Studies in Leadership
PSYCO 302 – B1
Winter 2021

Instructor: Dr. David Rast
Office: Biological Sciences Building P-319H
E-mail: david.rast@ualberta.ca
Web Page: https://apps.ualberta.ca/directory/person/rastiii

Office Hours: By appointment

TA: Kathryn Kincaid
Office: BS-P339
Phone: 780-492-7889
E-mail: kincaid@ualberta.ca

Lecture Room & Time: Tues/Thurs 9:30-10:50AM for any online synchronous class activities; but unless otherwise noted, the course will be conducted entirely asynchronously

Course Prerequisites:
It is important to prepare yourself for this course through a review of the prerequisite material. Students who do not have the required prerequisites at the time of taking this course should not expect supplementary professorial tutoring from the instructor or teaching assistant.

Technology Requirements/Recommendations for Remote Learning:
For an optimal online learning experience, please review the University guidelines for Technology for Remote Learning. It is highly recommended students use a laptop or desktop computer for course activities. If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of term.

Course Description, Objectives and Expected Learning Outcomes:

This is a mixed-style (seminars, lectures, discussions) course designed to provide an in-depth examination of research and theory related to the scientific study of leadership. The course provides an overview of the most important leadership theories, and also covers cutting-edge research on "hot topics" in the world of leadership, for example, authentic and ethical leadership. We will cover practical exercises and self-reflection will encourage you to relate these leadership theories to your own development as a leader. However, this is a research-focused course concerned with advancing the knowledge of leadership as a scholarly pursuit: how can we conduct research on leadership so that it translates to improve the practice of leadership? The aim of this course is not to make you a better leader—doing so is a lifelong pursuit—but instead to provide an introduction to the psychological study of leadership. Although the majority of the course will focus

on basic research/theory in this area, we will also discuss the application potential of this research and theory to address real-world issues.

This course has many goals:
- First and foremost, students should learn about research findings and theories explaining leadership and followership.

- Also, students should understand the methods researchers use to empirically investigate leadership and followership.
- Finally, students should be able to apply their understanding of research-based approaches of leadership in their everyday life. For instance, understanding why people support one leader over another, the importance of followers in the leadership process, etc. At the end of the course, students should be able to recognize these processes as they unfold in the world around them and understand why they happen and know their implications.

Required Textbook:
Northouse, P. G. (2018). Leadership: Theory and Practice (8th ed). Thousand Oaks, CA: Sage. ISBN: 978-1506362311

Additional readings will be identified in the syllabus or at our weekly class meetings. Additional readings will typically be posted on eClass, or distributed in class or via email.

Optional (not required) but helpful:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

There is **one major journal** that specializes in research on leadership:

The Leadership Quarterly

Additional Course Resources:

Slack Workspace: To facilitate course discussion and create an archive of "frequently asked questions," we are going to use team communication software, Slack. Our Slack Workspace is available at http://psyco302.slack.com or use the workspace name "psyco302", if you already have the Slack App installed on your phone or desktop. You will need to officially join our Slack workspace the first time you access it by following this link: http://bit.ly/3s6VJwX. There are 5 channels, #general, #assignments, #article_review, #self_reflective_portfolio, and #random. Be sure to adjust your notifications to fit your workflow. Using Slack as a classroom will allow students to share information more effectively, manage group projects more efficiently, crowdsource class notes, and increase engagement and active learning throughout the term. And, the more you help others out with their problems, the more deeply you will understand everything you learn.

How to Get Help with the Course: The fastest two ways to get help is to (1) follow and post to our Slack workspace and (2) get personalized help from the Teaching Assistant(s) during office hours or email. Please email the TA(s) first with questions, because you will get the fastest response that way. I will be copied on the response to you, so I will

additionally reply if anything else should be added. Also, please check the syllabus before asking about a procedural question, so you don't ask a syllabus question. That being said, please feel free to approach me after class for help, as I will usually leave buffer time after the class in my schedule. I always enjoy thinking about these issues more deeply, and I am here to help you succeed in this class and in your budding researcher career!

For additional student resources, please refer to the "**STUDENT RESOURCES**" section.

Grade Evaluation:

Grades will be assigned in percentages and will be converted to letter grades based on the below table. Your final grades will be calculated in accordance with the University of Alberta letter grading system. This table contains an approximate guideline for the course, however the instructor reserves the right to use expert judgment to adjust the grades as necessary or to adjust this table to correspond to University-suggested ranges and assign appropriate grades based on relative performance.

Letter	Approximate %	Pts	Descriptor
A+	92 – 100%	4.0	
A	88 – 91.99%	4.0	Excellent
A-	84 – 87.99%	3.7	
B+	78 – 83.99%	3.3	
B	74 – 77.99%	3.0	Good
B-	70 – 73.99%	2.7	
C+	65 - 69.99%	2.3	
C	60 – 64.99%	2.0	Satisfactory
C-	55 – 59.99%	1.7	
D+	53 – 54.99%	1.3	Poor
D	50 – 52.99%	1.0	Minimal Pass
F or F4	0 – 49.99%	0	Failure

Grade Distribution:

Evaluation	Weighting	Due Date
Quizzes	20%	Weekly on Friday
Leader & Gender IAT Essay	20%	March 19
Research Article Paper	20%	Feb 19
Self-reflection Portfolio	40%	Apr 20

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Representative Evaluative Material:

Previous quizzes for this course will not be made available to the students. However, there are several resources available to the students for assistance in preparing for the quizzes. For example, the textbook website, asking questions during class, and so forth.

Assignments:

Weekly Quizzes (20% total)

Students are expected to prepare for class each week, such as reading the assigned material prior to class. To ensure students are engaging with the assigned materials, weekly quizzes will be given. Quizzes will start Week 4 (week of Feb 01) of the term. Students must have **completed this quiz by 5PM MDT Friday** of each week (e.g., the Week 4 quiz must be completed by 5PM Friday of Week 4). Missing a quiz will result in a zero for that week's quiz. No make-up quizzes will be available. Bad time management (such as having to prepare for another course) is not an excuse for missing a weekly quiz.

Research Article Review (20% total)
You will write a short research article review during the semester. The guidelines are detailed below. **The Research Article Review paper is due by 11:59PM MDT on Friday Feb 19, 2021. All papers must be submitted via eClass.**

When researchers have a question, they first read others' research on that topic to find out what's already known before conducting their own research. Original research articles are published in peer-reviewed professional journals and follow a strict format so that particular kinds of information are easier to find. In this assignment, you will choose, find, and read a peer-reviewed leader/leadership research article and then write a short paper describing the research.

Choosing & Reading an Article

1. On the library's website, browse through PsycInfo for articles from academic leadership journals. What you need to do is pick a keyword, phrase, or theory (e.g., social influence, dyadic relationship in leadership, followership, etc.).

2. Recommended Journals:

   • _The Leadership Quarterly_
   • _Academy of Management Journal_
   • _Journal of Applied Psychology_
   • _Organizational Behavior and Human Decision Processes_
   • _Basic and Applied Social Psychology_
   • _British Journal of Social Psychology_
   • _Group Dynamics: Theory, Research, and Practice_
   • _Journal of Applied Social Psychology_
   • _Journal of Experimental Social Psychology_
   • _Group Processes and Intergroup Relations_

3. Choose an original research article printed no earlier than 2013 (it must include clearly-labeled Method and Results sections to count as a research article).

4. Print out a copy of the article so that you can read it or save a copy to your computer/tablet so you can read it there.

5. Read the article carefully. Professional writing takes a while to read because it is dense and assumes you know something about the topic. Don't worry if you don't understand everything (especially in the Results section) - just try to get the main ideas. Here are some guidelines:

- Abstract: The paragraph right under the title and authors is called an Abstract - it summarizes the whole article.
- Introduction: The next section is the Introduction (though it doesn't have a label) where the researchers review theories and other research related to their topic. They try to make a case for why their research should be done - perhaps it tries to show which theory is correct, or it is exploring an area no one has researched before. This section usually ends with a specific prediction or hypothesis.
- Method: This section is where the researchers describe who was in their study (participants), the stuff used in the study (surveys, videos, etc.), and what happened to the research participants (procedures). This helps the reader understand all the important details of how the research was conducted.
- Results: In this section, the researchers use data to show whether their hypothesis was supported. Lots of different statistical tests are used to analyze the data - don't worry if you don't understand what any or all the tests mean.
- Discussion: Here, the researchers summarize the research results in English (not statistics), connect it back to the theories and previous research they included in the Introduction, and consider how their research was important or how it was limited or could be done differently next time.
- References: These are the sources actually relied upon in the paper, written in APA documentation style (not MLA or Chicago style).

6. Writing your Paper (4-5 typed, double-spaced, stapled pages; 1" margins; 11 or 12-point Times New Roman font). The first line of the paper (title) should be the reference for the paper in APA format – an example will be provided in class.

   a) In your own words, discuss what they are studying, why they are studying the topic, and what they predict to happen in their study. This information can be found in the introduction section (the section before the methods section if not clearly labeled).
   b) Describe the population who was in the study (e.g., college students) and then describe the procedures of the study from beginning to end. (this can be found in the methods section)
   c) Discuss the outcome of the study, what did they find? Did it agree with their predictions, disagree? Results section
   d) Discuss the practical implications of this study for the real world. Did the results answer an important question about society or can society use the information for the better? (this can be found in the discussion section).
   e) Discuss your reactions to or questions about this research or the article itself.

7. These papers are expected to be completed and turned in on the date specified. **No late papers, no exceptions. Plan accordingly!**

Leadership and Gender IAT Essay (20%):
The Implicit Association Test (IAT) was developed to test your unconscious attitudes and beliefs about different social groups. You will complete the non-research Leadership and Gender IAT, which is available at https://wiseli.wisc.edu/research/gender-leadership-iat/. The IAT assesses the ways in which you associate certain words and concepts. At the end of the assessment, you will receive feedback on your responses. Review the feedback and the relevant FAQs on the website. If you receive "inconclusive" results, you may wish to take the IAT again. In a short essay (no shorter than 2 pages but no longer than 3 pages written in APA style), reflect on the experience of

taking this assessment, the results provided by the website, and what this means for you as a future manager and leader. The focus of your essay ought to be on your results and how possible biases might impact you as a leader or follower. This is an individual assignment **due by 11:59PM MDT March 19, 2021 submitted via eClass**.

Self-reflective Portfolio (40% total)

Portfolios are collections of information put together by a learner to demonstrate their learning. Self-reflection means that you explore the impact of your values, beliefs, experiences and behavior, in this case in relation to leadership. Knowing yourself and understanding your feelings and reactions in different situations is an important step in your development as a leader. During this course, you should develop a deeper understanding of how your personal and cultural beliefs and experiences influence your actions, and thus your effectiveness as a leader in different situations. Self-reflection and feedback seeking are tools you can use throughout your career to further develop your leadership. Your capacity to reflect on your actions as a leader will enable you to engage in continuous learning.

Throughout this course there will be different opportunities for you to explore your values, beliefs, previous experiences, and behavior:
- Self-assessment questionnaires are based on established measures in the leadership literature. They give you a more tangible understanding of, for example, a specific leadership style. By providing you with a score they also give you an idea of where you stand at the moment, but this score should only form the basis of your self-reflection and is not in itself a "diagnosis" of your leadership style. We will specifically make time at the end of each in-class experiential exercise for you to reflect on your experience in your team and your leadership style, and to take notes. These can form the basis of your self-reflective essay.
- Discussion questions also provide an opportunity for you to self-reflect about a given leadership theory or model.
- Your self-reflective portfolio should include
  - Copies of all self-assessment questionnaires, as well as, your notes made during the in-class exercises. You will lose marks if you do not include your self-assessment questionnaires with your self-reflection portfolio so make sure you come to every lecture and fill them in.

The self-reflection portfolio will result in an essay reflecting on your own leadership approach, and your behavior in teams (word limit: 3000 words, not including references; exceeding the word limit will be penalized—parsimony is a key aspect of writing). In this essay, you should write about observations you have made about your own behavior as it is relevant to leadership and teamwork, drawing on your experiences in the learning or work teams or on other experiences you have had. Pay particular attention to how your feelings, values and beliefs have influenced your behavior. Discuss how your behavior has affected others, and critically reflect on whether you could have acted differently.

In particular, you should reflect on your leadership strengths and weaknesses, using in-class questionnaires or other empirical means. Write about whether how you see yourself as a leader has changed over this semester or academic year, which areas of development you have identified, and about the kind of leader you wish to be in the future. It is important that you _draw on leadership theories covered in this course_. These articles can be found in PsycInfo, Google

Scholar, etc. **The Self-reflection portfolio is due during the Final Examination period on Tuesday Apr 20, 2021 at 2PM MDT. All papers must be submitted via eClass. <u>No late papers, no exceptions. Plan accordingly!</u>**

Class Schedule & Assigned Readings:

Week 1, Jan 12 & 14:
Introduction and overview.

Readings:
  Northouse – Chapter 1 'Introduction'

Week 2, Jan 19 & 21:
Trait theories of leadership.

Readings
  Northouse – Chapter 2 'Trait Approach'
  Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist, 62*, 6-16.

Week 3, Jan 26 & 28:
Behavior and skill theories of leadership.

Readings
  Northouse – Chapter 3 'Skills Approach'
  Northouse – Chapter 4 'Behavioral Approach'

Week 4, Feb 02 & 04:
Contingency theories of leadership.

Readings
  Northouse – Chapter 5 'Situational Approach'
  Northouse – Chapter 6 'Path-Goal Theory'

Week 5, Feb 09 & 11:
Leader-member exchange theory and other relationship-based approaches

Readings
  Northouse – Chapter 7 'Leader-Member Exchange Theory'
  Martin, R., Thomas, G., Guillaume, Y., Lee, A., & Epitropaki, O. (2016). Leader-member exchange (LMX) and performance: A meta-analytic review. *Personnel Psychology*, *69*, 67-121.
  Thomas, G., Martin, R., Epitropaki, O., Guillaume, Y., & Lee, A. (2013). Social cognition in leader–follower relationships: Applying insights from relationship science to understanding relationship-based approaches to leadership. *Journal of Organizational Behavior*, *34*, S63-S81.

Week 6, Feb 16 & 18: – Reading Week

No Class, Reading Week. Self-reflective essay due.

Week 7, Feb 23 & 25:
Charismatic and transformational theories of leadership

Readings
      Northouse – Chapter 8 'Transformational Leadership'
      Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*, 755-768.
      van Knippenberg, D. & Sitkin, S.B. (2013). A critical assessment of charismatic transformational leadership research: Back to the drawing board? *The Academy of Management Annals, 7*, 1-60.

Week 8, Mar 02 & 04:
Authentic, ethical, and servant leadership theories.

Readings
      Northouse – Chapter 9 'Authentic Leadership'
      Northouse – Chapter 10 'Servant Leadership'
      Northouse – Chapter 13 'Leadership Ethics'

Week 9, Mar 09 & 11:
Group-based leadership theories.

Readings
      Hogg, M. A., van Knippenberg, D., & Rast, D. E. III (2012). The social identity theory of leadership: Theoretical origins, research findings, and conceptual developments. *European Review of Social Psychology, 23*, 258-304.
      Hogg, M. A., van Knippenberg, D., & Rast, D. E. III (2012). Intergroup leadership in organizations: Leading across group and organizational boundaries. *Academy of Management Review, 37*, 232-255.
      Thomas, G., Martin, R., & Riggio, R. E. (2013). Leading groups: Leadership as a group process. *Group Processes and Intergroup Relations, 16,* 3-16.

Week 10, Mar 16 & 18:
No class session. Use this time to your advantage. This week is meant to give you additional time working on leadership and gender IAT essay. IAT essay due.

Week 11, Mar 23 & 25:
The dark-side of leadership.

Readings
      Einarsen, S., Aasland, M.S., & Skogstad, A. (2007). Destructive leadership behaviour: A definition and conceptual model. *Leadership Quarterly, 18*, 207-216.
      Giessner, S.R. & Schubert, T.W. (2007). High in the hierarchy: How vertical location and judgments of leaders' power are interrelated. *Organizational Behavior and Human Decision Processes, 104*, 30-44.
      Rast, D. E. III, Hogg, M. A., & Giessner, S. R. (2013). Self-uncertainty and support for autocratic leadership. *Self & Identity, 12,* 635-649.

Week 12, Mar 30 & Apr 01:
Gender, ethnicity, and leadership.

Readings
> Northouse – Chapter 15 'Gender and Leadership'
> Livingston, R. W. & Pearce, N. A. (2009) The teddy bear effect: Does babyfaceness benefit Black CEOs? *Psychological Science, 20,* 1229-1236.
> Livingston, R. W., Rosette, A. S., & Washington, E. F. (2012). Can an agentic Black woman get ahead? The impact of race and interpersonal dominance on perceptions of female leaders. *Psychological Science, 23,* 354-358.
> Rudman, L. A., & Glick, P. (1999). Feminized management and backlash toward agentic women: the hidden costs to women of a kinder, gentler image of middle managers*. Journal of Personality and Social Psychology, 77,* 1004 - 1010.

Week 13, Mar 06 & Apr 08:
Follower-centric approaches.

Readings
> Bligh, M. C., Kohles, J. C., & Pillai, R. (2011). Romancing leadership: Past, present, and future. *The Leadership Quarterly, 22,* 1058 - 1077.
> Brown, D. J. (2012). In the minds of followers: Follower-centric approaches to leadership. In D. Day and J. Antonakis (Eds.), *The Nature of Leadership* (2nd ed., pp. 331-362). London: Sage.
> Sy, T. (2010). What do you think of followers? Examining the content, structure, and consequences of implicit followership theories. *Organizational Behavior and Human Decision Processes, 113, 73-84.*

Week 14, Apr 13 & 15 (NB: Classes end on Apr 16):
No class session. Use this time to your advantage. This week is meant to give you additional time working on self-reflective portfolios.

Tuesday, Apr 20 at 2PM:
Final assessment (self-reflective portfolio)

ADDITIONAL CONSIDERATIONS AND STUDENTS RESPONSIBILITIES

Office Hours: The instructor welcomes and encourages students to attend office hours. **Appointments will only be made with students who cannot attend office hours**.

Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the quizzes. **The instructor wants all students to do well and learn the material in this course, but can do little to help people who do not take the initiative, and waiting until the last minute will not be a wise strategy.**

Important Dates: See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

Assignment Submissions: Unless otherwise noted, all written assignments will be submitted via eClass by 11:59PM MDT on their respective due date. Once an assignment has been submitted via eClass, it cannot be resubmitted. If an assignment is submitted or resubmitted after 11:59PM MDT on the due date, it will be considered late and a grade of zero will be applied to the assignment.

Absence From Exams: Students are expected to write all exams and final assessments as scheduled; see the course outline above for the dates of the midterms and check the university exam schedule to confirm the final exam/assessment date.

For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request.

A student who cannot write the final examination or assessment due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. **The deferred examination or assessment will be due on Friday, May 14, 2021 at 10:00AM MDT and submitted directly to the instructor via email.** To defer a final exam/assessment, you will need to go through the deferral process with your Faculty Office. The deferred assessment will consist of the same final assessment as the regular course, but will be 10-12 pages in length. Deferred assessments are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. The procedure is outlined in full in the University Calendar.

Absence From Assignments: Approval for an excused absence from term work (e.g., class presentations, assignments, quizzes, papers, reports, or term examinations) is at the discretion of the instructor, per the University Calendar. Late term work will not be accepted.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class with either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all cell phones, pagers, blackberry and music devices during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking.

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at www.governance.ualberta.ca) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive **at minimum** a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science /Faculty of Arts the sanction for **cheating** on any examination will include **a disciplinary failing grade** (NO EXCEPTIONS) and senior students should expect a period of suspension or expulsion from the University of Alberta.

Please carefully read and follow the following: "**Don't Cheat**" sheet, which can also be found here: http://www.governance.ualberta.ca/StudentAppeals/DontCheatsheet.aspx

Exams: Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes, and must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms and hats should not be worn. See Calendar information on Conduct of Exams for more information.

Cell Phones: Cell phones are to be turned off during lectures, labs and seminars, unless the instructor has explicitly requested their use in association with lecture/learning material (e.g., ePoll). Cell phones are not to be brought to exams.

Recording and/or Distribution of Course Materials:
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

STUDENT RESOURCES:

COVID-19 Updates: Updates pertaining to university-related activities can be found on the COVID-19 Information website: ***https://www.ualberta.ca/covid-19/updates/index.html***

Accessibility Resources (AR) (1 – 80 SUB): *The* University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the Accessibility Resources webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): The Academic Success Centre provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Disclaimer:
Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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