Attendance and the family activity will not be graded during the first class.

What if I miss a class and in-class activity? We recognize that students fall ill, or other unexpected events occur, and therefore we allow each student one “free” missed class without explanation. That is, your lowest activity mark will be dropped when calculating your final grade (in the case of a missed class, that lowest mark will be a “0”), and you can miss one class and still receive full 10% attendance mark.

If you miss more than one class/activity, you can complete make-up assignments for up to three additional missed classes. To try to encourage discussion with your peers in an asynchronous environment, you will participate in a “make-up” discussion forum (you only need to participate in the forum if you want to make-up for the missed class). You will respond to a discussion prompt based on the in-class activity of the missed class and reply to another student’s response to the same prompt. If you complete the two postings, you will receive the attendance mark for the class session you missed. To receive your in-class (family) activity mark, your posts will be graded using the same 10-point scale described above. More information about the weekly make-up discussion forum will be posted in Brightspace.

Reflections. The course material is organized into four main units (see Schedule of Topics). At the end of each unit, students will submit a Reflection. The contents of the Reflection will be explained each week. The volume that you submit at the end of each unit will be the sum of these weekly exercises. Students are welcome to use multiple forms of expression, as appropriate to the assignment (e.g., pictures, written word, video, audio, etc.). More details will be given each week in class. Reflections will be graded based

on effort and quality. These Reflections are an opportunity to integrate course materials (readings, lectures, family/neighborhood discussions) to your thinking about yourself and your world. In accordance with [university policy](#), “an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.”

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+	(Exceptional performance)	90-100%
A	(Outstanding performance)	85 - 89%
A-	(Excellent performance)	80 - 84 %
B+	(Very good performance)	77 – 79%
B	(Good performance)	73 – 76%
B-	(Solid performance)	70 – 72%
C+	(Satisfactory)	65– 69%
C	(Minimally satisfactory)	60 – 64%
D	(Marginal performance)	50 – 59%
F	(Failing grade)	0 -49%

*If you do not complete at least 50% of the course requirements, you will receive an “N” for the course.

Research Participation. To learn more about psychology research, you may earn 1% extra credit points toward your final grade by participating. This 1% may be achieved by participating in a pre- and post-evaluation of this course. More information about this opportunity will be presented on the first day of class. If preferred, students can earn up to 1% extra credit by participating in a different research study in the Psychology Department. For details, go to the Department of Psychology research participant pool website: http://web.uvic.ca/psyc/research/participant_pool.php. If you do not wish to, or cannot, participate in research studies for any reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact the course instructors no later than Feb 16 and we will provide an alternative written assignment.

Enrichment Activities. To earn additional credit, you will have the opportunity to complete enrichment activities that are intended to enhance, broaden, and deepen your understanding of course concepts. These activities might include assignments such as curating a playlist of songs that highlight the theme of dynamic self-identity, attending suggested presentations on diversity, annotate Indigenous sites on Vancouver Island, or create a poem/song/art piece that represents your world view of psychology. Each enrichment activity is worth 1%, and you can complete as many as two.

Feedback to Instructors during the term. We value your feedback on this course and would love to hear from you at any point. You are welcome and encouraged to talk to any of the five facilitators of the course at any point, by phone, email, or in person. Feedback may include both positive and negative reflections about aspects of the course that are helping or hindering your learning. In addition, we will have a suggestion box in the classroom each week if you would like to submit anonymous feedback. We encourage all students to submit feedback to us at least a few times during the term!

End of term Feedback. Near the end of the course, you will have the opportunity to complete an anonymous *Course Experience Survey (CES)*, as you do in every UVic course. The CES provides vital information that we will use to improve future courses. We will not receive the results until after we have

submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you. The more students complete the survey, the more meaningful and informative the results. In the final two weeks of the term, an email will be sent inviting you to complete the CES online. **We will set aside time in class to complete the CES** because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time.

Respect for Diversity. It is our 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 our intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

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. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

- *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/.
- *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 are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Administrative notes

- It is your responsibility to check your registration status by the drop deadline (<http://web.uvic.ca/calendar2016-09/general/dates.html>) to ensure that you are registered in the course.
- You should familiarize yourself with the Department of Psychology Important Course Policy Information (attached).
- The University's *Policy on Academic Integrity* was revised May 1, 2014 (<http://web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html>). Please consult the Libraries' plagiarism guide (<http://library.uvic.ca/instruction/cite/plagiarism.html>) and/or the Learning and Teaching Centre's academic integrity information for students (<http://www.ltc.uvic.ca/initiatives/integrity/student.php>) to better understand what constitutes a violation of academic integrity.
- Please review the student code of conduct (<https://www.uvic.ca/services/advising/advice-support/academic-units/student-code-of-conduct/index.php>).

PSYC 205 Anticipated Schedule of Topics

Date	Topic	Deadlines (by 4 PM)
<i>Unit 1: Conceptual Models</i>		
Jan 12	Introduction to course / Telling Your Story*	
Jan 19	Culture and Cultural Worldviews*	
Jan 26	What is Diversity? / The Importance of Place	
<i>Unit 2: Identity Development</i>		
Feb 2	Identity Development and Change	Reflection Vol 1
Feb 9	Influences on Identity Integration across Multiple Identities	
Feb 16	Identity, Gender, and Stereotypes	
Feb 23	<i>No class – Reading Break</i>	
<i>Unit 3: Individual lens on Well-being</i>		
Mar 2	Change and Stability in Well-being	Reflection Vol 2
Mar 9	Perspective-Taking, Neurodiversity & “Normality”	
Mar 16	Individual Differences in the Impact of Stressors and Resources	
<i>Unit 4: Structural lens on Well-being</i>		
Mar 23	Inequity & Well-being	Reflection Vol 3
Mar 30	Intergroup contact, stigma, stigma reduction	
Apr 6	Wrap up: Reflections on Diversity and Sameness	
Reflection Vol 4 due April 13, 2022 by 4pm		

*Classes on January 12 and 19 will be held online on Zoom. More information will be posted on Brightspace.

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

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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 January 2022.

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.

Commitment to Inclusivity and Diversity

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

In the Event of Illness, Accident or Family Affliction

- ***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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***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 submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***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 (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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 2021.

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/tips/plagiarism/>
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 <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf