

POLITICAL PSYCHOLOGY FALL 2022

PSYCH 350

Published Oct 05, 2022

CLASS SCHEDULE

Section	Location	Time	Instructor(s)
PSYCH 350 001 [LEC]	AL 105	Mondays & Wednesdays 4 p.m. - 5:20 p.m.	Richard Eibach reibach@uwaterloo.ca
This table is generated automatically			

INSTRUCTOR / TA INFORMATION

Instructor name: Richard Eibach (he/him)

Instructor email: reibach@uwaterloo.ca

Instructor office location: PAS 3053

Instructor office hours: Tuesdays 4:00pm to 5:00pm

Instructor office hour location: Online - Teams channel

TA name:: Pearlyn Ng

TA email: png@uwaterloo.ca

COURSE DESCRIPTION

Calendar Description for PSYCH 350

What can psychological science contribute to our understanding of political behaviour? To answer this question we will review psychological theory and research on such topics as voter decision-making, political ideologies, issue framing and public opinion, activism in social movements, barriers to conflict resolution, leadership, multiculturalism, political extremism, and collective violence.

Prereq: PSYCH 101/101R; Level at least 3A

What can psychology contribute to our understanding of politics? To answer this we will review theory and research in political psychology that draws insights from social, personality, developmental, and cognitive psychology. We will review such topics as voter decision-making, the roots of liberal and conservative ideologies, the forces that maintain

status hierarchies and economic inequality, techniques social movements use to raise consciousness, barriers to conflict resolution, the influence of media framing and propaganda campaigns on public opinion, the causes of political extremism, scapegoating, and violence, and the determinants of social cohesion and national well-being.

LEARNING OUTCOMES

By the end of this course students should be able to:

Recognize psychological factors that undermine democratic values
Apply framing techniques to construct persuasive political messages
Recognize one's ideological biases and use strategies to control those biases
Apply strategies to engage in more effective discussions across ideological divides
Identify key psychological factors that draw people to left vs. right political ideologies
Explain how the motivation to justify the system functions as a barrier to social change

TENTATIVE COURSE SCHEDULE

****Note:** This is the tentative schedule. Students will be notified at least 1 week in advance of any revisions to the lecture schedule or assigned readings.**

Week 1 (Sept. 7): Course overview

Week 2 (Sept. 12 & 14): Political judgments, motivations, and emotions

- Readings: Scoblic & Tetlock (2020); Petersen & Arceneaux (2020); Slovic et al. (2017)

Week 3 (Sept. 19 & 21): Misinformation, propaganda, conspiracy theories, & scapegoating

- Readings: Kofta, Soral, & Bilewicz (2020); Pennycook & Rand (2021).

Week 4 (Sept. 26 & 28): The structure and measurement of political opinion; Psychological foundations of left-wing & right-wing ideologies

- Readings: Jost (2009); Haidt, Graham, & Joseph, (2009); Arceneaux et al. (2021)

Week 5 (Oct. 3 & 5): Ideological polarization; Democratic deliberation

- Readings: Fernbach & Van Boven (2022); Finkel et al. (2020); Jost, Baldassarri, & Druckman (2022); Karpowitz, Mendelberg, & Shaker (2012).

****Reading week (Oct. 8-16)****

Week 6 (Oct. 17 & 19): The system justification motive, Psychological preferences for the status quo & traditions

- Readings: Jost, Becker, Osborne, & Badaan (2017); Kay et al. (2009)

Week 7 (Oct. 24 & 26): Authoritarianism; Political reactivity to psychological threats

- Readings: Altemeyer (1988)

Week 8 (Oct. 31 & Nov. 2): Social dominance & the psychology of status hierarchies; Collective narcissism & nationalism

- Readings: Kteily, Sheehy-Skeffington, & Ho (2017); Golec de Zavala, & Lantos (2020)

Week 9 (Nov. 7 & 9): Political leadership & collective identities

- Readings: Eagly (2018); Hogg (2001).

Week 10 (Nov. 14 & 16): Social movements (I): Issue framing & political persuasion

- Readings: Feinberg & Willer (2019); Lammers & Baldwin (2018).

Week 11 (Nov. 21 & 23): - Social movements (II): Mobilizing collective action

- Readings: Klandermans, & Stekelenburg (2014).

Week 12 (Nov. 28 & 30): Political violence; ; Psychological barriers to conflict resolution; Peace & reconciliation

- Readings: Kruglanski, Szumowska, & Kopetz (2021); Shnabel & Nadler (2015)

Week 13 (Dec. 5): Psychologically-informed policy design

- Readings: Shafir (2014); Petersen (2021)

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
		No
Altemeyer, B. (1988). Marching in step. <i>The Sciences</i> , 28(2), 30-38.	Available in UW library & course LEARN page	Yes
Arceneaux, K., Gravelle, T. B., Osmundsen, M., Petersen, M. B., Reifler, J., & Scotto, T. J. (2021). Some people just want to watch the world burn: the prevalence, psychology and politics of the 'Need for Chaos'. <i>Philosophical Transactions of the Royal Society B</i> , 376(1822), 20200147.	Available in UW library & course LEARN page	Yes
Blatz, C. W., Schumann, K., & Ross, M. (2009). Government apologies for historical injustices. <i>Political Psychology</i> , 30(2), 219-241.	Available in UW library & course LEARN page	Yes

Title / Name	Notes / Comments	Required
Bryan, C. J., Walton, G. M., Rogers, T., & Dweck, C. S. (2011). Motivating voter turnout by invoking the self. <i>Proceedings of the National Academy of Sciences</i> , 108(31), 12653-12656.	Available in UW library	Yes
Eagly, A. H. (2018). Some leaders come from nowhere: Their success is uneven. <i>Journal of Social Issues</i> , 74(1), 184-196.	Available in UW library & course LEARN page	Yes
Feinberg, M., & Willer, R. (2011). Apocalypse soon? Dire messages reduce belief in global warming by contradicting just-world beliefs. <i>Psychological Science</i> , 22, 34-38. doi:10.1177/0956797610391911	Available in UW library & course LEARN page	Yes
Feinberg, M., & Willer, R. (2019). Moral reframing: A technique for effective and persuasive communication across political divides. <i>Social and Personality Psychology Compass</i> , 13(12), e12501.	Available in UW library & course LEARN page	Yes
Fernbach, P. M., & Van Boven, L. (2022). False polarization: Cognitive mechanisms and potential solutions. <i>Current Opinion in Psychology</i> , 43, 1-6.	Available in UW library & course LEARN page	Yes
Finkel, E. J., Bail, C. A., Cikara, M., Ditto, P. H., Iyengar, S., Klar, S., ... & Druckman, J. N. (2020). Political sectarianism in America. <i>Science</i> , 370(6516), 533-536.	Available in UW library & course LEARN page	Yes
Golec de Zavala, A., & Lantos, D. (2020). Collective narcissism and Its social consequences: The bad and the ugly. <i>Current Directions in Psychological Science</i> , 29(3), 273-278. https://doi.org/10.1177/0963721420917703	Available in UW library & course LEARN page	Yes
Haidt, J., Graham, J., & Joseph, C. (2009). Above and below left-right: Ideological narratives and moral foundations. <i>Psychological Inquiry</i> , 20(2-3), 110-119.	Available in UW library & course LEARN page	Yes

Title / Name	Notes / Comments	Required
Hogg, M. A. (2001). A social identity theory of leadership. <i>Personality and Social Psychology Review</i> , 5(3), 184–200. https://doi.org/10.1207/S15327957PSPR0503_1	Available in UW library & course LEARN page	Yes
Inbar, Y., & Lammers, J. (2012). Political diversity in social and personality psychology. <i>Perspectives on Psychological Science</i> , 7(5), 496-503.	Available in UW library & course LEARN page	Yes
Jost, J. T. (2009). “Elective affinities”: On the psychological bases of left–right differences. <i>Psychological Inquiry</i> , 20(2-3), 129-141.	Available in UW library & course LEARN page	Yes
Jost, J. T., Baldassarri, D. S., & Druckman, J. N. (2022). Cognitive–motivational mechanisms of political polarization in social-communicative contexts. <i>Nature Reviews Psychology</i> , 1-17.	Available in UW library & course LEARN page	Yes
Jost, J. T., Becker, J., Osborne, D., & Badaan, V. (2017). Missing in (collective) action: Ideology, system justification, and the motivational antecedents of two types of protest behavior. <i>Current Directions in Psychological Science</i> , 26(2), 99-108.	Available in UW library & course LEARN page	Yes
Karpowitz, C. F., Mendelberg, T., & Shaker, L. (2012). Gender inequality in deliberative participation. <i>American Political Science Review</i> , 106(3), 533-547.	Available in UW library & course LEARN page	Yes
Kay, A. C., Gaucher, D., Peach, J. M., Laurin, K., Friesen, J., Zanna, M. P., & Spencer, S. J. (2009). Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. <i>Journal of personality and social psychology</i> , 97(3), 421.	Available in UW library & course LEARN page	Yes

Title / Name	Notes / Comments	Required
Klandermans, B., & Stekelenburg, J. V. (2014). Why people don't participate in collective action. <i>Journal of Civil Society</i> , 10(4), 341–352. https://doi-org.proxy.lib.uwaterloo.ca/10.1080/17448689.2014.984974	Available in UW library & course LEARN page	Yes
Kofta, M., Soral, W., & Bilewicz, M. (2020). What breeds conspiracy antisemitism? The role of political uncontrollability and uncertainty in the belief in Jewish conspiracy. <i>Journal of Personality and Social Psychology</i> , 118(5), 900–918. https://doi.org/10.1037/pspa0000183	Available in UW library & course LEARN page	Yes
Kross, E., & Grossmann, I. (2012). Boosting wisdom: distance from the self enhances wise reasoning, attitudes, and behavior. <i>Journal of Experimental Psychology: General</i> , 141(1), 43-48.	Available in UW library & course LEARN page	Yes
Kruglanski, A., Szumowska, E., & Kopetz, C. (2021). The Call of the Wild: How Extremism Happens. <i>Current Directions in Psychological Science: a Journal of the American Psychological Society</i> , 30(2), 181–185. https://doi-org.proxy.lib.uwaterloo.ca/10.1177/0963721421992067	Available in UW library & course LEARN page	Yes
Kteily, N. S., Sheehy-Skeffington, J., & Ho, A. K. (2017). Hierarchy in the eye of the beholder:(Anti-)egalitarianism shapes perceived levels of social inequality. <i>Journal of Personality and Social Psychology</i> , 112(1), 136.	Available in UW library & course LEARN page	Yes
Kubin, E., Puryear, C., Schein, C., & Gray, K. (2021). Personal experiences bridge moral and political divides better than facts. <i>Proceedings of the National Academy of Sciences</i> , 118(6), e2008389118.	Available in UW library	Yes

Title / Name	Notes / Comments	Required
Lammers, J., & Baldwin, M. (2018). Past-focused temporal communication overcomes conservatives' resistance to liberal political ideas. <i>Journal of Personality and Social Psychology</i> , 114(4), 599–619. https://doi.org/10.1037/pspi0000121	Available in UW library & course LEARN page	Yes
McAdams, D. P. (2021). The episodic man: How a psychological biography of Donald J. Trump casts new light on empirical research into narrative identity. <i>Europe's Journal of Psychology</i> , 17(3), 176.	Available in UW library & course LEARN page	Yes
Paluck, E. L., & Green, D. P. (2009). Deference, dissent, and dispute resolution: An experimental intervention using mass media to change norms and behavior in Rwanda. <i>American Political Science Review</i> , 103, 622–644. doi:10.1017/S0003055409990128	Available in UW library & course LEARN page	Yes
Pennycook, G., & Rand, D.J. (2021). The psychology of fake news. <i>Trends in Cognitive Sciences</i> , 25(5), 388–402. https://doi.org/10.1016/j.tics.2021.02.007	Available in UW library & course LEARN page	Yes
Petersen, M. B. (2021). COVID lesson: trust the public with hard truths. <i>Nature</i> , 598(7880). https://doi.org/10.1038/d41586-021-02758-2	Available in UW library & course LEARN page	Yes
Petersen, M. B., & Arceneaux, K. (2020). An intuitionist theory of argument strength in politics: How intuitive cognitive biases produce universally strong arguments. <i>Political Psychology</i> , 41(6), 1113–1131.	Available in UW library & course LEARN page	Yes
Petersen, M. B., & Laustsen, L. (2020). Dominant leaders and the political psychology of followership. <i>Current opinion in psychology</i> , 33, 136–141.	Available in UW library & course LEARN page	Yes

Title / Name	Notes / Comments	Required
Ruisch, B. C., Anderson, R. A., Inbar, Y., & Pizarro, D. A. (2021). A matter of taste: Gustatory sensitivity predicts political ideology. <i>Journal of Personality and Social Psychology</i> , 121(2), 394–409. https://doi.org/10.1037/pspp0000365	Available in UW library & course LEARN page	Yes
Scoblic, J. P., & Tetlock, P. E. (2020). A better crystal ball: The right way to think about the future. <i>Foreign Affairs</i> , 99, 10-18.	Available in UW library & course LEARN page	Yes
Shafir, E. (2014). Poverty and civil rights: A behavioral economics perspective. <i>University of Illinois Law Review</i> , 1, 205-229	Available in UW library & course LEARN page	Yes
Shnabel, N., & Nadler, A. (2015). The role of agency and morality in reconciliation processes: The perspective of the needs-based model. <i>Current Directions in Psychological Science</i> , 24(6), 477-483.	Available in UW library & course LEARN page	Yes
Slovic, P., Västfjäll, D., Erlandsson, A., & Gregory, R. (2017). Iconic photographs and the ebb and flow of empathic response to humanitarian disasters. <i>Proceedings of the National Academy of Sciences</i> , 114(4), 640-644.	Available in UW library	Yes

STUDENT ASSESSMENT

Component	Value
Online quiz 1 - covers material from Weeks 1-5; due date - Monday, Oct. 24th at 11:59pm	16%
Online quiz 2- covers material from Weeks 6-9; due date - Monday, Nov. 14th at 11:59pm	16%
Online quiz 3 - covers material from Weeks 10-13; due date - Tuesday, Dec. 6th at 11:59pm	16%
"Bursting your Political Bubble" assignment (individual assignment); due date - Monday, Nov. 7th at 11:59pm	20%

Component	Value
Political Framing project proposal (group assignment); due date - Monday, Nov. 28th at 11:59pm	10%
Political Framing project finished product (group assignment); due date - Monday, Dec. 19th at 11:59pm	22%
Sona Participation and Research Experience (bonus marks)	up to 3%

All assessments including quizzes and assignments will be conducted online through the course LEARN site. Each quiz can be accessed on its scheduled completion date by logging onto the LEARN site, clicking on the 'Quizzes' link under the 'Submit' drop down menu, and selecting the name of whichever quiz you are seeking to complete. The quizzes are open notes but students need to work on them independently and submit their own work. Each quiz needs to be completed and submitted by 11:59pm on the due date.

Each assignment can be submitted on by logging onto the LEARN site, clicking on the 'Dropbox' link under the 'Submit' drop down menu, and selecting the name of whichever assignment you are seeking to submit. All assignments will need to be submitted to the relevant dropbox on LEARN by 11:59pm on the due date.

The "Bursting your Political Bubble" assignment involves putting into practice evidence-based strategies to engage more constructively with political views that you disagree with. The purpose of this assignment is to gain experience in using psychological theory and research to bridge ideological divides and reduce political polarization. You will submit a paper in which you explain how you applied relevant concepts and findings to engage more constructively with a source of an opposing point of view. A full description of the assignment goals, guidelines, and grading criteria will be provided by the instructor well before the assignment is due. Some additional readings will be required for this assignment.

The Political Framing proposal and project is a 2-part group assignment and will involve groups of approximately 3-5 students. The instructor will set up the groups. This assignment involves developing an evidence-based political persuasion campaign which you apply framing techniques and mobilization strategies that were reviewed in the course in order to influence a target audience to support a particular cause. Groups may use a variety of media to communicate the messages they craft (e.g., videos, social media, posters, infographics). The group will also submit a document that explains how relevant concepts and findings from the course were applied in the group's persuasion campaign. A full description of the assignment goals, guidelines, and grading criteria will be provided by the instructor well before the project proposal is due. All group members will be required to complete a [group assignment checklist](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure_o.pdf) (https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure_o.pdf) to verify their compliance with the assignment guidelines. Some additional readings will be required for this assignment.

Sona Participation and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Fall 2022, credits will be permitted to be earned with half from online, and the other half (1.5) from In-lab or Remote Access studies

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, In Lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.

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
- 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 s/he participated.

Participation in remotely operated (counts as the same as in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

Participating/SONA information: [How to log in to Sona and sign up for studies \(https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-information\)](https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-information)

***** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.*****

More information about the REG program in general is available at:

[Sona Information on the REG Participants website](https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-information) (https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-information) or you can check the [Sona FAQ on the REG website homepage](https://uwaterloo.ca/research-experiences-group/sites/ca.research-experiences-group/files/uploads/files/sona_faq_for_fall_2019.pdf) (https://uwaterloo.ca/research-experiences-group/sites/ca.research-experiences-group/files/uploads/files/sona_faq_for_fall_2019.pdf) for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last day of lectures** (<http://www.quest.uwaterloo.ca/undergraduate/dates.html>) . **Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

ACCOMMODATION FOR STUDENTS WHO ARE UNABLE TO ATTEND IN-PERSON CLASS DUE TO SELF-ISOLATION

Lecture slides will be uploaded to LEARN following every in-person class meeting. The instructor will hold an online review session every week for students who were unable to attend the in-person lecture due to self-isolation or other reasons.

ACCOMMODATIONS TO COURSE REQUIREMENTS (ASSIGNMENTS, TESTS, QUIZZES, FINAL EXAMS, ETC.) FOR PSYCHOLOGY COURSES

[University of Waterloo Examination Regulations and Related Matters](https://uwaterloo.ca/registrar/final-examinations/examination-regulations-and-related-matters) (https://uwaterloo.ca/registrar/final-examinations/examination-regulations-and-related-matters) (e.g., exam dates, requests for accommodation, etc.)

Direct requests for accommodations to course requirements to the course instructor. Before doing so, please review the policies below. Those who are experiencing extenuating circumstances should also [inform their academic advisors](https://uwaterloo.ca/registrar/current-students/advisors) (<https://uwaterloo.ca/registrar/current-students/advisors>) regarding their personal difficulties.

POLICIES REGARDING REQUESTS FOR ACCOMMODATIONS

For security purposes, the Psychology Department does not allow students to write tests, quizzes, or final exams for Psychology courses prior to the date/time scheduled for the course.

Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [UWaterloo Examination Regulations and Related Matters](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) (<http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>).

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Accommodation requests based on religious/cultural grounds Requests for alternate sittings for tests, quizzes, or final exams based on religious/cultural grounds must be made to the Associate Dean of Undergraduate Studies for the Faculty of Arts (currently Martin Cooke) in writing by the following deadlines:

- for tests or quizzes: before the '*drop - no penalty period*' ends (see [Important Dates](https://uwaterloo.ca/quest/undergraduate-students/important-dates) (<https://uwaterloo.ca/quest/undergraduate-students/important-dates>))

The Associate Dean will contact the instructor on the student's behalf to request an alternate sitting for the test, quiz, or final exam.

Students requesting accommodation for course requirements in Psychology courses due to illness should do the following:

- If experiencing COVID-19 or influenza-like symptoms: You can self-declare symptoms that might be COVID-19 through Quest. *You should self-declare within two days of the activity you missed* by completing the [Illness Self-declaration](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness) (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>) form as soon as possible
- If experiencing non-influenza-like symptoms: Seek medical treatment as soon as possible and obtain a [Verification of Illness Form](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness) (<https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>). University of Waterloo verification of illness certificates are available from Health Services for students who are unable to attend labs and examinations or are late with major assignments. Submit that VIF form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL. For more information, visit the [Verification of Illness](https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services) (<https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>) page.
- (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed assignment deadline, test or quiz, the instructor will either:

1. waive the course component and re-weight the remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

ALTERNATE ARRANGEMENTS IN CASE THERE IS A SHORT-TERM (E.G., ONE-WEEK) CANCELLATION OF IN-PERSON CLASSES, WHETHER FOR THE PARTICULAR COURSE OR UNIVERSITY-WIDE

If there is a need for a short-term (e.g., 1-2 week) cancellation of in-person classes, then the classes will be held online at the officially scheduled date and time. A backup recording of any online-delivered lectures will also be provided through LEARN. Details for how to access the course online will be provided if this situation arises.

ALTERNATE ARRANGEMENTS IN CASE THERE IS A LONGER-TERM CANCELLATION OF IN-PERSON CLASSES, WHETHER FOR THE PARTICULAR COURSE OR UNIVERSITY-WIDE

If there is a need for a longer-term cancellation of in-person classes, then the course will shift back to online class sessions and recordings of these sessions will be provided through LEARN. In this case, the classes will be delivered online at their officially scheduled dates and times. A backup recording of any online classes will also be provided through LEARN. Details for how to access the course online will be provided if this situation arises.

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](https://idm.uwaterloo.ca/watiam/) (https://idm.uwaterloo.ca/watiam/).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](https://uwaterloo.ca/the-centre/updating-personal-information) (https://uwaterloo.ca/the-centre/updating-personal-information).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

MENTAL HEALTH SUPPORT

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca (mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](https://wusa.ca/services/uw-mates) (https://wusa.ca/services/uw-mates) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- [Good2Talk](https://good2talk.ca/) (https://good2talk.ca/) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](https://here247.ca/) (https://here247.ca/) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](https://ok2bme.ca/) (https://ok2bme.ca/) : set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it) (https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

(https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the [WatSafe app](https://uwaterloo.ca/watsafe/) (https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory) (https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

[Policy 33, Ethical Behaviour](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

CONCERNS ABOUT A PSYCHOLOGY COURSE OR THE INSTRUCTOR (INFORMAL STAGE)

The Psychology Department takes great pride in the high quality of our program and instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with instructors over course policies or grade assessments.

If such a conflict arises, please contact the Chair of Psychology (currently [Heather Henderson](#) (hhenderson@uwaterloo.ca)) who will mediate a resolution between you and the instructor.

If you believe that a decision affecting some aspect of your university life was unfair or unreasonable, please refer to [Policy 70 and 71](#) (http://ugradcalendar.uwaterloo.ca/page/uWaterloo-Policies-and-Guidelines) for details.

[Grade appeal procedures for psychology courses](https://uwaterloo.ca/psychology/current-undergraduate-students/policies/psychology-department-policies/grade-appeal-procedures-psychology-courses) (https://uwaterloo.ca/psychology/current-undergraduate-students/policies/psychology-department-policies/grade-appeal-procedures-psychology-courses)

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](#) (https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check [Guidelines for the Assessment of Penalties](#) (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or [Policy 71, Student Discipline](#) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if

there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.