

PSYC*3000, Course Outline: Winter 2022

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format on Tuesdays and Thursdays from 4-5:20pm in MAC 149.**

Course Title: PSYC*3000 Historical and Critical Perspectives on Psychology

Course Description:

The purpose of this course is to introduce students to the history of psychology, and to provide an opportunity to engage with critical perspectives on the discipline. This includes:

1) evaluating basic assumptions underlying modern psychology by drawing on historical, theoretical and philosophical perspectives, and 2) investigating historical and current controversies within psychology. Topics may include the question of psychology's universality and scientific status, the assumptions embedded in psychological theory and research methodology, the ethics of psychological research, and the relations between psychology, power, ethics, and politics.

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Winter 2022

Class Schedule and Location: Tuesdays and Thursdays 4-5:20pm in MAC 149. **Note that the university has scheduled in-person classes to resume on Jan 24, 2022, which means that (at least) the first two weeks of class will occur virtually.

Instructor Information

Instructor Name: Alexis Fabricius

Instructor Email: afabrici@uoguelph.ca

Office location and office hours: By appointment through Microsoft Teams or Zoom

I respond to emails within 24-48 hours, though will not answer class emails over the weekend. Please read the syllabus carefully, as the TAs and I will not respond to emails requesting information that can be found there.

GTA Information

GTA Name: Niyatee Narkar

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GTA office location and office hours: By appointment

GTA Name: Brittany Pompili
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GTA Name: Claudie Coulombe
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GTA office location and office hours: By appointment

Course Content

Specific Learning Outcomes:

1. Identify key theoretical and methodological assumptions underlying psychological research and practice, and explain how these assumptions shape and constrain psychological knowledge. (Psychology LOs: 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.3)
2. Understand how knowledge of psychology's history can help to make sense of its assumptions, limitations and strengths. (Psychology LOs: 3.2)
3. Analyse, evaluate, and reflect on these issues in relation to your own interests in psychology (Psychology LOs: 1.1, 1.2, 1.3, 1.4, 5.2, 5.3)
4. Express your ideas effectively through participating in class/seminar discussions and written responses to readings and lecture material. (Psychology LOs: 4.1, 4.2, 4.3, 4.4)
5. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks. (Psychology LOs: 5.5)

Seminars:

All classes will be in a modified seminar format. A class will begin with opening remarks from the instructor to provide background on the assigned readings. Potential points of discussion may be highlighted. Next, students will be put into smaller groups to discuss the readings in depth, and may use programs like Padlet or Jamboard to keep track of their insights and questions. The instructor and TAs will visit the groups to check in on or direct the discussions and raise questions as needed. Toward the end of class, we will reconvene as a large group to share our insights and consider the implications of the topic.

WEEK 1 – History of Psychology I (no reflections)

- **Tues Jan 11 – Introduction**
 - No readings
- **Thurs Jan 13 – The Origins of Psychology**
 - Richards (2010) Ch 1 – Introduction (pp. 1-18)
- **Optional material, if of interest**
 - Cummings Center for the History of Psychology <https://www.uakron.edu/chp>

WEEK 2 – History of Psychology II (Reflection 1 due Mon Jan 24 by 8pm)

- **Tues Jan 18 – Defining a Discipline**
 - Richards (2010) Ch 2 – Before psychology: 1600-1850 (pp. 19-32)
 - Danziger (1997) – Naming the mind: How psychology found its language (pp. 1-9)
- **Thurs Jan 20 – Developing Methods**
 - Richards (2010) – Ch 3 – Founding psychology: Evolution and experimentation (pp. 33-48)
- **Additional material for extended reflection:**
 - Danziger & Dzinas (1997) How psychology got its variables
 - Richards (1987) Of what is history of psychology a history?
 - Michell (2021) “The art of imposing measurement upon the mind: Sir Francis Galton and the genesis of the psychometric problem
 - Danziger (1997) The historical formation of selves

WEEK 3 – Critical Psychology (Reflection 2 due Mon Jan 31 by 8pm)

- **Tues Jan 25 – Methodologism**
 - Richards (2010) – Ch 19 – Some problems with measurement (pp. 279-292)
 - Gao (2014) Methodologism/methodological imperative (pp. 1176-1179)
- **Thurs Jan 27 – Universality**
 - Arnett (2008) The neglected 95%: Why American psychology needs to become less American (pp. 602-614)
 - Danziger (2009) The holy grail of universality (pp. 2-11)
- **Additional material for extended reflection:**
 - Lambdin (2012) Significance tests as sorcery: Science is empirical – significance tests are not
 - Bakan (1996) The crisis in psychology (*1 pg is corrupted)
 - Chamberlain (2000) Methodolatry and qualitative health research
 - Teo (2009) Philosophical concerns in critical psychology

WEEK 4 – History: Schools of Psychology (Reflection 3 by Mon Feb 7 by 8pm)

- **Tues Feb 1 – Behaviourism**
 - Richards (2010) Ch 5 – Behaviourism (pp. 91-104)
- **Thurs Feb 3 – Cognitive Psychology (+ Critical Neuroscience)**
 - Richards (2010) Ch 7 – Cognitive psychology (pp. 91-104)

- Choudhury et al. (2010) From brain image to the Bush doctrine: Critical neuroscience and the political uses of neurotechnology (pp. 17-19)
- **Additional material for extended reflection:**
 - Morawski & Agronick (1991) The history of feminist work in experimental and cognitive psychology
 - Harris (1979) Whatever happened to Little Albert?
 - Sampson (1981) Cognitive psychology as ideology
 - Costall (2006) 'Introspectionism' and the mythical origins of scientific psychology

WEEK 5 – History: War & The Golden Age of Psychology (Reflection 4 due Mon Feb 14 by 8pm)

- **Tues Feb 8 – Psychology and War**
 - Summers (2008) Making sense of the APA: A history of the relationship between psychology and the military (pp. 614-637)
- **Thurs Feb 10 – Post-war Psychology**
 - Pickren & Rutherford (2010) Ch 9 – The golden age of American psychology (pp. 208-237)
- **Additional material for extended reflection:**
 - Richards (2010) – Ch 24 – Psychology and war
 - Christie & Montiel (2013) – Contributions of psychology to war and peace
 - Pickren (2007) Tension and opportunity in post-World War II American psychology
 - Rogler (2002) Historical generations and psychology: The case of the Great Depression and World War II

WEEK 6 – History: Women in Psychology (Reflection 5 due **Fri Feb 18 by 8pm)**

- **Tues Feb 15 – Developing Feminist Psychologies**
 - Furumoto & Scarborough (1986) Placing women in the history of psychology: The first American women psychologists (pp. 35-42)
 - Pyke (2009) Feminist psychology in Canada: Early days (pp. 268-275)
- **Thurs Feb 17 – Feminist Psychological Work**
 - Pickren & Rutherford (2010) – Ch 11 – Feminism and American psychology: The science and politics of gender pp. 262-285
 - NOTE: you can skip the section entitled *Owning the Past* (pp 272-276), and the bibliographic essay at the end (pp. 282-285)
- **Additional material for extended reflection:**
 - Rutherford & Davidson (2019) Intersectionality and the history of psychology
 - Rutherford et al. (2010) Responsible opposition, disruptive voices: Science, social change, and the history of feminist psychology
 - Chrisler & McHugh (2011) Waves of feminist psychology in the United States: Politics and perspectives
 - George et al. (2021) Disrupting androcentrism in social psychology textbooks: A call for critical reflexivity
- **Optional material, if of interest:**

- Women of Colour in Psychology – Psychology’s Feminist Voices
<https://feministvoices.com/projects/woc>
- Online exhibit – I am Psyched! Women of colour in psychology
<https://learninglab.si.edu/collections/i-am-psyched-virtual-exhibit/z32BDp9gEY16yORs>
- Online exhibit – Takin’ it to the streets – feminist psychologists engaging in collective action for social change: <https://feministvoices.com/exhibits/takin-it-to-the-streets-psychologists-and-social-change>
- Podcast - Psych Sessions (2020): Invisible pioneers – Adding forgotten psychologists to psychology course content
<https://psychsessionspodcast.libsyn.com/sotl002-invisible-pioneers-adding-forgotten-psychologists-to-psychology-course-content-with-leslie-cramblet-alvarez-and-nikki-jones>

READING WEEK – Feb 21-25

WEEK 7 – Critical History of Race & Racism in Psychology (Reflection 6 due Mon Mar 7 by 8pm)

- **Tues Mar 1 – Critical Psychology: Race**
 - Richards (2010) Ch 23 – Psychology and ‘race’ (pp. 349-366)
 - APA (2021) apologizes for longstanding contributions to systemic racism
<https://www.apa.org/news/press/releases/2021/10/apology-systemic-racism>
- **Thurs Mar 3 – Confronting Scientific Racism**
 - Winston (2010) Scientific racism and North American Psychology
- **Additional material for extended reflection:**
 - Lal (2002) Giving children security: Mamie Phipps Clark and the racialization of child psychology
 - Hook (2004) Fanon and the psychoanalysis of racism
 - Winston (2004) Introduction: Histories of psychology and race
 - Teo (2009) Psychology without Caucasians
- **Optional material, if of interest:**
 - Online exhibit: Exploring Heredity: Race, Eugenics, and the History of Intelligence Testing <https://uakron.edu/chp/education/exploring-heredity>

WEEK 8 – Ethics & Psychology (Reflection 7 due Mon Mar 14 by 8pm)

- **Tues Mar 8 – Creating a Code of Ethics (and then Acting Unethically)**
 - Joyce & Rankin (2010) The lessons of the development of the first APA Ethics Code: Blending science, practice, and politics (pp. 466-481)
 - Video (10 min): No place to hide: Torture, psychologists, and the APA (TW: discussion of torture, violence) <https://www.youtube.com/watch?v=o84RE-9023U>
- **Thurs Mar 10 – Animals & Psychology**
 - Adams (2020) The kingdom of dogs: Understanding Pavlov’s experiments as human-animal relationships (pp. 121-141) (TW: animal harm)
- **Additional material for extended reflection:**

- Richards (2010) Ch 16 – Psychological uses of animals (TW: animal harm)
- Trevathan-Minnis & Shapiro (2021) Human-animal studies in psychology: The history and challenges of developing clinically based ethical programs involving animals (TW: animal harm)
- Cushman (2018) The earthquake that is the Hoffman Report on Torture: Toward a re-moralization of psychology (pp. 311-334) (TW: torture, violence)
- Fisher & Vacanti-Shova (2012) The responsible conduct of psychological research: An overview of ethical principles, APA Ethics Code standards, and federal regulations
- **Optional material, if of interest:**
 - Online exhibit: Before Belmont: Ethics in Experimental Psychology
<https://uakron.edu/chp/education/before-belmont>

WEEK 9 – Constructing Madness & Normality (Reflection 8 due Mon Mar 21 by 8pm)

- **Tues Mar 15 – What does it mean to be ‘mad’?**
 - Richards (2010) Ch 15 – Psychology, madness and the meanings of psychological distress (pp. 215-232)
- **Thurs Mar 17 – Critique: Constructing Normality and Pathologizing Difference**
 - Herek (2010) Sexual orientation differences as deficits: Science and stigma in the history of American psychology (pp. 693-699)
 - Crowe (2000) Constructing normality: A discourse analysis of the DSM-IV (pp. 69-77)
- **Additional material for extended reflection:**
 - Downing & Gillett (2011) Viewing critical psychology through the lens of queer
 - McWade et al. (2015) Mad studies and neurodiversity: A dialogue
 - Madsen (2015) Psychotherapists: Agents of change or maintenance men?
 - Cermele et al. (2001) Defining normal: Constructions of race and gender in the DSM-IV casebook
 - Davis (2006) Constructing normalcy: The Bell curve, the novel, and the invention of the disabled body in the nineteenth century
 - Ussher (2011) The madness of women? Myth or experience?
- **Optional material:**
 - Video: The history of LGBTQ psychology from Stonewall to now with Dr. Peter Hegarty <https://www.youtube.com/watch?v=I6HxFnnHwwE&t=6s>
 - Online exhibit: A Clockwork Lavender – Sexology, Psychology, and the LGBTQ+ Community <https://uakron.edu/chp/education/a-clockwork-lavender>
 - Online exhibit: Queer(ing) Psychology – Interactive coffee shop conversation <https://feministvoices.com/exhibits/queering-psychology>
 - Podcast: This Week in the History of Psychology with Dr. Chris Green - Mental Asylums, where did they come from? Where did they go?
<http://www.yorku.ca/christo/podcasts/Hoopla1-Asylums.final.mp3>

WEEK 10 – Moving Away from the Centre: Decolonizing & Indigenizing Psychology (Reflection 9 due Mon Mar 28 by 8pm)

- **Tues Mar 22 – Decolonizing and Indigenizing Psychology**
 - Pickren & Rutherford (2010) Ch 10 – Internationalization and indigenization of psychology after World War II (pp. 238-261)
- **Thurs Mar 24 – Canada: Indigenous Psychology After Truth and Reconciliation**
 - Fellner et al. (2020) Reconciling relations: Shifting counselling psychology to address Truth and Reconciliation (pp. 638-660)
- **Additional material for extended reflection:**
 - Stewart & Marshall (2016) Counselling Indigenous peoples in Canada
 - Jahoda (2016) On the rise and decline of ‘indigenous psychology’
 - Bhatia (2020) Decolonizing psychology: Power, citizenship and identity
 - Ansloos et al. (2019) Indigenous peoples and professional training in psychology in Canada
 - Stewart (2008) Promoting Indigenous mental health: Cultural perspectives on healing from Native counsellors in Canada

WEEK 11 – Psychology of Digital Technologies & AI (Reflection 10 due by Mon Apr 4 by 8pm)

- **Tues Mar 29 – Artificial Intelligence**
 - Innes & Morrison (2021) Artificial intelligence and psychology (pp. 30-57)
- **Thurs Mar 31 – Radicalization and Technologies**
 - Alfano et al (2018) Technological seduction and self-radicalization (pp. 298-322)
 - Gonzalez (2017) Hacking the citizenry? Personality profiling, ‘big data’ and the election of Donald Trump (pp. 9-12)
- **Additional material for extended reflection:**
 - Skorburg et al. (2021) Is there an app for that? Ethical issues in the digital mental health response to COVID-19
 - Fiske et al. (2019) Your robot therapist will see you now: Ethical implications of embodied artificial intelligence in psychiatry, psychology, and psychotherapy
 - Cosgrove et al. (2020) Psychology and surveillance capitalism: The risk of pushing mental health apps during the COVID-19 pandemic
 - Boyd (2016) Untangling research and practice: What Facebook’s “emotional contagion” study teaches us
- **Optional material:**
 - The Social Dilemma (2020) (Netflix) <https://www.thesocialdilemma.com/the-film/>
 - Podcast: RadioLand (2017) Breaking Bongo – On the use of deepfakes and fake news in Gabon
<https://www.wnycstudios.org/podcasts/radiolab/articles/breaking-bongo>
 - Shoshana Zuboff on Surveillance Capitalism (2019)
<https://www.youtube.com/watch?v=hIXhnWUmMvw>
 - Last Week Tonight with John Oliver (2020): Facial Recognition
<https://www.youtube.com/watch?v=iZimlJPJgug>

- TEDxExter (2017) How data brokers sold my identity – Madhumita Murgia
<https://www.youtube.com/watch?v=AU66C6HePfg>

WEEK 12 – Qualitative Methods (Reflection 11 due Mon Apr 11 by 8pm)

- **Tues Apr 5 – The History of Qualitative Methods in Psychology**
 - Wertz (2014) Qualitative inquiry in the history of psychology (pp. 4-16)
- **Thurs Apr 7 – The Value of Qualitative Work**
 - Willig (2019) What can qualitative psychology contribute to psychological knowledge? (pp. 796-804)
- **Additional material for extended reflection:**
 - Wertz (2011) The qualitative revolution and psychology: Science, politics, and ethics
 - Ashworth (2007) Conceptual foundations of qualitative psychology
 - Ponterotto (2005) Qualitative research in counselling psychology: A primer on research paradigms and philosophy of science
 - Rice et al. (2021) Difference-attuned witnessing: Risks and potentialities of arts-based research

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers x6	Mondays by 8pm (see schedule)	60% (10% per paper)	1, 2, 3, 4, 5
Extended reflection	One Monday of your choice between weeks 2-12 by 8pm (see schedule)	20%	1, 2, 3, 4, 5
Participation	Feb 18 End of semester	10% 10% (20% total)	1, 2, 3, 4, 5

Additional Notes:

Participation (20%)

Students are expected to have completed the readings prior to class.

Class discussions are the main component of this course; their purpose is to provide an avenue for exploring ideas and to clarify your understanding of course material; accordingly, you will likely change your mind, perhaps several times, on topics and issues in the course. Thus, your discussion grade is not based on whether you agree or disagree with the course readings or with others in your class, but on the quality of your comments, and the ways in which you are able to discuss (sometimes controversial) academic topics respectfully, coherently, and reflexively.

The instructor and TAs will make notes on each student's participation in the discussion groups and in the whole class discussions – we are looking for evidence of deep readings of the course materials (e.g., connections between readings, thoughtful analysis of the content, types of questions raised, ability to accurately grasp the author(s)' position, etc.). We will also examine the content developed on Jamboards/Padlet.

Guidelines for reflection papers (6 reflection papers x 10% each = 60%)

The main aim of the reflection papers is to provide students with an opportunity to respond to the readings and class discussions from earlier in the week. This assignment is not about summarizing the readings; rather, it's about

- engaging with the authors' ideas
- making connections between the readings or to content from your other courses, your own experiences, or current events
- reflecting on your learning
- explaining what aspects of the readings shocked you/interested you/intrigued you/alarmed you, etc. *and why*
- exploring the merits of studying the history of psychology
- explaining how critical perspectives challenge your understanding of psychology
- being honest about what you are struggling to understand
- talking about how the readings will lead to changes in your own research
- reflecting on how a reading or idea caused you to change your opinion *and why*
- thinking about the relationship between philosophy and psychology

among many other possibilities. You will not accomplish all of the above within a single assignment – think of this list as a series of prompts to help you with your papers. There is no strict rule for how to write these, though they should reflect an honest attempt to critically and creatively engage with the ideas and topics from the readings and class discussions of the week.

The TAs will look for evidence that you have read and thought about the course material when grading your papers, so read the papers deeply and perhaps even more than once, take notes, highlight passages that are interesting or intriguing, write out questions or connections in the margins, and use these to help you identify potential topics to explore in your reflection papers.

- Due: Mondays by 8pm, covering the topics from the previous Tues and Thurs
- Length: 600 – 900 words
- Formatting: double spaced; 12 pt font; no title page required; APA referencing is required if you cite materials other than the assigned readings; .doc, .docx, .pdf, .rtf.
- Some indicators of quality: proofreading and editing, good structure, depth or novelty of connections or insights, thinking creatively, authenticity of responses to the readings or ideas, clarity of writing, critical analysis, APA 7 formatting (if you draw on outside sources), etc.
- Submit to: CourseLink Dropbox (please double check that your file has uploaded and that it has been submitted to the correct week)

Extended Reflection (20%)

One of the goals of this course is to give students the opportunity to explore a topic of interest in greater depth. Students are expected to complete an extended reflection on a week in the

semester of their choice that draws on not only the readings and class discussions, but at least one of the articles listed under that week's 'Additional materials for extended reflection'. As with the reflection papers, the aim of the extended reflection is to respond to the readings and class discussions from earlier in the week, though in greater depth.

Note that you cannot hand in both an extended reflection and a reflection paper the same week.

- Due: A Monday of your choice between weeks 2-12 by 8pm
- Length: 1200-1800 words
- Formatting: double spaced; 12 pt font; no title page required; APA referencing is required if you cite materials other than the assigned readings; .doc, .docx, .pdf, .rtf.;
- Some indicators of quality: proofreading and editing, good structure, depth or novelty of connections or insights, thinking creatively, authenticity of responses to the readings or ideas, clarity of writing, critical analysis, engagement with additional material, APA 7 formatting (if you draw on outside sources), etc.
- Submit to: CourseLink Dropbox (please double check that your file has uploaded and that it has been submitted to the correct week)

Online Behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

- Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include (but are not limited to):

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs

- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

Course Resources

Required Texts: Richards, G. (2010). Putting psychology in its place: Critical historical perspectives, (3rd Ed). Routledge.

Students will also read a collection of articles and book chapters, which can be found on the class Courselink page. Note that this is an intensive reading course.

Course Policies

Grading Policies

All written assignments (except Week 6) are due by 8pm on Mondays to Courselink. Each day an assignment is late, 10% will be subtracted from the assignment's grade; once an assignment is 3 days late, it will receive a zero.

PAPERS - If you wish to dispute a grade, request a meeting with the TA who marked the assignment as soon as possible. If, after that meeting, the matter has not been resolved to your satisfaction, email the instructor to request a re-grade. When you do so, give your name, student ID, and the name of the assignment. Next, write, "I am requesting a re-grade of the assignment by you. I understand that the new grade, which could be lower, the same, or higher, will stand."

EFFECTIVE PARTICIPATION - In the case of concerns with grades for effective participation, email the instructor. In such cases, reassessment of your performance will prove difficult, if not impossible. It is thus highly recommended that you ensure that you thoroughly review early feedback, and that you ask follow-up questions of the TAs and instructor.

[Undergraduate Grading Procedures](#)

Course Policy regarding use of electronic devices and recording of lectures:

CLASSES WILL NOT BE RECORDED by the instructor or TAs.

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. Similarly, any material created by the course instructor is intended for those enrolled in this course. Under no circumstances are you allowed to disseminate course materials to external parties.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is April 08, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)