

# PSYD15HS: Current Topics in Social Psychology

## Empathy: Theory, Motivation, and Disorder

Winter 2020  
Wednesdays 3-5pm, HL B106

Instructor: Amanda Ferguson  
Email: am.ferguson@mail.utoronto.ca  
Office: SY 162  
Office hours: Mondays, 11:00am-1:00pm; by appointment

### Course Overview

Empathy, or feeling what someone else feels, is a fundamental component of navigating social life. Despite its benefits, there is good evidence to suggest that empathy is not always automatic – for example, people often choose to walk past (rather than engage with) homeless people on the street, ostensibly turning empathy down or off without necessarily intending to. Why does empathy fail in so many situations? What makes us more or less likely to engage it when the opportunity presents itself?

This course focuses on the study of empathy in social psychology (and related disciplines). We will start with an introduction to empathy research, including a discussion of methodology and prominent theoretical models of empathy. We will then discuss the study of individual differences in empathy (e.g., gender, group status), and the many functions of empathy in social life (e.g., emotion regulation, motivating moral action). Finally, we will discuss disorders characterized by a lack of empathy (i.e., autism and psychopathy).

Throughout this course, we will examine empathy from a scientific, empirical perspective. We will use mostly primary and some secondary journal articles as our main reading material, and will critically discuss the methods, generalizability, and implications of empirical results.

### Learning Outcomes:

- I. Understand how empathy is defined, measured, and studied in social psychology.
- II. Understand how empathy is understood and approached as a topic in other areas of psychology (e.g., cognitive, clinical, educational, neuroscience)
- III. Critically engage with how empathy research might be applied in the real-world, focusing on the potential benefits and pitfalls.
- IV. Become more comfortable reading, understanding, and using primary-source research articles as sources of information.
- V. Develop professional communication skills, including presentation, discussion, and writing skills.

## Grade Components

### Class Participation and Attendance

14%

In a seminar-style class, attendance is expected and participation is essential. I will keep a record of participation throughout the term. Your participation grade will depend on quality, as well as quantity, of participation. Signs of good participation include attendance and punctuality; contribution to small group and/or class-wide discussions; eagerness to participate in activities; offering constructive feedback, questions, and comments; and paying attention to classroom activities and others' presentations.

### Reflection Papers

24%

6 total  
4% each

To facilitate critical thinking and class participation, you will choose at least six weeks to submit reflection papers. For each of your selected weeks, you should write a single page (double spaced) reflection on one (or more) of the week's assigned readings. Your papers should be thoughtful responses to the readings, not descriptions of the findings or requests for clarifications (although you are welcome to ask clarifications questions in addition to your reflection papers). Reflection papers should generate topics of discussion for the class, identify other areas of research or ideas, find an example of a media portrayal of a topic, or compose a critique of the selected reading. The goal here is to capitalize on your growing knowledge of psychological science and draw connections between your education so far and the content of this class. For example, you might think about (and write about!) the ways in which something in the reading(s) relates to concepts learned in other classes, or to something in the news. These reflection papers must be submitted to Quercus by 2:59pm on Wednesdays (i.e., before the associated class). You may submit reflection papers for more than six weeks – your mark will reflect the reflection papers from your best six weeks.

Due before class on Wednesdays (i.e., before 2:59pm Wednesdays). ***Late papers will not be accepted.***

### Discussion Questions

12%

To further facilitate class discussion, you will choose at least six weeks to submit discussion questions. For each of your selected weeks, you should write at least two discussion questions, one for each required reading. These discussion questions must be submitted to Quercus by 5pm on the Monday before the associated class. Like the reflection papers, discussion questions should be thoughtful responses to the readings, not requests for clarifications. ***It is perfectly fine to submit a discussion question based on your reflection paper.*** In fact, it makes good sense to submit discussion questions on the weeks that you are writing reflection papers (but you are not necessarily required to do so.) You may

submit discussion questions for more than six weeks – your mark will reflect the discussion questions from your best six weeks.

**Due by 5pm on Mondays via Quercus.**

### **Class Facilitation & Presentation**

Once during the semester, you and your group (usually consisting of 2 or 3 people) will serve as facilitators and leaders of the discussion for the week's assigned readings.

Class facilitation will include two main components:

- 1) With a slide presentation, clearly describe the main ideas and findings from the Presentation Article (~30 minutes).
- 2) Facilitating the class discussion through the structured presentation of discussion board questions (provided by your classmates, shortened/rewritten for clarity) and organization of activities (~60 minutes).

The presentation should summarize the background, methods, results, and discussion of the Presentation Article. Optionally, you may supplement the presentation with evidence from other research articles or sources, to give students a broader sense of other research being conducted on your topic.

**25%**

The discussion should touch on all three articles (2 required readings and presentation article), and can also go beyond those articles to the week's general topic. Discussion leaders should be prepared to guide discussion so that the discussion is fluid, lively, and interesting for everyone – spend time planning your discussion facilitation, not just planning your presentation! You can be creative by incorporating multimedia and class activities into their discussions (e.g. breaking class into small groups, surveying class participants for their perspectives, organizing a mini-debate, trying to replicate a study from a paper). Though not required, familiarity with other related readings will help you develop expertise on your topic, and so consulting with outside sources is encouraged. Feel free to ask me ahead of time for other related articles or ideas that might supplement your presentation and discussion facilitation.

Each group member should show that they are actively involved with their group, and should demonstrate mastery of the material for that week. To show evidence of mastery, student facilitators should each take turns engaging with other students in the class (through presenting some of the presentation and/or leading scheduled activities and/or leading discussion).

### Final paper

Students must submit a major (i.e., ~3,000-word) paper at the end of the term. Each student should begin by choosing a topic related to the study of empathy. This topic can be one discussed in class, or some other topic not discussed (e.g., empathy interventions in schools or the workplace; positive empathy; empathy deficits in sex offenders; empathy and video game use; empathy and burnout in physicians/nurses; empathy in policing; empathy in business settings). **Please submit your topics to me for approval no later than March 11<sup>th</sup> at 11:59pm.**

25%

Your paper should review the literature relevant to your topic (~1,500-2,000 words), and propose a new line of research (i.e., a research hypothesis) based on this review that builds upon or integrates ideas from different empathy models (~750-1,250 to words).

More detailed instructions for this paper will be provided later in the semester, in class and on Quercus.

Topic due March 11<sup>th</sup> at 11:59pm via Quercus.

Final paper due April 1<sup>st</sup> at 11:59pm via Quercus.

## Course Policies

### Emails & Communication:

- I will always respond to emails within one to two working days – that means if I receive an email on Friday, you may not get a response until Tuesday. Emails are best for when you have simple questions that are not already answered in the syllabus. If you have longer questions about course content, presentations, or written assignments, I recommend that you come to office hours, or email me to set up a different time to meet.
- Each presentation group will have their own discussion board on Quercus, consisting of the group members and myself. I am happy to answer questions, and provide guidance or suggestions for your week of class facilitation via this message board. This is a great location to brainstorm activities, additional relevant information, and divide up the workload before your week's presentation. Of course, you are also welcome to communicate with your group members via other platforms.

### Technology in Class:

- Laptops are allowed for note-taking and referring to the articles, but please be respectful and don't try to multi-task during class. In small classes, it is obvious when you are not paying attention; remember that participation is part of your grade!

## Disabilities:

- Academic accommodations are available for students with disabilities who are registered with AccessAbility Services (<http://www.uts.utoronto.ca/~ability/>). Students who register and utilize the AccessAbility services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course. There is little to nothing that I can do for you after an assignment.

## Course Schedule & Readings

The readings for each week are written below, and will also be available on the course webpage on Quercus. You are responsible for reading the two required readings for each week before class. The "presentation article" will be presented by the presentation leaders each week, and so it is not necessary to read these papers before class (although, of course, you are welcome to read them before or after class).

### January 8<sup>th</sup> – Empathy in social psychology: An introduction

1

Batson, C. D. (2009). These things called empathy: Eight related but distinct phenomena. In Decety, J. E., & Ickes, W. E. (Eds). *The social neuroscience of empathy*, 3-12, MIT Press.

Cameron, C. D. (2018). Motivating empathy: Three methodological recommendations for mapping empathy. *Social and Personality Psychology Compass*, 12(11), e12418.

Jordan, C. H. & Zanna, M. P. (2000). How to read a journal article in social psychology. R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press. Retrieved from <http://www.uvm.edu/~Edguber/POLS234/articles/read.htm>

### January 15<sup>th</sup> – Models of empathy: Perception-Action Model and Attachment

2

Preston, S. D. (2007). A perception-action model for empathy. *Empathy in Mental Illness*, 428-447.

Shaver, P. R., Mikulincer, M., Gross, J. T., Stern, J. A., & Cassidy, J. A. (2016). A lifespan perspective on attachment and care for others: Empathy, altruism, and prosocial behavior. In Cassidy, J.; Shaver, PR (ed.), *Handbook of attachment: Theory, research, and clinical applications* (3rd ed.), 878-916.

\*de Waal, F. B. M., & Preston, S. D. (2017). Mammalian empathy: behavioural manifestations and neural basis. *Nature Reviews Neuroscience*, 18(8), 498-509.

\*Optional reading

January 22<sup>nd</sup> – Models of empathy: Social cognitive perspective (1)

3

Pavey, L., Greitemeyer, T., & Sparks, P. (2012). "I help because I want to, not because you tell me to": Empathy increases autonomously motivated helping. *Personality and Social Psychology Bulletin*, 38(5), 681-689.

Hasson, Y., Tamir, M., Brahms, K. S., Cohrs, J. C., & Halperin, E. (2018). Are liberals and conservatives equally motivated to feel empathy toward others?. *Personality and Social Psychology Bulletin*, 44(10), 1449-1459.

Presentation article: Schumann, K., Zaki, J., & Dweck, C. S. (2014). Addressing the empathy deficit: Beliefs about the malleability of empathy predict effortful responses when empathy is challenging. *Journal of Personality and Social Psychology*, 107(3), 475-493.

January 29<sup>th</sup> – Models of empathy: Social cognitive perspective (2)

4

Nook, E. C., Ong, D. C., Morelli, S. A., Mitchell, J. P., & Zaki, J. (2016). Prosocial conformity: Prosocial norms generalize across behavior and empathy. *Personality and Social Psychology Bulletin*, 42(8), 1045-1062.

Cameron, C. D., Hutcherson, C. A., Ferguson, A. M., Scheffer, J. A., Hadjiandreou, E., & Inzlicht, M. (2019). Empathy is hard work: People choose to avoid empathy because of its cognitive costs. *Journal of Experimental Psychology: General*, 148(6), 962–976.

Presentation article: Cameron, C. D., Harris, L. T., & Payne, B. K. (2016). The emotional cost of humanity: Anticipated exhaustion motivates dehumanization of stigmatized targets. *Social Psychological and Personality Science*, 7(2), 105-112.

February 5<sup>th</sup> – Empathy and gender

5

Schulte-Rüther, M., Markowitsch, H. J., Shah, N. J., Fink, G. R., & Piefke, M. (2008). Gender differences in brain networks supporting empathy. *Neuroimage*, 42(1), 393-403.

Thomas, G., & Maio, G. R. (2008). Man, I feel like a woman: When and how gender-role motivation helps mind-reading. *Journal of Personality and Social Psychology*, 95(5), 1165.

Presentation article: Klein, K. J. K., & Hodges, S. D. (2016). Gender differences, motivation, and empathic accuracy: When it pays to understand. *Personality and Social Psychology Bulletin*, 27(6), 720-730.

February 12<sup>th</sup> – Empathy and group status

6

Cikara, M., Bruneau, E. G., & Saxe, R. R. (2011). Us and them: Intergroup failures of empathy. *Current Directions in Psychological Science*, 20(3), 149-153.

Gutsell, J. N., & Inzlicht, M. (2010). Empathy constrained: Prejudice predicts reduced mental simulation of actions during observation of outgroups. *Journal of Experimental Social Psychology*, 46(5), 841-845.

Presentation article: Cikara, M., Bruneau, E., Van Bavel, J. J., & Saxe, R. (2014). Their pain gives us pleasure: How intergroup dynamics shape empathic failures and counter-empathic responses. *Journal of Experimental Social Psychology*, 55, 110-125.

February 19<sup>th</sup> – READING WEEK

7

No Readings ☺

February 26<sup>th</sup> – Functions of empathy: Emotion regulation

8

Cosley, B. J., McCoy, S. K., Saslow, L. R., & Epel, E. S. (2010). Is compassion for others stress buffering? Consequences of compassion and social support for physiological reactivity to stress. *Journal of Experimental Social Psychology*, 46(5), 816-823.

Williams, W. C., Morelli, S. A., Ong, D. C., & Zaki, J. (2018). Interpersonal emotion regulation: Implications for affiliation, perceived support, relationships, and well-being. *Journal of Personality and Social Psychology*, 115(2), 224-254.

\*Zaki, J., & Williams, W. C. (2013). Interpersonal emotion regulation. *Emotion*, 13(5), 803-810.

Presentation article: Cameron, C. D., & Payne, B. K. (2011). Escaping affect: How motivated emotion regulation creates insensitivity to mass suffering. *Journal of Personality and Social Psychology*, 100(1), 1-15.

\*Optional reading

March 4<sup>th</sup> – Functions of empathy: Moral action (1)

9

Decety, J., & Cowell, J. M. (2014). The complex relation between morality and empathy. *Trends in Cognitive Sciences*, 18(7), 337-339.

Weng, H. Y., Fox, A. S., Shackman, A. J., Stodola, D. E., Caldwell, J. Z. K., Olson, M. C. et al. (2013). Compassion training alters altruism and neural responses to suffering. *Psychological Science*, 24(7), 1171-1180.

\*Bloom, P. (2013). The baby in the well. *The New Yorker*, 20.  
<https://www.newyorker.com/magazine/2013/05/20/the-baby-in-the-well>

Presentation article: Bethlehem, R. A. I., Allison, C., van Andel, E. M., Coles, A. I., Neil, K., & Baron-Cohen, S. (2017). Does empathy predict altruism in the wild. *Social Neuroscience*, 12(6), 743-750.

Due: Topic of final paper at 11:59pm via Quercus

March 11<sup>th</sup> – Functions of empathy: Moral action (2)

10

Vachon, D. D., Lynam, D. R., & Johnson, J. A. (2014). The (non)relation between empathy and aggression: Surprising results from a meta-analysis. *Psychological Bulletin*, 140(3), 751-773.

Castellino, N., Bosco, F. M., Marshall, W. L., Marshall, L. E., & Veglia, F. (2011). Mindreading abilities in sexual offenders: An analysis of theory of mind processes. *Consciousness and cognition*, 20(4), 1612-1624.

Presentation article: Ang, R. P., & Goh, D. H. (2010). Cyberbullying among adolescents: The role of affective and cognitive empathy, and gender. *Child Psychiatry & Human Development*, 41(4), 387-397.

March 18<sup>th</sup> – Functions of empathy: Social competence

11

Righetti, F., Gere, J., Hofmann, W., Visserman, M. L., & Van Lange, P. A. (2016). The burden of empathy: Partners' responses to divergence of interests in daily life. *Emotion*, 16(5), 684.

Vossen, H. G., & Valkenburg, P. M. (2016). Do social media foster or curtail adolescents' empathy? A longitudinal study. *Computers in Human Behavior*, 63, 118-124.

Presentation article: Cohen, S., Schulz, M. S., Weiss, E., & Waldinger, R. J. (2012). Eye of the beholder: The individual and dyadic contributions of empathic accuracy and perceived empathic effort to relationship satisfaction. *Journal of Family Psychology*, 26(2), 236.

March 25<sup>th</sup> – Disorders of empathy: Autism

12

Baron-Cohen, S. (2002). The extreme male brain theory of autism. *Trends in Cognitive Sciences*, 6(6), 248-254.

Dziobek, I., Rogers, K., Fleck, S., Bahnemann, M., Heekeren, H. R., Wolf, O. T., & Convit, A. (2008). Dissociation of cognitive and emotional empathy in adults with Asperger syndrome using the Multifaceted Empathy Test (MET). *Journal of Autism and Developmental Disorders*, 38(3), 464-473.

Presentation article: Clark, T. F., Winkielman, P., & McIntosh, D. N. (2008). Autism and the extraction of emotion from briefly presented facial expressions: Stumbling at the first step of empathy. *Emotion*, 8(6), 803.

April 1<sup>st</sup> – Disorders of empathy: Psychopathy

13

Richell, R. A., Mitchell, D. G., Newman, C., Leonard, A., Baron-Cohen, S., & Blair, R. J. R. (2003). Theory of mind and psychopathy: Can psychopathic individuals read the 'language of the eyes'? *Neuropsychologia*, 41(5), 523-526.



Meffert, H., Gazzola, V., Den Boer, J. A., Bartels, A. A., & Keyzers, C. (2013). Reduced spontaneous but relatively normal deliberate vicarious representations in psychopathy. *Brain*, 136(8), 2550-2562.

Presentation article: Blair, R. J. R., Mitchell, D. G., Richell, R. A., Kelly, S., Leonard, A., Newman, C., & Scott, S. K. (2002). Turning a deaf ear to fear: Impaired recognition of vocal affect in psychopathic individuals. *Journal of Abnormal Psychology*, 111(4), 682.

Due: Final Paper at 11:59pm via Quercus.

## Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

### Scholastic Dishonesty:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask me.

## Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

### Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

### **Procedure:**

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

**You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

### **Missed Accommodations**

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

**Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

**NOTE: Assignments due at end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utsc.utoronto.ca/registrar/term-work>).

**NOTE: Final Exams**

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>) .