



University of Windsor
Faculty of Arts, Humanities
and Social Sciences

PSYC 4400(1)

WINTER 2019

PSYCHOLOGY

WEDNESDAYS
2:30 – 5:20 P.M.

DH 359

PSYC 4400(1):

Seminar in the Psychology of Women

Instructor Contact Information

	Dr. Charlene Y. Senn
	180 Chrysler Hall South (CHS)
	(519) 253-3000 x 2255
	csenn@uwindsor.ca
	Tuesdays 1:30 – 4:30 p.m. Book up to two 15 minute appointments using my online scheduling system at https://my.timetrade.com/book/D6P5N

Graduate Assistant Contact Information

	Jann Maclsaac
	macisaan@uwindsor.ca
	By appointment

Course Description

An examination of the feminist critique of mainstream psychology research of the last century, of feminist approaches to research and theorizing, and applications of feminist psychology to the study of a number of topics in the psychology of women (e.g., mental health, violence against women, sexuality).

Course Learning Outcomes

By the end of this course the successful student will be able to:

1. Develop a critical awareness of sexist bias when it occurs in research and theory in psychology and in popular media reports of research;
2. Explore current knowledge about various issues in the psychology of women and communicate these ideas effectively to others verbally and in writing;
3. Define and explain the distinctions between key concepts in the field;
4. Apply theories and key concepts learned in one context of the psychology of women to a range of situations and topics, orally and in writing;
5. Engage with issues in psychology of women with a balanced perspective based on personal perceptions and experiences, feminist psychological theory, and data from good research.

Course Materials

Required Reading(s): Course pack available through the University Bookstore.

Recommended Reading(s): Visit the course Blackboard site for supplementary resources and information.

Evaluation and Assessment

Assessment	Worth Value	Due Date
Weekly Key Points + minimum of 1, 15-min office hour meeting with prof	10	Key points due most weeks at beginning of class. Meeting with professor before midterm is handed out (Feb 13th)
Participation (pre-class surveys + in class)	10	Every week. Surveys due every Tuesday by midnight before class
Application Assignment	20	Submit choice by January 30 th . Due March 20 at 2:30 p.m. in class
Midterm Take Home Test	30	Handed out February 13. Due Feb 27 at 2:30 p.m. in class
Final Take-home Exam	30	Handed out in final class April 3. Due to Dr. Senn's office 180 CHS between 2:30 – 3:30 April 10 th (or on the 9 th in regular office hours)
Bonus Points (through Psychology Participant Pool or see me for alternative)	2	Completed before Participant Pool closes April 3, 2019

Feeling Overwhelmed?

University students face obstacles from time to time that can affect academic performance. If you face difficulties and need help, it is important to reach out to someone. Discuss your situation with your instructor or an academic advisor. For help addressing mental or physical health concerns, contact: (519) 253-3000:

- ❖ Health Services at ext. 7002
- ❖ Student Counselling Centre at ext. 4616
- ❖ Peer Support Centre at ext. 4551

Or visit: <http://www.uwindsor.ca/studentcounselling/>

Another source for help is Good2Talk, a 24/7 helpline for Ontario college and university students (not affiliated with University of Windsor): 1-866-925-5454

If you are unable to meet course expectations due to mental or physical health reasons please refer to the Exam Makeup/Late Submission/Aegrotat/Incomplete Policy in this course outline.

FAHSS LEAD Scholars Program

The **LEAD Scholars Program** recognizes students in good academic standing who have excelled beyond the classroom by participating in High Impact Practices (HIPs) throughout their undergraduate learning as a student in the Faculty of Arts, Humanities and Social Sciences.

FAHSS students can earn distinction as a LEAD Scholar by participating in activities under the areas of Leadership, Engagement, Application and Discovery.

Leadership... through peer mentoring and campus involvement.

Engagement...through service learning and study abroad.

Application...through internships and practicums.

Discovery...through undergraduate research and creative activities.

LEAD Scholars will receive a **Bronze**, **Silver** or **Gold** medal based on the number of LEAD areas completed.

* More Information Coming Soon *

Bystander Initiative



A UWindsor Initiative to End Sexual Violence

The University of Windsor is committed to offering *Bringing in the Bystander* (BITB) sexual assault prevention

workshops to all first-year students.

In these workshops, students will learn:

- the importance of speaking out against social norms that support sexual assault and coercion;
- how to recognize and safely interrupt situations that could lead to sexual assault; and
- how to be an effective and supportive ally to survivors.

bystanderinitiative.com | bystander@uwindsor.ca

Students in 2nd year and above are encouraged to become involved in the Bystander Initiative by taking courses to learn more and potentially becoming a peer facilitator. Learn more here

<https://www.bystanderinitiative.ca/participate/courses>.

FAHSS App

** New FAHSS App Coming Soon **

PSYC 4400 Course Syllabus - More Detail

The psychology of women is a fairly new area of knowledge within psychology (approximately 50 years old). A fundamental part of this field is a critique of the psychology of the past (and the present!) which excluded women from its investigations or acted to further oppress women (and others) with its stereotyped notions of female nature. The psychology of women arose out of the work of feminist psychologists in clinical, social, cognitive, developmental and experimental psychology and has remained a strongly feminist field of study. However, "[r]econstructing psychology to be women-inclusive, ... entails a far more extensive effort than simply adding women to its histories; contemporary psychology is also exclusionary, is also a product of misogynist sociohistorical contexts, is also subject to the influence of political forces that shape the development of psychological 'knowledge.'" (Bohan, 1992, p. xiv) Our task in this seminar course is to explore some of these issues and begin to engage in new directions for a limited number of topics.

Students will learn about the psychology of women in a variety of ways:

- from the course readings;
- from brief lectures which provide supplemental material and expand issues presented in the readings;
- from in-seminar videos, exercises, discussions, and extra-seminar thinking and writing about theories, concepts, and issues;
- from a research and writing assignment that delves into your understanding of key concepts, theories, and ideas and encourage application of the course material to your life and community, and;
- from examinations which test knowledge and application of the course materials.

Blackboard Site for this Course

At this site you will find a copy of the course outline, extension certificate, assignment information, and any changes to the course schedule. You will also find additional resources on the site including the PowerPoint slides from lectures (partial version posted prior to class, full version immediately after class). Through Blackboard you can send E-mail quickly and easily to Dr. Senn and the Graduate Assistant, Jann MacIsaac.

Are your student loans late in coming in?

All assigned readings are placed on Reserve in the Leddy Library for the first three weeks of the term in case you need to delay buying the course pack until your loans or finances come through. You will need your own

copy of the course pack after that point. You will always need to bring the readings in the course pack to class as we will work with them in every class.

Course Schedule, Topics, and Assigned Readings

Previous students requested that I create *Questions to Think About* for each week's course readings to help guide your reading. You will find them immediately before the readings for a given week.

Date	Topic	Readings (#s indicate TOC #)
Jan 9	Introduction to the course, to feminist approaches in psychology, and to the psychology of women	None [do pre-course survey emailed to you - due 11:59 p.m. Jan 8]
Jan 16	Women's place in psychology of the past / Feminist Psychology <i>Classroom exercise in close reading / key points</i>	1* Questions to Think About (QTTA); 2 Furumoto, 1997; 3 Weisstein 1968/1992
Jan 23	Research approaches / Bias in research (Key concepts: positivism, social constructionism, bias) <i>Classroom exercise in critique</i>	4* QTTA; 5 Sherif, 1979/1998; 6*Wyche, 1998; 7 Crawford & Marecek, 1989
<i>Have you booked your pre-midterm office hours appointment with Dr. Senn yet? If not, do it now!</i>		
Jan 30	Introduction to women, sex, and gender (key concepts: sex, gender, masculinity, femininity, stereotyping, discrimination) <i>Choice of Application Assignment submitted to Dr. Senn by email or in hard copy</i>	8* QTTA; 9 Lips, 2017; 10 Gould, 1970/1992; 11* Poisson, 2013
Feb 6	Power matters, Diversity matters (Key concepts: fundamental attribution error, power, privilege, oppression, intersectionality, 'choice' under conditions of inequality) <i>Classroom exercise</i> [Dr. Sara Crann is leading this class while Dr. Senn is giving a talk in Australia – Office hours are cancelled this week]	12* QTTA; 13 Ostenson, 2008; 14 Bromley, 2012
Feb 13	Ideas about sex and gender: What difference does it make? (Key concepts: alpha bias, beta bias, expectations) <i>Classroom exercise in close reading</i> Midterm take home test handed out	15* QTTA; 16* Fine, 2010; 17 Yoder & Kahn, 2003; 18 Bem, 2008 [#19 moved to next week]
Feb 20	HAPPY READING WEEK	
Feb 27	Becoming women: Learning / doing gender (key concepts: socialization, gender system, embodiment, gender play) Midterm Take Home Test due at 2:30 p.m. promptly in class	20* QTTA; *19 Suniti, 1981; 21 Rice, 2014 [read and do key pts with focus on gender]
Mar 6	The Body (key concepts: objectification, self-objectification, internalization of cultural norms)	22* QTTA; 21 Rice, 2014 [read again and do key pts with focus on the body]; 23 Fahs, 2014; *24 Braun, 2001
Mar 13	Sexuality and relationships	25* QTTA; 26 Fahs 2011; 27 Edell et al, 2013
Mar 20	Work and family (revisiting key concept of "choice under conditions of inequality) Application Assignment Due	28* QTTA; 29 Jacques & Radtke, 2012; 30 Lips, 2013

<i>Date</i>	<i>Topic</i>	<i>Readings (#s indicate TOC #)</i>
Mar 27	Violence against women/Women and violence (key concept: “ownership practices”)	31* QTTA; 32 Rozee & Koss, 2001; 33 Towns & Scott, 2013
Apr 3	Pulling it all together / Key Concepts and Integration <i>Classroom exercise</i> Final Take Home Examination handed out	none
April 10	Final Take Home Exam handed in to Dr. Senn’s office (180 CHS) between 2:30-3:30 p.m. OR hand in a day early in office hours on April 9 th (1:30-4:30 p.m.)	

More Detail about Course Grades and Requirements

You are required to be responsible for your own learning by: being present in class, completing all reading prior to the class for which it is assigned, answering the pre-class online surveys, participating actively in the seminar, and completing all assigned work. ***This is a course with a substantial reading list and weekly assignments. Do not get behind or you will find it very difficult to catch up.***

The requirements for the course are stated on the second page of this outline and are explained below in more detail. Please ensure that you understand the requirements for this course. If you have any concerns or questions about the requirements after reading the course outline, please speak with me about them as soon as possible.

I care about how you are doing in the course. To make sure that I know how things are going for you, **you are required to come to my office hours once during the term (before the midterm is handed out on February 13th)**, so you can let me know how you are doing with the material and assignments. Make an appointment in advance using my online scheduling program (<https://my.timetrade.com/book/D6P5N>). Feel free to come more than once! I can help if you are having difficulty. If things are going well and you don’t have any concerns, it will be a short meeting! Please note I am not holding office hours in the first week of February as I am out of the country.

Attendance and Participation

Classroom attendance is expected. Discussions become more interesting and complex through continuity and shared and diverse experiences. We will also do a number of exercises/tasks in class that cannot be replicated through reading about them. Much of what you will learn will come from experiences we have in class. As a result, **students who miss more than one (3-hr) class should expect that their reduced opportunity to learn and participate will affect their final grade.** Any students who have work or other obligations that conflict with the class time should seriously reconsider taking the course this year.

I understand that students vary in their comfort in speaking up in class. There are two ways you will participate in the class: 1) in class (in small or large group discussions) and 2) through answering pre-class online surveys. **Pre-class surveys must be completed before midnight Tuesday (prior to class on Wednesday) or your contribution will not be counted.** Your participation grade is determined from both types of participation. You may participate in the surveys even if you are absent from class. You cannot “make up” the surveys if you miss them.

As we progress through the course you will find things in the news, on the internet, and/or in magazines that relate to our discussions and to the ideas and concepts in the course. Sometimes these other materials will propose a challenge to the course materials, sometimes they will reinforce or provide evidence for the claims the authors in the course pack are making. Extra-course material you provide will enrich our discussions so feel free to share these in class.

Weekly Key Points

Purpose -- This weekly assignment is designed to: encourage you to read closely for an author's main arguments and reflect on the readings ahead of class time; to prevent you from falling behind in your reading; and to enhance your participation in class discussions. Critical thinking about the readings outside of the classroom will help you to participate more fully. But before you can reflect on a reading you must first be able to understand what the author's main point is. Many students believe they are doing this when they take notes on all the points an author makes **but this is NOT the same thing**. To identify the 'key points' you must synthesize across the points or arguments that the author(s) of the piece makes to identify their primary argument or thesis. Some of the readings assigned are stories and key points for them represent your understanding of what the author is saying about the issue represented. See Tips below.

Requirements -- You are expected to complete a weekly Key Points assignment and hand it in at the beginning of most classes (see Schedule). Keep a copy for yourself so you can use it in the discussions or produce it if your submission goes astray. Readings marked with an asterisk (*) DO NOT require key points. There are 12 weeks in the semester and 10 weeks for which there are assigned readings. For the final class of the year, you may complete key points that summarizes the course in a nutshell. You therefore have 11 opportunities to submit these weekly exercises. You need to complete a minimum of 9 weekly exercises. If you submit more than 9 weeks of key points, you will be advantaged because I will use your 9 best marks to calculate your grade. **You must also meet with me (in office hours) once before the midterm is handed in to check in.** If you meet with me as required you will receive the Key Points grade as described above. If you do not attend a meeting with me I will deduct 5% from your final Key Points grade.

If you miss a class due to medical reasons you may submit your key points to me as soon as you return with the appropriate documentation. If you miss a class for a non-medical reason, you will need to hand in your key points **early** or by 4:20 p.m. (end of class) of the day they are due or they will not be accepted.

Grading -- Each week's key points will be marked out of 3 where > 2.75 – 3.00 means you have accurately captured the central thesis (or theses if there is more than one) of each reading and demonstrated that you carefully read and understood the author's intention in the article/chapter. Key points are marked by our Graduate Assistant (GA) based on a marking key I have approved. If you have questions or concerns about the grading, you can email the GA directly from the Blackboard site or see me in office hours and I will discuss issues with them if any adjustments to my marking key or the marking are necessary.

We will do some practicing in class. After your first key point assignment, I will present my answer and the GA's answer in class and we will discuss how we got to them. You can expect that you will get better with practice. Marks usually start with class averages between 50 and 60% and then by the end are mostly in the 80-100% range. But this only happens if you persist, see me if you are having trouble, and hand them in!

Tips on doing Key Points -- Key points capture and describe the **main** thesis/theses or argument(s) of the reading. There is sometimes only one main argument in that reading. There may be as many as three.

- Each key point must be succinct; usually a few sentences are sufficient to capture the point, sometimes one sentence is enough. You can write a brief paragraph (but no more) if you feel it is necessary to capture all the main argument(s).
- If you end up with a long answer you likely do not have the KEY point(s) and will need to go back and synthesize. Your GA **will not** "pick out" the main point from among your many points/notes; you need to do that selection yourself. This means that if you give us a long list of points for an article, the GA will read and mark the first three and then stop.
- Ensure that you have identified at least one core point for each article/story but if an article has two or three main points include them all. This might mean that you have up to a paragraph for an article to capture the key points.

Midterm and Final Examinations:

The midterm and final exams are in a take-home essay exam format. **You will be given one week to complete them so you will need to ensure in your schedule that you have time to work on it during the week prior to the due date.** The examination will allow you to demonstrate your knowledge about key concepts and other material, your ability to apply theories and concepts, and your ability to organize and present your ideas clearly.* The final exam is cumulative. Requests for regrading of the final exam must be made in writing within two weeks of the posting of final grades. ***You must keep a copy of your test for your own records.***

Application Assignment:

You must complete one research and writing assignment. You will choose one of three options. Details on the requirements will be handed out and discussed in the first few weeks of the course. Send an email to Dr. Senn or give her a hard copy notification of your choice by January 30th. Make sure that you start working on your assignment at least one month ahead of the deadline as they all involve reading and other tasks prior to writing the essay. **You must keep a copy of your assignment for your own records.**

Bonus marks:

You are eligible to earn 2 bonus points for this course. Participating in research will give you an interesting opportunity to test the ideas you are learning in this class. You may earn bonus points in other ways if you prefer not to participate in research or if you do not find studies to participate in by the end of March. Please see me for alternatives.

The Psychology Department Research Participant Pool provides an opportunity for students to learn about research in psychology by participating in studies conducted by faculty, graduate students, and honours students. The pool works as follows: at the start of each term, instructors offer points in their courses. Students register in the participant pool system, and indicate the courses that they are taking. Researchers post studies to the system or sometimes contact participants directly to recruit student participants. Once completing the study, the researcher posts points to the system. At the end of the term, instructors are sent a list of students who earned points in their course. Courses vary in the number of bonus marks they offer (from 1 to 3). Instructors also offer an alternate assignment which you can complete, in case you do not wish to take part in studies or if you are unable to earn a sufficient number of credits from studies. Each point earned is worth 1% towards your final course grade. For a course, like this one, which allows you to earn 2 bonus points, you can have up to 2% added to your final grade; this is potentially enough for a half grade change (e.g., from 68%, C+ to 70%, B-).

You are encouraged to register in the system during the registration period at the beginning of the term. Registration does not mean you must take part in studies, but leaves you the option of doing so later. You must SELF-REGISTER for the Participant Pool by accessing the pool web site and following the instructions there:

<http://uwindsor.sona-systems.com>. You MUST self-register before the date specified on this website. If you have registered in the system in a prior term, you MUST log in to your account during this time period and complete the demographic screening and course selection to re-activate your account. The sooner you register, the sooner you may be invited to earn bonus points.

Studies that you can participate in will be posted on the pool website and you can sign up for studies directly on the website. Check the system often as new experiments get added throughout the term. You must finalize assignment of points earned to courses in the system by the deadline. This deadline—and other important dates—are listed on the

*There are various supports for essay writing on campus. See for example, the Writing Support Desk in the Leddy Library <http://www.uwindsor.ca/success/writingsupportdesk> or the Writing Improvement Neighbourhood in the English department <http://www.uwindsor.ca/english/348/writing-improvement-neighbourhood>.

website. Students taking part in studies are expected to be familiar with the participant pool policy manual, available on the Psychology website (<http://www.uwindsor.ca/psychology/>). If you have any questions or concerns about your involvement in the participant pool during the term, please email psycpool@uwindsor.ca.

Dr. Senn's Class Policy

Late Assignments: Everyone is entitled to one (1) extension certificate (download it from the Blackboard site and hand it in when your writing assignment is due). This can be used for the Application Assignment or a weekly Key Points assignment but NOT for pre-class online surveys or Take Home Exams. No other extensions will be granted except in the case of a medical emergency (a medical certificate is required). If you have any questions about these requirements, please see me.

Plagiarism and

Cheating:

I expect you to submit original work. When you are working together with another student, you must disclose this fact to me. When you use source materials (published or unpublished, the work of professionals or other students) you must credit those sources. If you use their exact words then the words must be placed in quotation marks and the page number where you obtained them must be provided. If you paraphrase someone's ideas, words, or organizational framework, you must also give them credit. It is essential that you cite the author and date in all instances following the section that you have paraphrased. If you do not, you are plagiarizing. If you are unsure about how to cite something or someone, please come to see me before you hand anything in. See <http://www.uwindsor.ca/academic-integrity/306/student-resources> for more help if you need it.

Plagiarism and cheating are serious academic offenses punishable by expulsion from the university community. See the *Faculty of Arts, Humanities, and Social Sciences Policy* at the end of this syllabus. Please familiarize yourself with these regulations. You are responsible for maintaining responsible and honest academic practices while in the university community and this course. I am required by university regulations to report ALL instances of plagiarism and cheating. **Please note that collaboration on take-home exams IS cheating.**

Missed exams: Students are expected to hand in the take home exams when they are due except when prevented by a medical emergency. Medical emergencies **must** be documented with a medical certificate signed by your physician. Since the take home examination is meant to be completed in advance, sickness on the date due does not constitute a valid excuse. If you have any questions about these requirements, please speak with me in office hours.

Web Resources of Interest

Professional Associations:

1. Section on Women and Psychology (Canadian Psychological Association): <http://www.cpa.ca/aboutcpa/cpasections/SWAP/>
2. Society for the Psychology of Women (Division 35, American Psychological Association): <http://www.apa.org/divisions/div35/>
3. Association for Women in Psychology: <https://www.awpsych.org/>
4. Women's Program Office of APA: <http://www.apa.org/pi/women/about/index.aspx> (The Women's Programs Office works to improve the status, health, and well-being of women psychologists and consumers of psychological services)
5. Feminist Psychology blog: <http://www.fempopculture.blogspot.ca/>

History Sites:

6. Society for the Psychology of Women Heritage Site: <http://www.apadivisions.org/division-35/about/heritage/index.aspx>
7. Psychology's Feminist Voices (biographies on Canadian and American feminist psychologists):

<http://www.feministvoices.com/about>

Research Sites with high quality data (and fact sheets) on women:

8. Women’s Research Institute (U.S.): <http://www.wrei.org/>
9. Canadian Research Institute for the Advancement of Women (CRIAW): <http://www.criaw-icref.ca/>
10. Statistics Canada reports, e.g., on sexual assault: <http://www.statcan.gc.ca/pub/85-002-x/2017001/article/14842-eng.htm>
11. Re:Gender (formerly National Council for Research on Women): <http://www.wikigender.org/wiki/national-council-for-research-on-women/>
12. Canadian Women’s Health Network: <http://www.cwhn.ca/>

Other sites that may be of interest for feminist news, opinions, and activism on issues [there are many others!]:

1. Ms. Magazine (American) Online: <http://www.msmagazine.com/>
2. Ms. Foundation Online: <http://forwomen.org/>
3. Herizons Magazine (Canadian): <http://www.herizons.ca/>
4. Feminista (Canadian blog): <http://www.vancouverobserver.com/blogs/feminista>
5. Feministing (American blog): <http://feministing.com/>
6. The Brave Girls Alliance: <https://www.facebook.com/BraveGirlsWant/>
7. Spark Movement: <http://www.sparksummit.com/>

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES: POLICIES

GRADING POLICY

The Faculty of Arts, Humanities and Social Sciences Grading Policy is in keeping with the regulations in Bylaw 51 and the adoption of Outcome Based Education in the Province of Ontario. The purpose of the FAHSS Grading Policy is to:

1. Make grading practices transparent to students;
2. Ensure that grading practices in the Faculty are consistent across the Faculty;
3. Ensure that students are graded fairly and in keeping with the academic standards of the University.

The academic achievement of each student shall be measured according to what the student knows and is able to do in relation to the Learning Outcomes stated on the Course Outline. The level of the student’s achievement of the Learning Outcomes shall be tested in the assessment tools of the course (tests, essays, exams, seminars, etc.) and assigned a grade in accordance with the Grading Scale below.

Percentile (%) Grade Descriptors	Letter Grade	University Grade	Faculty of Arts, Humanities, and Social Sciences Grade Descriptor (consistent with the University Grade Descriptors)
90 – 100 85 – 89.9 80 – 84.9	A+ A A-	Excellent	Consistent evidence that the student exceeds all of the performance expectations associated with each learning outcome in the course
77 – 79.9 73 – 76.9 70 – 72.9	B+ B B-	Good	Consistent evidence that the student meets, and in some cases, exceeds the performance expectations associated with the learning outcomes in course
67 – 69.9 63 – 66.9 60 – 62.9	C+ C C-	Fair	Consistent evidence that the student meets the performance expectations associated with the learning outcomes in the course at a basic level
57 – 59.9 53 – 56.9 50 – 52.9	D+ D D-	Pass	Some evidence that the student meets the performance expectations associated with the learning outcomes in the course at a minimally acceptable level
0 – 49.9	F	No Credit	There is clear evidence that the student does not meet the performance expectations associated with the learning outcomes in the course.

IN	Incomplete*	
NR	No Report**	
IP	In Progress***	
P or NP	Pass or No Pass	

*IN (incomplete) is given when students have not completed all class assignments due to illness, bereavement or extenuating circumstances as defined in Bylaw 51- 1.18.1 and the student will complete the work at a later date (See also Aegrotat Standing). An “Incomplete” is also given when a student is alleged to have committed an act of academic misconduct. The grade of “Incomplete” will remain on the student’s transcript until the matter is adjudicated. IN (incomplete) grades will convert to 0% if no grade is submitted six weeks after the last date of the examination period.

**NR is assigned to a registered student that has no record of submitted work or completed tests and exams. A grade of NR will be calculated as 0% in the student’s average.

***IP is given in senior classes when a major assignment or thesis is still in process when the grades are due.

GRADE APPEALS

See Senate Bylaws 51: 1.17.1 and 1.17.2

Informal and formal Appeal:

An informal inquiry may be made to the instructor up to the official marks being submitted to the Registrar. The purpose of the inquiry is to review the work submitted and to allow for any adjustment of the grade in question where that change is found to be appropriate by the instructor. This informal inquiry must be done no later than ten working days after the release or publication of the grade by the instructor. This review does not preclude the student from appealing the final grade.

NOTE: Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, course work may be reviewed by students up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

Formal appeals may be made through the Office of the Registrar for a fee of \$20. The Dean of the Faculty will inform the Registrar of the outcome of the appeal. If the appeal is successful, the \$20 will be refunded.

All appeals must be made in writing to the Associate Dean’s Office, no later than three (3) weeks after the final mark has been released by the Registrar.

MISSING OR CANCELLING A LECTURE/CLASS/LAB

Purpose:

The purpose of this policy is to ensure a consistent learning environment for the students in the Faculty of Arts, Humanities & Social Sciences. This policy recognizes the importance of safeguarding the safety and well-being of faculty, staff and students and providing an equitable teaching and learning experience.

Cancellation of Scheduled Classes/Lab/Lecture due to Conference/Workshops:

Should a professor know at the beginning of semester that s/he will be away at a conference, workshop or other academic commitment during the term, s/he is required to note such absences on the course syllabus. Professors will need to indicate how they plan to make up the missed classes and course work on the syllabus. Course syllabi are required to be submitted to the head/director’s office prior to the beginning of class each semester.

If a professor wishes to reschedule a class/lab/lecture during which no evaluative procedure has been scheduled the professor must have the agreement of the entire class as it would be a change to the official scheduled class time. Otherwise the professor is responsible for covering all the course material in the remaining scheduled class times.

Cancellation of Scheduled Classes/Labs/Lecture due to Illness/Bereavement/Medical Emergency:

If an instructor is unable to meet the class due to illness, bereavement, or medical emergency, the following

steps need to be followed: If such situation occurs the professor will contact the department head or director's administrative office and ask the secretary to post an official notice on the classroom door stating the reason for the cancellation. It is the Professor's responsibility to ensure a notice is posted on BLACKBOARD as soon as possible. The professor will send an email to all students in the class. The email should list the essential information in the subject line of the email, for example SUBJECT: CLASS CANCELLED: SACR-1000 Professor John Hancock, Introduction to Sociology, Thursday, May 10, 2013.

If due to a medical/bereavement/medical emergency, a professor wishes to reschedule a class/lab/lecture during which no evaluative procedure has been scheduled the professor must have the agreement of the entire class as it would be a change to the official scheduled class time. Otherwise the professor is responsible for covering all the course material in the remaining scheduled class times.

If a professor cancels a class/lab/lecture during which an evaluative procedure has been scheduled the professor should make every effort to make provisions to keep the evaluative procedure on the scheduled date by enlisting assistance from a fellow colleague or TA/GA. If that is not possible [Bylaw 51](#), section 1.8 would apply. *"If a test or other evaluative procedure cannot be held at the scheduled time because of an emergency the activity will automatically be rescheduled for the next regular class meeting."* If the evaluative procedure is scheduled for the next class, the course material that would have been covered that day would be dealt with in accordance with the paragraph above.

Cancellation of Classes/University Closure due to Weather or Emergency Conditions:

In cases of inclement weather or emergency conditions which may include snow, ice, tornado, explosion, fire, etc. the only person who may cancel classes and/or close the University is the President of the University. Professors are not permitted to cancel classes without seeking permission from their head/director or dean.

If the President has officially canceled classes and an evaluative procedure had been scheduled for that class/lab, Bylaw 51, section 1.8 applies. *"If a test or other evaluative procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting."*

Other Reasons:

For reasons other than those listed above, classes cannot be cancelled without the prior approval of the head/director or the Dean of the Faculty. Please refer to Bylaw 51, section 1.7 "Changes may be made to the course outline up until the end of the first two weeks of classes. A hard copy of the final version of the course outline must be submitted to the AAU Head by the end of the second week of classes. After the initial first two weeks of the course, the dates referred to in 1.2.2 may be altered only for a compelling pedagogical or administrative reason. In the event of such a change students will receive advance-notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course."

Notes:

- 1) When the University is closed, a notice will be placed on the University Webpage, telephone answering system, and Campus Police at ext. 1234. Please also check with the local radio stations in the Windsor/Essex area for updates.
- 2) To ensure the most current information please review Bylaw 51 and Article E in their entirety by clicking on the links above or going to their websites www.uwindsor.ca/WUFA or [Senate Bylaw 51](#).

ACADEMIC MISCONDUCT

1. Academic Misconduct

Academic misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting his/her academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct. (See [Student Code of Conduct](#) for examples of academic misconduct, including plagiarism.)

2. Plagiarism

Plagiarism is the act of copying, reproducing or paraphrasing significant portions of one's own work, or someone else's published or unpublished material (from any source, including the Internet), without proper acknowledgement, representing these as new or as one's own. Plagiarism applies to all intellectual endeavours, including the creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works.

Students have the responsibility to learn and to use the conventions of documentation as accepted in their area of study and instructors have the responsibility of informing students in writing of any significant individual interpretations of plagiarism.

(See Policy on [Student Code of Conduct](#) as well as [Bylaw 31](#))

Consequences:

If the instructor believes that plagiarism has occurred, s/he **assigns a grade of IN** (incomplete) to the work in question and reports the case to the Department Head, to the Associate Dean of the Faculty, **and to the student(s) involved**. The Associate Dean of the Faculty is responsible for the adjudication of any alleged case of academic misconduct, including plagiarism, and to assign an appropriate sanction. (Common sanctions include admonition, letter of reflection, mark reduction, censure notation on transcript, suspension, expulsion, depending on the nature of the misconduct and whether it represents a first or subsequent offence.) Students have an automatic right of appeal to the Discipline Appeal Committee. A student wishing to exercise his/her right to appeal a finding of misconduct and/or sanction imposed shall initiate the appeal process within 10 working days of the decision having been issued. (See section 6 of [Bylaw 31](#).)

EXAMINATION MAKE-UP POLICIES

Exam Make-up/Late Submission/Aegrotat/Incomplete Policy

The Faculty of Arts, Humanities and Social Sciences requires students to provide **acceptable and documented medical** (or equivalent compassionate) **reasons** to allow make-ups for scheduled tests, midterms, and final exams and/or the submission of late assignments, grades of Incomplete or Aegrotat.

Acceptable reasons include hospital stays, serious illness, family emergencies (such as serious accidents or illnesses, death) or similar circumstances outside the student's control. Normally, written documentation is required stating specific reasons and dates. Arrangements for make-up exams and/or the submission of late assignments must be made as soon as possible. The instructor sets the date and format for make-up exams. The make-up exam will usually be different from the original exam, but will be equivalent in terms of testing objectives, format, level of difficulty, material covered, length of examination, etc.

Considerations for Health, Bereavement, or Extenuating Circumstances:

Please see [Senate Bylaw 51](#), clause 1.18.2. Students may print and use the [Student Medical Certificate](#) for documenting illness.

Additional Notes:

It is the responsibility of Faculty and Students to understand and follow all clauses in Senate Bylaw 51, 31 and Student Code of Conduct.

Senate Bylaw 51: Articles to Note:

- 1.1.1 Meaningful testing procedure
- 1.1.3 Last 7 calendar days free of any procedure for which a mark will be assigned
- 1.2.3 Student Evaluation of Teaching (SET): Student Evaluation of Teaching forms will be administered in the last two weeks of classes, in accordance with Senate policy.
- 1.4 Class participation grading
- 1.5.1 No evaluative procedure may be worth more than 50% of the final grade
- 1.5.2 Spot quizzes: Can be no more than 2% each and no more than 5% of final grade.
- 1.6 Meaningful feedback worth at least 20% of final grade prior to voluntary withdrawal date
- 1.15 Dates by which students may voluntarily withdraw from a course

Senate Bylaw 31:

Academic Integrity

Conduct of Exams and Tests

Compliance

Attendance & Identification

Exam Process

Appendix A: Guidelines For Verifying The Identity of Candidates wearing facial garments

Senate Policy on Plagiarism Detection Software

ACCESSIBILITY SERVICES

Student Accessibility Services offer a wide range of programs and services to assist with the transition from high school to university for those with learning disabilities. This office will help make the transition as seamless as possible. They also offer aids to help you succeed in University for those with specific learning disabilities. To fully understand all services offered to both Faculty and Students please go to go to the Student Accessibility Services website at <http://www.uwindsor.ca/studentaccessibility/>. To schedule a visit with their office please call PH: 519-253-3000 ext: 3288 or stop in their office located in the Lower Level of Dillon Hall in the center of campus or email sas@uwindsor.ca.

Also review Senate Policy on Academic Accommodation for Students with Disabilities.