

Psychology 205 (A01) The Psychology of Diversity
Term 202401 CRN 22808

We acknowledge and respect the Lk'w'akw'w' (Songhees, Esquimalt) Peoples on whose territory the university stands, and the Lk'w'akw'w' and WSÁNE Peoples whose historical relationships with the land continue to this day.

Instructors:

	Co-Instructor	Co-Instructor
<i>Name</i>	Dr. Emily Haigh	Dr. Cathy Costigan
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<i>Office Hours</i>	Thursday 10:00-11:00 or by appointment	Monday 3:00 – 4:00 or by appointment

Co-Facilitators:

	Co-Facilitator	Co-Facilitator	Co-Facilitator
<i>Name</i>	Cole Kennedy	Erin Light	Jessica Li
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<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 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. We will discuss diverse cultural worldviews, identity development (including the influence of social factors related to gender and race/ethnicity), and errors in thinking that lead to bias (e.g., confirmation biases). We also discuss culturally diverse perspectives on mental health and well-being, individual, relational, and structural risks and advantages, theories such as minority stress theory and social models of disability, and tools for social change (e.g., decreasing prejudice, stigma). Students develop tools to be critical thinkers, including perspective taking, curiosity about others with different life experiences, self-reflection, humility, and self-awareness of personal assumptions and areas of privilege.

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

Cole J. Kennedy is a Clinical Neuropsychology Doctoral Student in the Department of Psychology and a Student Senator at UVic. His ancestral background is unknown on both sides. Originally from Vancouver, B.C., Cole moved to Victoria in 2017 to complete his undergraduate (2021) and graduate degrees at UVic. Cole is a member of the CORTEX lab and a student affiliate of the Institute on Aging & Lifelong Health. Inspired by his experiences supporting survivors of brain injury in the community, Cole's previous research examined the clinical sequelae and management of sport-related concussion in elite athletes, whereas his more recent research aims to better the lives of those living at the intersections of brain injury, mental health, and addictions through a variety of community-engaged and patient-oriented approaches.

Erin Light is a second-year PhD student in the clinical lifespan stream at UVic. Her research focuses on early risk and protective factors related to children's mental well-being, specifically anxiety. She is also passionate about incorporating qualitative methods in her research, particularly when exploring parent-child interactions and communication. Her work seeks to extend the current understanding of early risk factors for later mental health challenges that can be applied to interventions and better support for families.

Jessica Li Jessica is a second-year master's student in Clinical-Lifespan psychology. Her master's thesis examines ethnic/racial minority immigrants' attitudes towards Indigenous peoples and issues. Her other research interests include health & mental health care accessibility and the impacts of intergenerational trauma. Originally from Calgary, Alberta, Canada.

Respect for Diversity.

BE WELL



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

Social Life, Friends, & Community at UVic:

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

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

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Spring Session 2024

Accessible Learning

The University of Victoria is committed to creating a learning environment where all students can succeed. **All members of the university community have the right to this experience and** such an environment. The University will not tolerate racism, sexualized violence, bullying, or harassment.

Engaging with UVic's learning systems or interacting with online resources and course materials, you are engaging in a University activity.

For more information, please refer to the University's policies and procedures regarding accessibility and accommodations.

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 oerg (a)-3.e tncergw (r)4T/6y9 (yo)1.9 (u s)-8 (e)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

Request an in-course extension

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All

