



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



PSYC 386 (A01): Cultural Psychology

Spring 2024 | CRN 22851 | Face-to-Face

Class Times: Mondays & Thursdays, 8:30am to 9:50am

Location: Hickman Building – 105

Instructor: Dr. Nigel Mantou Lou (he/him)

Email: nigellou@uvic.ca (Please follow the below email etiquette¹)

Office hours: Thursdays 3 to 5 pm; attend in person or online.

In-person (Office): Cornett A-240

Online (Zoom): <https://uvic.zoom.us/j/81130576861>

You need to enter the passcode (772255) to join. If you are in a waiting room, it means that I am meeting a student. I will admit students one by one in the order of waiting room.

Teaching Assistant:

Andrew Switzer:
andrewcswitzer@uvic.ca

Welcome!

Welcome to this 2024 Spring in-person Cultural Psychology course! I am thrilled that you are joining me for 386, and I am excited to learn with you this semester. We will meet on Mondays & Thursdays, 8:30 to 9:50am (I know it is early. I will try to keep you awake with engaging activities and feel free to bring your coffee/tea). To succeed in this course, you may create weekly schedules, attend classes, plan to spend around 6 hours (excluding attending classes) on this course weekly, and keep up with the assigned readings and assignments. It is extremely important to me that you all understand the concepts covered in class clearly, so please don't hesitate to attend office hours and reach out to me. Whenever you ask questions, you give me an opportunity to do my job. You can also come in to talk about the course, study skills, your background, your career goals, advice for future courses etc. All students are welcome.



What is in this syllabus?

Welcome Message	1
Course Description	2
Course Materials	3
How will you be evaluated?	4
Weekly schedule and activities	8
Important considerations	9
Take care of yourself.....	10
Department of psychology policy	11

¹ **Email etiquette:** You should include “PSYC386” in the subject line and include your name and student number at the end of your email. I will try my best to respond to your emails within 48 hours (don't hesitate to send a reminder if I forgot to email you back). However, if you email me the night before the assignment is due, you may not get a prompt response. I can answer brief questions regarding material via email. If your question is somewhat intricate or have many questions, please see me during office hours/after class.



Course Description & Learning Objectives

What is this course about?

The relations between culture and psychology are both complex and profound. This course will explore a number of questions including: What is human nature? How do culture and self shape each other? What methodologies can we use to study culture in psychology? How do various ways of thinking differ across cultures? What happens when different cultures collide? How do cultures change or persist over time? The goals of the course are to introduce you to the field of cultural psychology, stimulate critical thinking and analytic skills, and help you think about your own social and psychological experiences from a sociocultural perspective.

Intended Learning Outcomes.

Upon completion of this course, you will be able to:

- (1) identify and explain psychological phenomenon using relevant concepts, principles, and theories in cultural psychology
- (2) correctly interpret graphical representations of psychological research and statistical outcomes.
- (3) effectively search and review the scientific literature.
- (4) comprehensively analyze your observed life experiences, historical and contemporary events, and media/popular culture using cultural psychological perspectives.
- (5) effectively communicate and collaborate with people (e.g., your peers) from diverse abilities, backgrounds, identities

Course prerequisites: The prerequisites for this course are PSYC 201 and PSYC 231. 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.

Important registration status and dates: You are responsible for verifying their registration status by drop deadline to ensure you are registered in courses you have been attending. The last day to add courses is Jan 25. Course adds after this date will require a Course Change form and are subject to the approval of the Director of the Academic Advising Centre. Course adds and drops will not be processed after the deadlines set out in [UVic Calendar](#).



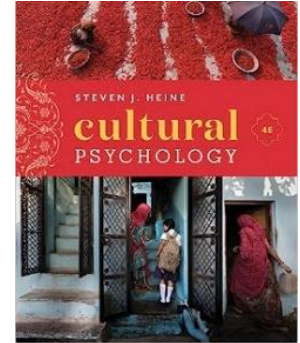


Course Materials – What do you need for this course?

Required Textbook:

Heine, S. J. (2020). *Cultural Psychology: 4th Edition*. New York: W. W. Norton and company, Inc.

Some students asked if they could use the 3rd edition, which overlaps about 80% with the 4th edition. But you should note that you'll be tested on the material from the 4th edition. It is up to you to decide how to proceed based on this information.



Course website:

The PSYC386 website is accessible through the UVic Brightspace system (<https://bright.uvic.ca>). This site includes all course materials and assignments.

Course format:

This is a lecture-based course. The purpose of the lectures is not to repeat all of the material covered in the textbook during class, but to supplement the material by elaborating upon and clarifying material within the text. During lectures, I will also introduce concepts, research not necessarily covered in the text, and real-life applications using class activities, video clips, and demonstrations. Lecture time is limited, so you will be responsible for the learning materials presented in the textbook on your own. All of the materials covered in the class, as well as the materials covered in the text and assignments, are eligible to be covered on the exams. Many students will find it helpful to complete the readings from the text before or right after attending the lecture (see class schedule below).

Required Technology:

The University of Victoria has established [minimum technical requirements](https://www.uvic.ca/systems/status/features/min-tech-requirements.php) for students to participate in learning environments – see <https://www.uvic.ca/systems/status/features/min-tech-requirements.php> for more information on the requirements.

Contact UVic's computer help desk (see their website for various contact options and hours of operation for any technology questions/issues:

<https://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/>



Assessments - How will you be evaluated?

You are expected to complete all course requirements. Note that you must complete at least one of the two mid-terms, as well as the final exam to receive credit for this course. 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 of 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.

Your final grade in this course will be based on the following criteria:

Assessment	Matching Learning Outcomes	Weight	Date(s)/ Notes
A. Active participation & in-class activities All students are expected to participate in these activities (e.g., minute-paper, discussion, reflection, quizzes) in person.	1, 2, 3, 4, 5	8%	At least 9 lectures will have in-class activities
B. Mid-term Exams -(1) Mid-term exam 1 (50 minutes – but you will have 75 min to complete) -(2) Mid-term exam 2 (50 minutes – but you will have 75 min to complete)	1, 2, 4	36% (18%) (18%)	Feb 5th Mar 18 th
C. Final exam (2 hours – but you will have 3 hours to complete)	1, 2, 4	35%	Exam period
D. Assignment 1: Individual Assignment Analyzing a movie. - Connect the movie with cultural psychology concepts.	1,3	6%	March 1 st
E. Assignment 2: Group Assignment (3 students a group) Analyzing a cultural product It will be a formal APA-style paper (double space and 4 pages, excluding references). You will search and review 2-3 empirical papers for your arguments/ the phenomenon that you observed.	1, 2, 3, 4, 5	15%	April 3 th

Note. Assignments (D & E): after any due date without appropriate reasons will drop 5% per day late and after three days will be graded “0”. The instructor has final discretion on granting extensions.

A. Class participation (8%)



To promote active learning and engagement in class, we will do low-stakes writing and other activities (e.g., quizzes, minute-paper, reflection, mini-presentation, group discussion) that will be graded as *satisfactory* or *unsatisfactory*. These activities will require your in-class preparation and attendance.

Note that the activity on March 14 is worth 2%. Specifically, you will have an opportunity to *practice* in-class presentation (a mini-presentation). In class, students will briefly present one slide (2 min presentation) on a special topic (e.g., cultural products and cultural psychology). Before the March 12th class, students will create the one slide of research findings and upload it onto BrightSpace.

What if I miss a class activity? In cases of any absences, *two* lowest score will be dropped. If you miss 1-2 in-class activity (usually 1% each), it can simply be considered as your “freebie.” However, the class activity on March 14th counts as two scores.

B. Mid-term Exam (36%).



Exam format

All course materials are testable (lectures, textbook chapters, activities, and assignments). Exams will be **45 multiple-choice questions**. The exam is designed for a **50-minute time period**. However, all students will have 75 minutes (1.5 times) to complete the mid-term. Each mid-term will cover only material since the previous exam (i.e., they are not cumulative). Students should know the material in these ways:

- remember the technical languages and terminologies.
- understand the results presented in research and the corresponding theories.
- apply concepts to real-life contexts.

Exam policies

All mid-term exams will take place during the scheduled class period. Be sure not to schedule any trips that overlap with those dates and notify your family not to schedule any trips for you that overlap with the exam period. You are responsible for attending tests and the exam as scheduled, for writing your own tests and exam, and for respective the academic integrity expectations of the University of Victoria.

Your student photo I.D. is required at exams to verify your identity. You will not be allowed to begin an examination after it has been in progress for 30 minutes. You must remain in the exam room until at least 30 minutes has elapsed.



Miss mid-term exam:

- a) All students are expected to be present for all tests. There will be no option to re-write a missed mid-term exam. If you see an exam date that poses a conflict to your schedule, contact me via e-mail well in advance of the exam date to discuss your circumstances. If illness or personal emergency prevents you from attending a test, contact me within 2 days of the missed test to request consideration for the alternative test score (described below). If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed exam.
- b) Alternative test score: If a student misses an exam with my permission, the weight of the midterm will be transferred to the final exam. The chance to transfer a missed test score is only available once; if you miss two tests, you will receive a zero for the second missed tests.

Accommodations:

If you require exam accommodations due to a learning disability, ADHD, mental health issue, long-term recurring physical or sensory disability, or chronic health issue:

You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/onlineservices/register/index.php> for more information. It can take a little while for all the necessary forms to be processed by CAL, so we recommend reaching out to them as soon as possible. I will automatically be informed of your registration with them and the accommodations you need.

For all exams, I will use an access-centred approach by reducing the duration of the exams. That is, the designed mid-term exam to be written in 50 minutes, and ALL students will have 75 minutes to write the mid-term exam, that would meet the accommodated time for students with up to 1.5 x extension. Therefore, if your accommodation is to have 1.5 x extension of the exam time and with no other accommodation, you will be having the test/exam in class.

C. Final Exam (35%).



Exam format

All course materials are testable (lectures, textbook chapters, activities, and assignments). The final exam consists of *up to* 50 multiple-choice questions, 10 short answer questions (or fill-in-the-blank), and 3 long answer questions. The final exam is designed for a 2-hour time period. However, all students will have 3 hours (1.5 times) to complete the final exam. The final exam is cumulative, but around 50% of the exam content drawn from materials covered after the mid-term 2.

Exam policies

The final exam will be schedule during the final exam period. Be sure not to schedule any trips that





overlap with test/exam dates and notify your family not to schedule any trips for you that overlap with the exam period.

Miss final exam:

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).

Accommodations

Same as mid-term.

D. Individual Assignment (6%).



You will find detailed instructions for the assignments on Brightspace. It is your responsibility to ensure that your assignment has been submitted on time for grading. The purpose of these assignments is to apply cultural psychological concepts learned in class to yourself and real-world phenomena.

For the 1st assignment, you will watch a movie and to identify **3 cultural psychological concepts** learned in class that are depicted or exemplified in the movie (learning objectives 1, 2, 3).

Any assignment not submitted by the deadline will receive a grade of zero. I do understand that emergency situations happen, and I will handle those on a case-by-case basis.

E. Group Assignment (15%).



Purpose: The ability to work in a team, search relevant supportive materials, analyze, and synthesize information, and writing them are important skills in your professional life. The purpose of the group project is to work as a team to apply psychological concepts learned in class and learned in your self-selected readings.

Teamwork Requirement: Please meet with your team to discuss and finalize your research topic as early as you know your team membership. In addition to the group assignments, **each student has to submit a form** (see BrightSpace for a self and peer evaluation) indicating how much of the teamwork was your own and to what extent the teamwork was conducted by other students.

How: Working in teams of usually 3 students, students pick **a cultural product** to analyze using a cultural psychology lens. In this assignment, we want you to work together to analyze how ideas



prevalent in two sociocultural contexts, represented in their cultural products. For example, in advertisements, advertisers seize upon ideas that are prevalent, catchy, and represent the “right way” to be a person in a given context. We want you to conduct a *cultural analysis* of a popular cultural product (e.g., advertisement) distributed in two cultural contexts of your choice (the two cultural contexts can be similar or dissimilar, but the cultural products should be equivalent). Your paper should be at least 1000 words and with a maximum of 1300 words (~4-5 pages double space APA style paper). More instruction will be provided in class and on Brightspace.

Tips and resources for your individual and group assignments:

- Start early.
- Meeting with Dr. Lou during to get feedback on your ideas and plans.
- Communicate with your teammates regularly and keep track of group progress.
 - See <https://www.student.unsw.edu.au/groupwork> for a guideline.
- Learn how to be a supportive group member.
 - <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member>
- Polish your writing. There are several opportunities to practice your written communication in this course. Clear, concise writing will be key to getting the best grade possible.
 - If you want some resources and help, you can visit to the [Center for Academic Communication](#).
- Avoid plagiarism:
 - www.uvic.ca/library/help/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

Bonus Point: Participation in Psychology Research

Purpose: Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in PSYC 491(A1) by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and one SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 491(A1). Thus, to earn their full **2% for Research Participation** in PSYC 491(A1), students need to earn two (2) SONA participation credits. Researchers will record students’ participation and will advise the course instructor of the total SONA credits



earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in “Alternative to participating in research”.

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics. For details on participating in research studies, go to the Department of Psychology web site: <https://www.uvic.ca/socialsciences/psychology/research/participants/>

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables/ predictors and outcome variables.
- Expected results.
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of class.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: psycresearch@uvic.ca
SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research



Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, 3/4 inch margins) of a **journal article** from the *Journal of Cross-Cultural Psychology* or *International Journal of Intercultural Relations*. Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- Be submitted on BrightSpace by noon on Apr 8th, 2024. *Late submissions will not be accepted under any circumstances.* E-mail submission will not be accepted.
- Be typed using 12-point font, Times New Roman, double spaced, 3/4 inch margins, no longer or much shorter than one page.
- Be on articles published in 2022 and after from the following journals: *International Journal of Intercultural Relations*, *Journal of Cross-Cultural Psychology*,
- *Please note that the article should not be different from those in your individual/group assignments.*
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! **Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero.** A link/url is not sufficient – they often don’t work, and I won’t click on unknown links!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Each review will be worth 1% of extra credit and a maximum of two reviews will be accepted. Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% credit.

Cut-off Points for Final Grades

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

The final letter grade in the course will be based on a total rounded percent score. For example, 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A). **Final grades are final.** An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.



Weekly schedule and activities (*tentative – subject to minor changes):

Lecture slides will be posted on BrightSpace, but the slides provide only an outline of what is discussed in class (and there is missing information in the slides to encourage some notetaking). If you miss a lecture, you are strongly encouraged to contact other students to review their notes and catch up on material not covered in the slides. The following is a *tentative* schedule. The instructor reserves the right to make changes as the course progresses.

Week	Date	Topics & Readings	Reminder
1	Jan 8	Class introduction	Every student should read the syllabus carefully.
	Jan 11	Chapter 1 & 2: Culture & human nature	
2	Jan 15	Chapter 1 & 2: Culture & human nature	
	Jan 18	Chapter 3: Cultural evolution	
3	Jan 22	Chapter 3: Cultural evolution	
	Jan 25	Chapter 4: Methods for studying culture & psychology	
4	Jan 29	Chapter 6: Self & personality	
	Feb 1	Chapter 6: Self & personality	
5	Feb 5	Mid-term 1 (range week 1 to week 4) -- Chapters 1,2,3,4, &6	
	Feb 8	Chapter 8 (1): Culture & motivation	
6	Feb 12	Guest lecture – Applying Cultural Psychology: Core considerations of EDI and mindfulness in interpersonal dynamics (by Mami Schouten).	
	Feb 15	Chapter 8 (2): Culture & motivation	
7	Feb 19	University closed (family day)	Assignment 1 due March 1st
	Feb 22	Reading break.	
8	Feb 26	Chapter 9: Cognition 1	
	Feb 29	Chapter 9: Cognition 2	
9	Mar 4	Chapter 9: Cognition 3	
	Mar 7	Chapter 10: Emotions 1-basic & cultural specific emotions	
10	Mar 11	Chapter 10: Emotions 2-happiness & well-being	
	Mar 14	Special Topic: Cultural products -- Assignment 2 proposal	
11	Mar 18	Midterm 2 (range week 5 to week 10) -- Chapters 8, 9, & 10 (not including guest/special topics)	
	Mar 21	Chapter 5: Development & Socialization	
12	Mar 25	Chapter 14: Mental health	
	Mar 28	Chapter 13: Physical health	
13	Apr 1	Easter Monday (University Closed)	Assignment 2 due on April 3th
	Apr 4	Chapter 7: Living in a multi-cultural world1	
14	April 8	Chapter 7: Living in a multi-cultural world2	
15	TBA	Final exam (range: cumulative; all materials, ~60% from weeks 11 to 14)	During exam period

Important considerations

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 effective learning and respectful conduct. 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.

Attendance and absences: To succeed in this course, you should attend every class because I will present a great deal of material not covered in your textbook and expand on important points in the text. But extenuating circumstances may arise that can make this difficult to attend every class. If you cannot attend a class, I would encourage you to ask your classmate to share their notes with you, and I also encourage everyone in this class to help each other out when your classmate ask for your help. Policies regarding undergraduate student academic concessions and deferrals are also detailed in the Undergraduate Records Students must submit a Request for Academic Concession.

Child Care and Child-Friendly Policy: I believe that if we want diversity in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for a school-parenting balance. Come talk to me about how I can make you feel supported. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Privacy concern: Be aware that some part of this course may be recorded to allow students who are not able to attend to watch later. The instructor may record a part of a lecture only if students request and provide appropriate reasons for missing a class. However, some courses materials/discussions are sensitive and have privacy/copyright concerns and therefore will not be recorded. Students who have privacy concerns can also contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca.

Copyright Statement: All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyrightlaw, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC 1300).



Take care of yourself!



Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take sometime to relax, and talk to someone if you're feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

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 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: <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: Office of Equity and Human Rights, Sedgewick Building, Room C115 Phone: 250 721 8021 Email: svpcoordinator@uvic.ca Web: <https://www.uvic.ca/sexualizedviolence/>



UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2024

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](#) (CAL) 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 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 class². 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

² Syllabi belong to the department through which the course is administered.

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/>.

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.

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). The Department reserves the right to use AI detectors.

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 Fall 2024.

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.



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.

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

Monday, January 1st	University Closed (Winter Break)
Monday, January 8th	Second term classes begin for all faculties
Sunday, January 21st	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, January 24th	Last day for adding courses that begin in the second term
Wednesday, January 31st	Last day for paying second term fees without penalty
Sunday, February 11th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 19th	University Closed (Family Day)
February 19th – 23rd	Reading Break for all faculties
Thursday, February 29th	Last day for withdrawing from second term courses without penalty of failure
Friday, March 29th	University Closed (Good Friday)
Monday, April 1st	University Closed (Easter Monday)
Monday, April 8th	Last day of classes for all faculties
Thursday, April 11th	Second term examinations begin for all faculties
Friday, April 26th	Second term examinations end for all faculties

Add and drop dates for standard 2023-2024 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 8	Apr 8	Jan 21	Jan 24	Feb 11	Feb 29

