

Psychology 205 (A01) The Psychology of Diversity
Term 202301 CRN 22837

*respect the l k n peoples on whose traditional territory the
university stands and Esquimalt _SÁNE historical
relationships with continue to this day.*

Instructors:

| <i>Name</i> | Co-Instructor | Co-Instructor |
|-------------|------------------------|-------------------------------|
| | Dr. Emily Haigh | Dr. Catherine Costigan |

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. Define and apply concepts of equity and inclusion to the study of marginalized identities, and understand their relevance to racism, ableism, neurodiversity, heterosexism, and non-binary gender identities.
5. Understand processes related to oppression and recognize social and structural risks that lead to inequities and a lack of inclusion.
6. Identify theoretical and empirical frameworks for understanding and evaluating research in diversity at within-person, between people, and between-groups levels.
7. 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
8. 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 Full Professor in the Department of Psychology at UVic. She was raised in the United States by parents with Irish (dad's side) and Swedish, Norwegian, and French (mom's side) ancestry.

Morgan Schaeffer is a first-year PhD student in the clinical neuropsychology stream at UVic. Broadly, his research focuses on the interplay between neurocognition, psychosocial functioning, and chronic illness in the context of aging. Specific projects Morgan has worked on include exploring the relationship between personality traits and cognitive aging and developing

In class (family) activities

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. 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 either Developing (.2 point) or Proficient/Extending (.4 point). Students who are not present for the in-class activities will receive 0 points for the missed assignment. The in-class assignments are worth 4 points towards the total course grade. The family activity will **not** be graded during the first class. Therefore there are 11 total in-class activities. As explained below, your final in-class activity points will be based on 10 activities (maximum points = .4 points per week X 10 weeks = 4 points).

What if I miss a class and an 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 4 points for in-class (family) activities.

If you miss more than one class/activity you can complete make-up assignments for up to **three** additional missed in-class (family) activities. You can do this with a combination of Enrichment Activities (to make up for 2 missed in-class assignments) and Research Participation (to make up for 1 missed in-class assignment). You can complete up to two Enrichment Activities (.4 point each). Various options for doing so will be posted throughout the term (more information below). You can also participate in a Research Study (via the SONA system) for an extra .4 points. Therefore, you can earn an extra 1.2 points total towards your final grade. You are eligible to complete Enrichment Activities and Research Participation for bonus points, in addition to doing so to make up for missed classes.

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 entries. You will submit four Reflections in total, each comprised of three entries. 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.

Each Reflection will be graded:

Missing: 0 points

Emerging: 1 point

Developing: 2 points

Proficient: 3 points

Extending: 4 points

Details regarding the criteria for Emerging, Developing, Proficient, or Extending responses will be provided with the first weekly entry instructions.

Research Participation. Students in this course may earn up to .4 points extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. One (1) hour of participation earns students one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for .2 point increase in the student's final

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/

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/

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

s' 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

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.

It is your responsibility to check your registration status by the drop deadline (<https://www.uvic.ca/calendar/dates/>) to ensure you are registered in the course.

Become familiar with the Department's Important Course Policy Information.

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>).

UNIVERSITY OF VICTORIA

Department of Psychology
Important Course Policy Information
Winter Session 2022/23

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

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)

The instructor values 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

Prerequisites

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 - second term (January – April)

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|---|---|
| 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 |
| Tuesday, January 31 st | Last day for paying second term fees without penalty |
| 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 |

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

Social Life, Friends, & Community at UVic:

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

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

Counselling Services:

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

<https://www.uvic.ca/student-wellness/contacts/student-wellness->

[team/index.php#ipn-physicians](https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians)

Centre for Accessible Learning: s

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www.uvic.ca/services/cal/

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: