

PSYCH 501	Selected Topics: Indigenous Psychology	Winter 2019
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Course Description and Goals

This course is a crash course in Indigenous research. It is designed for students who are interested in research on/with/by Indigenous peoples and/or are preparing to work with Indigenous communities. Through an intensive survey of the literature and on-going structured discussion, our aim is to heighten awareness about critical issues, develop a critical lens for evaluating research quality, and gain a familiarity with the terminology and debates in Indigenous scholarship. The content is multidisciplinary, coming from fields like psychology, social work, health, prevention, education, gender studies, and research methodology, but emphasizes psychologically relevant phenomenon across the readings. While preference is given to Canada's Indigenous populations (i.e., First Nations, Inuit, and Metis), literature pertaining to American Indians/Alaskan Natives/Hawaiian Natives, Aboriginals in Australia, and Maori in New Zealand augment our review.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe major topical concentrations of research on/with Indigenous populations	W Assign, Oral	1, 4, 5	I
Explain relevant concepts and terminology specific to Indigenous peoples	W Assign, Oral	1, 4, 5	C
Summarize ethical issues in research that are salient to Indigenous participants and their history with research institutions	W Assign, Oral	1, 4, 5, 6	A
Compare standard models of theory and practice to those advocated by Indigenous scholars across disciplines	W Assign, Oral	1, 4, 5	I
Paraphrase perspectives and intentions of Indigenous scholars in relation to research	W Assign, Oral	1, 4, 5	I
Describe conceptualization, measurement, and findings on relevant constructs	W Assign, Oral	1, 4, 5	I
Conduct a small-scale content analysis of a sample of literature	W Assign, Oral	3, 7	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate

information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 300 (Research Methods and Data Analysis in Psychology I), 301 (Research Methods and Data Analysis in Psychology II), and admission into the Psychology major or Honours program or International Indigenous Studies.

Required Articles

There is no textbook assigned for this class since our focus is on the primary studies our current knowledge is based upon. The following articles will supplant a textbook. Pdf's are available through the university's online library.

Boldt, M., & Long, J. A. (1984). Tribal traditions and European-Western political ideologies: The dilemma of Canada's Native Indians. *Canadian Journal of Political Science/Revue canadienne de science politique*, 17(3), 537-553.

Blackwood, E. (1984). Sexuality and gender in certain Native American tribes: The case of cross-gender females. *Signs: Journal of women in culture and society*, 10(1), 27-42.

Bombay, A., Matheson, K., & Anisman, H. (2010). Decomposing identity: Differential relationships between several aspects of ethnic identity and the negative effects of perceived discrimination among First Nations adults in Canada. *Cultural Diversity and Ethnic Minority Psychology*, 16(4), 507.

Bombay, A., Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian Residential Schools: Implications for the concept of historical trauma. *Transcultural psychiatry*, 51(3), 320-338.

Brant, C. C. (1990). Native ethics and rules of behaviour. *The Canadian Journal of Psychiatry*, 35(6), 534-539.

Braun, K. L., Browne, C. V., Ka'opua, L. S., Kim, B. J., & Mokuau, N. (2014). Research on indigenous elders: From positivistic to decolonizing methodologies. *The Gerontologist*, 54(1), 117-126.

Browne, A. J., Smye, V. L., Rodney, P., Tang, S. Y., Mussell, B., & O'Neil, J. (2011). Access to primary care from the perspective of Aboriginal patients at an urban emergency department. *Qualitative Health Research*, 21(3), 333-348.

Campbell, D. J., Ronksley, P. E., Hemmelgarn, B. R., Zhang, J., Barnabe, C., Tonelli, M., & Manns, B. (2012). Association of enrolment in primary care networks with diabetes care and outcomes among First Nations and low-income Albertans. *Open Medicine*, 6(4), e155.

Chandler, M. J., & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. *Transcultural psychiatry*, 35(2), 191-219.

Coates, K. (1999). Being aboriginal: the cultural politics of identity, membership and belonging among First Nations in Canada. *Canadian Issues*, 21, 23.

- Dickerson, D., Robichaud, F., Teruya, C., Nagaran, K., & Hser, Y. I. (2012). Utilizing drumming for American Indians/Alaska Natives with substance use disorders: A focus group study. *The American journal of drug and alcohol abuse*, 38(5), 505-510.
- Duclos, C. W., Beals, J., Novins, D. K., Martin, C., Jewett, C. S., & Manson, S. M. (1998). Prevalence of common psychiatric disorders among American Indian adolescent detainees. *Journal of the American Academy of Child & Adolescent Psychiatry*, 37(8), 866-873.
- Dyck, R., Osgood, N., Lin, T. H., Gao, A., & Stang, M. R. (2010). Epidemiology of diabetes mellitus among First Nations and non-First Nations adults. *Canadian Medical Association Journal*, 182(3), 249-256.
- Elton-Marshall, T., Leatherdale, S. T., & Burkhalter, R. (2011). Tobacco, alcohol and illicit drug use among Aboriginal youth living off-reserve: results from the Youth Smoking Survey. *Canadian Medical Association Journal*, cmaj-101913.
- Farley, M., Lynne, J., & Cotton, A. J. (2005). Prostitution in Vancouver: Violence and the colonization of First Nations women. *Transcultural psychiatry*, 42(2), 242-271.
- Gone, J. P. (2009). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Journal of Consulting and Clinical Psychology*, 77(4), 751-762.
- Hackett, P. (2005). From past to present: Understanding First Nations health patterns in a historical context. *Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique*, S17-S21.
- Harding, R. (2005). The media, Aboriginal people, and common sense. *Canadian Journal of Native Studies*, 25(1), 311-335.
- Heart, M. Y. H. B. (1999). Oyate Ptayela: Rebuilding the Lakota Nation through addressing historical trauma among Lakota parents. *Journal of Human Behavior in the Social Environment*, 2(1-2), 109-126.
- Henderson, R., Montesanti, S., Crowshoe, L., & Leduc, C. (2018). Advancing Indigenous primary health care policy in Alberta, Canada. *Health Policy*.
- Henry, R. (2013). Moving beyond the simple: Addressing the "misuse" of the FASD-Gang Link in Public Discourse. *Pimatisiwin*, 11(2), 241-254.
- Hibel, J., Faircloth, S., & Farkas, G. (2008). Unpacking the placement of American Indian and Alaska Native students in special education programs and services in the early grades: School readiness as a predictive variable. *Harvard Educational Review*, 78(3), 498-528.
- Hodge, F. S. (2012). No meaningful apology for American Indian unethical research abuses. *Ethics & Behavior*, 22(6), 431-444.
- Jackson, A. P., Smith, S. A., & Hill, C. L. (2003). Academic persistence among Native American college students. *Journal of College Student Development*, 44(4), 548-565.

- Karmali, S., Laupland, K., Harrop, A. R., Findlay, C., Kirkpatrick, A. W., Winston, B., ... & Hameed, M. (2005). Epidemiology of severe trauma among status Aboriginal Canadians: a population-based study. *Canadian Medical Association Journal*, *172*(8), 1007-1011.
- Kisker, E. E., Lipka, J., Adams, B. L., Rickard, A., Andrew-Ihrke, D., Yanez, E. E., & Millard, A. (2012). The potential of a culturally based supplemental mathematics curriculum to improve the mathematics performance of Alaska Native and other students. *Journal for Research in Mathematics Education*, *43*(1), 75-113.
- LaFromboise, T. D., Heyle, A. M., & Ozer, E. J. (1990). Changing and diverse roles of women in American Indian cultures. *Sex Roles*, *22*(7-8), 455-476.
- Lomawaima, K.T., & McCarty, T. (2002). *Reliability, validity, authenticity in American Indian and Alaska Native research*. Charleston, WV: Eric Clearinghouse on Rural Education and Small Schools, pp 2-5.
- Luo, Z. C., Kierans, W. J., Wilkins, R., Liston, R. M., Uh, S. H., & Kramer, M. S. (2004). Infant mortality among First Nations versus non-First Nations in British Columbia: temporal trends in rural versus urban areas, 1981–2000. *International Journal of Epidemiology*, *33*(6), 1252-1259.
- Maar, M., Burchell, A., Little, J., Ogilvie, G., Severini, A., Yang, J. M., & Zehbe, I. (2013). A qualitative study of provider perspectives of structural barriers to cervical cancer screening among first nations women. *Women's Health Issues*, *23*(5), e319-e325.
- Maclver, M. (2012). Aboriginal Students' Perspectives on the Factors Influencing High School Completion. *Multicultural Perspectives*, *14*(3), 156-162.
- Marrett, L. D., & Chaudhry, M. (2003). Cancer incidence and mortality in Ontario First Nations, 1968–1991 (Canada). *Cancer Causes & Control*, *14*(3), 259-268.
- McCormick, R. (1996). Culturally appropriate means and ends of counselling as described by the First Nations people of British Columbia. *International Journal for the Advancement of Counselling*, *18*(3), 163-172.
- Menzies, P. (2010). Intergenerational trauma from a mental health perspective. *Native Social Work Journal*, *7*, 63-85.
- Moran, J. R., Fleming, C. M., Somervell, P., & Manson, S. M. (1999). Measuring bicultural ethnic identity among American Indian adolescents: A factor analytic study. *Journal of adolescent research*, *14*(4), 405-426.
- Murry, A. T., & Wiley, J. (2017). Barriers and Solutions: Direction for Organizations That Serve Native American Parents of Children in Special Education. *Journal of American Indian Education*, *56*(3), 3-33.
- Neumann, H., McCormick, R. M., Amundson, N. E., & McLean, H. B. (2000). Career Counselling First Nations Youth: Applying the First Nations Career-Life Planning Model. *Canadian Journal of Counselling*, *34*(3), 172-85.

- Norton, I. M., & Manson, S. M. (1996). Research in American Indian and Alaska Native communities: navigating the cultural universe of values and process. *Journal of consulting and clinical psychology, 64*(5), 856.
- Palmater, P. D. (2011). Stretched beyond human limits: Death by poverty in First Nations. *Canadian Review of Social Policy/Revue canadienne de politique sociale, (65-66)*.
- Ramirez, R. (2007). Race, tribal nation, and gender: A native feminist approach to belonging. *Meridians, 22-40*.
- Riggs, E. M. (2005). Field-based education and indigenous knowledge: Essential components of geoscience education for Native American communities. *Science Education, 89*(2), 296-313.
- Rodriguez, N. (2010). The cumulative effect of race and ethnicity in juvenile court outcomes and why preadjudication detention matters. *Journal of research in crime and delinquency, 47*(3), 391-413.
- Tharp, R. G. (1982). The effective instruction of comprehension: Results and description of the Kamehameha Early Education Program. *Reading Research Quarterly, 503-527*.
- Tippeconnic III, J. W., & Tippeconnic Fox, M. J. (2012). American Indian tribal values: A critical consideration in the education of American Indians/Alaska Natives today. *International Journal of Qualitative Studies in Education, 25*(7), 841-853.
- Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). "My Spirit in My Heart" Identity Experiences and Challenges Among American Indian Two-Spirit Women. *Journal of Lesbian Studies, 10*(1-2), 125-149.
- Weaver, H. N. (2001). Indigenous identity: what is it, and who really has it?. *American Indian Quarterly, 25*(2), 240-255.
- Weaver, H. N. (2009). The colonial context of violence: Reflections on violence in the lives of Native American women. *Journal of interpersonal violence, 24*(9), 1552-1563.
- Wilmot, K. A., & Delone, M. A. (2010). Sentencing of Native Americans: A multistage analysis under the Minnesota sentencing guidelines. *Journal of Ethnicity in Criminal Justice, 8*(3), 151-180.
- Whitbeck, L. B., Adams, G. W., Hoyt, D. R., & Chen, X. (2004). Conceptualizing and measuring historical trauma among American Indian people. *American journal of community psychology, 33*(3-4), 119-130.
- Wilson, S. (2003). Progressing toward an Indigenous research paradigm in Canada and Australia. *Canadian Journal of Native Education, 27*(2), 161.
- Wilson, K. (2003). Therapeutic landscapes and First Nations peoples: An exploration of culture, health and place. *Health & place, 9*(2), 83-93.
- Wilson, K., & Peters, E. J. (2005). "You can make a place for it": Remapping urban First Nations spaces of identity. *Environment and Planning D: Society and Space, 23*(3), 395-413.

Assessment Methods

Reading list coding sheet: Each week we will go through three readings. I will supply an excel spreadsheet that you are to use for a simple form of content analysis. Before the beginning of each class session, you are to read each article, code their attributes in the spreadsheet, and submit it to D2L. Your spreadsheet will grow throughout the course and provide some of the data you will use for your final presentation. Each article entry will be scored on 10 points, with your grade being an average across the three articles. There are a total of 20 (3 article) entries required, totaling 200 points or 20% of your grade. Coding sheet entries (labeled as CSE's in the schedule) are due before class on the Jan 15th, 17th, 22nd, 24th, 29th, 31st, Feb 5th, 7th, 12th, 14th, 26th, 28th, 5th, 7th, 12th, 14th, 26th, 28th, Mar 5th, 7th, 12th, 14th, 19th, 21st, 26th, 28th, Apr 26th, and 28th. Due to the amount of required entries, *no late assignments will be accepted without good reason* (e.g., medical-related). This is not meant to be punitive, but instead meant to encourage a present-focus on the current readings without the distraction of catching up.

Speaker notes: There is currently four sessions allotted for speakers to come to class (although I am one of them). On these days we will fill out a speaker notes form. Each speaker note form is worth 25 points or 2.5% of your grade, due at the end of class, together totaling 10% of your grade. If we get more speakers the grade will be adjusted accordingly in place of concept maps (see below). Although dates are tentative depending on speaker availability, current due dates for this in-class activity are February 7th, 28th, March 7th, and 12th. Notes are due by 11:59pm the day of the speaker. Since this is in an in-class activity, you must be present for the speaker to complete it and so make-ups are not possible. Without approved documentation, late submissions will be penalized 10% per day they are late. With approved documentation, students can watch and complete the *speaker notes form* from an online lecture I have selected or approved.

Group concept mapping exercises and presentations: Fifteen of our class sessions will be spent discussing research findings from our articles through a structured concept mapping activity (guide to be provided in-class and on D2L). Each mapping day we will break out in groups of 6 to discuss the three articles of the day. Groups of 6 will split into three pairs, with each pair tackling one article. After each pair has created a concept map of their article, they will convene with the other pairs of their group to combine concept maps in some coherent way to produce a cross-article concept map. Once combined, group contributors will identify 3 broad conclusions and 3 applications to report back to the class. Names of the group members of that day (both for pairs and for groups) need to be written on back of the poster paper. Posters are to be turned in at the end of class. The paired map and the group map are each worth 10 points (1% of your grade), so each mapping session will earn you 20 points (or 2% of your grade). The total value of the paired maps is 150 points (15% of your grade) as is the total value of the group maps (150 points, 15% of your grade) for a combined total of 300 points (or 30% of your grade). Concept mappings are scheduled for Jan 15th, 17th, 22nd, 24th, 29th, 31st, Feb 5th, 12th, 14th, 26th, Mar 5th, 12th, 14th, 21st, 26th, and 28th. Since this is an in-class activity, you must be present to complete it. Without approved documentation, late submissions will be penalized 10% per day they are late. With approved documentation, students can submit independently derived concept maps.

Independent content analysis: For the reading list coding sheet (described above) you will be keeping a quantitative log of the articles we read throughout the semester. For the independent content analysis, you will be expanding that content analysis specific to one of the domains we've covered in class (e.g., health, education, etc.). A minimum of 10 additional articles need to be reviewed and coded in the spreadsheet. The spreadsheet is worth 100 points (or 10% of your grade) and is due on D2L on March 19th, 2019. Although most of the points will be on complete entries, some points will be awarded for novel coding categories and equations you come up with to aid analysis. Data from this assignment will be used for your final presentation. Without approved documentation, late submissions will be penalized 10% per day they are late.

Independent concept map: Similar to our in-class concept mapping activities, you will create a concept map of the articles you reviewed for your Independent content analysis (see above). Remember, this concept map combines the 10 articles you've selected outside of our reading list in addition to the articles available on your topic from our reading list. The Independent content map is worth 100 points (or 10% of your grade) and is due on D2L on March 26th. Without approved documentation, late submissions will be penalized 10% per day they are late.

Independent content analysis presentation: During the last 2 weeks of class, we will host four poster presentation sessions (April, 9th, 11th, 16th, and 19th). You will sign up to present on one of those days, create a poster presentation of your content analysis, and present your findings during the session, which will be rated by myself and your fellow students. The presentation will build on your independent content analysis data and include your independent concept map. The goal is to describe the state of the literature given your own selected topical interests. A presentation guide will be supplied to outline all the specific research-related requirements, however in general the presentation should follow the typical format of an APA-style research paper and include the standard sections (intro, methods, results, and discussion). The final presentation is worth 200 points (or 20% of your grade). Late assignments will not be accepted without approved documentation. If you have approved documentation and cannot present on your allotted day, you will need to speak to me to switch presentation days. If you are to present on the last presentation day but are absent with approved documentation, you will need to email me as early as possible to decide on an alternative presentation date.

Table 1. Breakdown of assignment weights

Date	Assignment category	Percentage of total grade
	Coding sheet entries	20% (200 pts)
	Paired concept map	15% (150 pts)
	Group concept map	15% (150 pts)
	Speaker notes	10% (100 pts)
	Independent content analysis spreadsheet	10% (100 pts)
	Independent concept map	10% (100 pts)

	Independent content analysis presentation	20% (200 pts)
	TOTAL	100% (1000 pts)
	Extra credit – research participation (see below)	2%

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in *departmentally approved* research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is set by the department; make sure to check with the office about cut-offs.

Tentative Lecture Schedule

Table 2. Tentative Classroom Schedule – Winter 2018

Day	Date	Term classroom schedule	Reading due/speaker name	Assignment due	In-class
T	8-Jan	-----			
R	10-Jan	----- Introduction/review course outline			
T	15-Jan	Who is Indigenous?	Boldt & Long (1984); Coates (1999); Norton & Manson (1998)	CSE1	Maps 1
R	17-Jan	Cultural values	Brant (1990); Wilson, K (2003); Tippeconnic & Fox (2012)	CSE2	Maps 2
T	22-Jan	Identity development – ID politics; biculturalism; Urban	Moran et al (1999); Weaver (2001); Wilson & Peters (2005)	CSE3	Maps 3
R	24-Jan	Identity development – Discrimination; stereotypes	Bombay et al (2010); Harding (2005); Fyberg et al (2008)	CSE4	Maps 4
T	29-Jan	Health – Public health	Hackett (2005); Karmali et al (2005); Henderson et al (2018)	CSE5	Content analysis described
R	31-Jan	Health – Diabetes, cancer, death	Dyck et al (2010); Luo et al (2004); Marrett & Chaudhry (2003)	CSE6	Maps 5
T	5- Feb	Health – Access and care - speaker	Browne et al (2011); Maar et al (2013); Campbell et al (2012); Dr. Lindsay Crowshoe	CSE7	Notes 1
R	7- Feb	Health - Alcohol, tobacco, & drugs	Heart (1999); Dickerson et al (2010); Elton-Marshall et al (2011)	CSE8	Maps 6
T	12- Feb	Mental health – Counseling/therapy	McCormick (1996); Gone (2009); Smith & Morrissette (2001)	CSE9	Maps 7
R	14- Feb	Mental health – Suicide, homelessness, historical trauma, & culture	Chandler & LaLonde (1998); Menzies (2010); Whitebeck et al (2004)	CSE10	Maps 8
T	19- Feb	Mid-term break			
R	21- Feb	Mid-term break			
T	26- Feb	Criminal justice – Representation	Nettelbeck & Smandych (2010); Lockwood et al (2015); Wilmot & DeLone (2010)	CSE11	Maps 9

R	28-Feb	Criminal justice - Speaker	Henry (2010); Duclos et al (1998); Rodriguez (2010); Dr. Robert Henry	CSE12	Notes 2
T	5-Mar	Research – Ethics	Ball & Janyst (2008); LaFrance & Nichols (2010); Hodge (2012)	CSE13	Maps 10
R	7-Mar	Research – Practice – lecture	Braun et al (2013); Lomawaima & McCarty (2002); Wilson, S. (2003) - Dr. Adam Murry	CSE14	Notes 3
T	12-Mar	Education – CRE - Speaker	Tharp (1982); Kisker et al (2011); Riggs (2004); - Dr. Dustin Louie	CSE15	Notes 4
R	14-Mar	Education – Learning styles; special ed	Hibel et al (2008); Murry & Wiley (2017); Pewewardy (2002)	CSE16	Maps 11
T	19-Mar	Education- Residential school and resilience	Bombay et al (2014); Jackson et al (2003); MacIver (2012)	CSE17/ Independ excelsheet	Maps 12
R	21-Mar	Work – Unemployment/career	Palmater (2011); Juntunen et al (2001); Neumann et al (2000)	CSE18	Maps 13
T	26-Mar	Gender – Gendered violence	Farly et al (2005); Weaver (2009); Ramirez (2007)	CSE19/ Independ map	Maps 14
R	28-Mar	Gender – Gendered roles/two-spirit	Blackwood (1984); LaFromboise et al (1990); Walters et al (2006)	CSE20	Maps 15
T	2-Apr	Student presentations			
R	4-Apr	Student presentations			
T	9-Apr	Student presentations			
R	11-Apr	Student presentations			
	16-Apr	Finals week			
	18-Apr	Finals week			

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.