

PSYC 503.73	Selected Topics in Psychology: Multicultural Psychology	Winter 2020
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Phone:	403-210-7994	Lecture Days/Time:	TR 11:00 – 12:15
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Course Description

Multicultural Psychology is “the systematic study of behavior, cognition, and affect in settings where people of different backgrounds interact” (Mio et al., 2019; p. 4). The course will include didactic and experiential activities to foster the development of students’ cultural competence, composed of three elements: self-awareness (e.g., biases, values), knowledge (e.g., about others), and skills across relevant areas of professional practice. Class topics include multicultural issues in psychological research; cultural differences in worldviews; stereotyping, prejudice, discrimination, and racism; and culture and health and mental health.

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.

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)
Increase self-awareness			
1. Acknowledge one’s own privilege and bias	Self-evaluations, IAT, Cultural Activities, Capstone Paper	2, 4, 6	I, C
2. Identify and address one’s reactions to “cultural others”	Self-evaluations, IAT, Cultural Activities, Capstone Paper, Ethnocentrism assignment	2, 4, 6	I, C
Increase knowledge			

3. Identify and explain variables that will promote general cultural competence, such as prejudice, discrimination, and cultural identity development	Quizzes, Cultural Identification Interview	1, 5, 6	A
4. Accurately interpret findings across areas of study in psychology (e.g., developmental, social)	Quizzes	1, 5, 6	C
5. Examine information about specific groups (e.g., Latinos, Ethiopians, gay parents)	Quizzes, Cultural Activities	1, 5	I
Promote skills development			
6. Explore and actively participate in diverse contexts	Cultural Activities	4, 6	C
7. Discuss cultural background and identity with others	Cultural Activities, Cultural Identification Interview	4, 7	C
8. Identify opportunities and actions for advocacy of social justice and culturally competent practice of psychology	Cultural Activities, Capstone Paper, Support Activity	6, 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, 301 (Research Methods and Data Analysis in Psychology I and II) and admission to the Psychology major or Honours program.

Required Text

Mio, J.S. et al. (2020). *Multicultural Psychology: Understanding Our Diverse Communities*. New York: Oxford University Press. Available for purchase at the University of Calgary University Bookstore.

Assessment Methods

Please note that all the grading penalties for late assignments described below applies only to those without approved documentation.

Quizzes

- **Structure.** Students go to D2L and take a multiple-choice quiz. Students will have 15 minutes to complete quizzes. The use of books and notes is not allowed. As of March 17, 2020, books and notes will be allowed to correspond to the period of online instruction for this course.
- **Content.** Questions based on chapter.
- **Grading.** Quizzes are worth 10 points each. The lowest quiz grade will be dropped, so only nine will be included in your final grade.
- **Pedagogical Rationale.** To set up students for optimal learning by ensuring that materials are read and analyzed in a manner that will maximize students' in-class engagement. If you are not in class, you cannot engage with the materials in the intellectual forum of the classroom. Quizzes have been shown to be evidence-based strategies to promote learning (Lang, 2016).

IAT, Part I

- **Structure.** Return a screen capture with IAT results (10 pts). Be sure to learn how to do a screen capture before you complete your IAT. There are tutorials online and I can help you if needed.

Return 1-2 page paper, single-spaced, Times Roman (1 inch margins, 12 pt font). Be sure it is clearly labeled with your UCID.

- **Content.** Go online to <https://implicit.harvard.edu/implicit/demo/> and complete the **Black-White IAT test**. Feel free to complete others and include that information in your write-up. But all students must complete the **Black-White IAT** for this assignment. Answer the following questions: (a) Describe the rationale behind the test, (b) in your own words, what is an implicit attitude?, (c) Do you think that the test accurately assessed your implicit attitudes on race? Why or why not?, (d) Does the IAT measure prejudice? Why or why not?, (e) If the IAT does not measure prejudice, what does it measure?
- **Grading.** The screen capture is worth 10 points. Reports turned in at the beginning of class can earn 10 points; papers turned in within a week of class can only earn 6 points. The short papers will be graded as follows: Excellent = 10 points, Adequate = 8 points, Poor/Incomplete = 6 points or 0 points based on instructor discretion.
- **Pedagogical Rationale.** To encourage increased self-awareness. To expose students to implicit attitudes tests as one of the many types of evaluation for prejudicial attitudes.

IAT, Part II

- **Structure.** Return 1-2 page paper, single-spaced, Times Roman (1 inch margins, 12 pt font). Be sure it is clearly labeled with your UCID.
- **Content.** Read the 3 assigned articles (Fazio & Olson, 2003; Greenwald et al., 1998; Kirwan Institute, 2017). Answer the following questions: (a) In your own words, what is an implicit attitude?, (b) Now that you've read more about the IAT, do you believe the IAT measures prejudice? Why or why not?, (c) If the IAT does not measure prejudice, what does it measure?, (d) What are your reactions to your test performance now that you have completed the readings?, and (e) Did the readings change your opinion about the IAT? Why or why not?
- **Grading.** Reports turned in at the beginning of class can earn 20 points. Late reports can only earn 14 points. Reports and presentations will be graded as follows: Excellent = 20 points, Adequate = 17 points, Poor/Incomplete = 14 points or 0 points based on instructor discretion.
- **Pedagogical Rationale.** To encourage increased self-awareness. To expose students to implicit attitudes tests as one of the many types of evaluation for prejudicial attitudes.

Cultural Activity Report

- **Structure.** 1-2 page paper, single-spaced, Times Roman 12 pt font, 1-inch margins. Be sure it is clearly labeled with your UCID.
- **Content.** Keep in mind that selected cultural events, if multiple, must be based on a particular dimension of diversity pertaining to ethnicity, sexual orientation, and/or disability.
 - “Events” are social. Watching a movie at home, alone, doesn't count as a cultural activity for the purposes of this assignment. Watching a movie at a local library or through a campus entity or department (e.g., School of Languages, Linguistics, Literatures, and Cultures) that is followed by a discussion hour with a diverse audience,

may count. My preference is for events where students are in a **power even** situation and represent **a numerical minority**.

- Students in attendance are out-group members (e.g., LGBTQ students cannot select Q Centre activities).
- Taking a friend: Many students chose to bring a friend to cultural activities. Social support is a tried and true way to ward off anxiety. Please report in your paper if you were alone or with a friend. Please reflect on your ability to interact with others when accompanied.

Religious/spiritual practices are a part of diversity, but those activities will not be an option to fulfill this course requirement. However, such practices may be integrated into an event with a broader focus in which case they could be commented upon (e.g., a smudge at an Indigenous event). Reports will address: (a) what was the event, (b) why you selected it for attendance, and (c) some brief observations of your experiences there. Address the three dimensions of cultural competence: self-awareness (what did I learn about myself as a cultural being?), knowledge (what did I learn about the “cultural other?”), and skills (what did I do in the cross-cultural interaction that went well? What did I do that didn’t go well?).

- **Grading.** Reports turned in to D2L at 11am on April 14 can earn 20 points. Late reports can only earn 14 points. See grading rubric in D2L.
- **Pedagogical Rationale.** Meaningful exposure to diversity is critical in the development of cultural competence.

Ethnocentrism, Cultural Relativism, and Universal Human Rights (Goldstein, 2019)

- **Structure.** Return 1-2 page paper, single-spaced, Times Roman (1 inch margins, 12 pt font). Be sure it is clearly labeled with your UCID.
- **Content.** Read the instructions for the “Ethnocentrism, Cultural Relativism, and Universal Human Rights” exercise (Goldstein, 2019) that is in the course content in D2L. Respond to all questions related to each of the five scenarios, as well as the “Thinking Further” item.
- **Grading.** Reports turned in to D2L at 11 am on April 14 can earn 20 points. Late reports can only earn 14 points. Reports and presentations will be graded as follows: Excellent = 20 points, Adequate = 17 points, Poor/Incomplete = 14 points or 0 points based on instructor discretion.
- **Pedagogical Rationale.** To apply course material to real-world scenarios in a critical fashion. To increase self-awareness with respect cultural values and worldviews. The ability to recognize concepts from the literature in real-world situation is a key skill in cultural competence, as is self-awareness with respect to attitudes, biases, and values.

Cultural Identity Interview Report

- **Structure.** 1-2 page report, single-spaced, Times Roman 12 pt font, 1 inch margins. Be sure it is clearly labeled with your UCID.
- **Content.** Interview a family member, friend, or other interested person about their cultural identity. Select a model from the chapter to inform your questions. Ask specific questions that will lead you to get information about the person’s cultural identity status. Provide a summary/interpretation of the responses obtained. Return notes from the interview stapled to your report.
- **Grading.** Reports turned in to D2L by 11am on March 26 can earn 20 points. Late reports can only earn 14 points. Reports will be graded according to the grading rubric provided in D2L.

- **Pedagogical Rationale.** To support your engagement in the real world with theoretical concepts; promotes both knowledge and skills.

Capstone Experience

***Note. In light of the inability to complete multiple cultural activities, an alternative assignment to the integrative capstone paper (item 6 below) is available and described below.**

The capstone experience is a compilation of activities over the semester, targeted to give each student a series of experiences that will be integrated in a 5-page paper at the end of the semester. The activities are:

1. Self-evaluations at the beginning of semester (1 @ 10 pts)
2. IAT test and two reaction papers (40 pts total)
3. Attendance at one cultural activity (1 @ 20 pts)

4. One additional cultural activity *or* “Ethnocentrism, Cultural Relativism, and Universal Human Rights” assignment (1 @ 20 pts)
5. Self-evaluation at the end of the semester (1 @ 10 pts)
6. 5-page paper (1 @ 100 pts)

Capstone Paper: This *or* the Community Support Activity (with report) must be completed, *not* both.

- **Structure.** 5-page length maximum, double spaced, Times Roman 12 pt font, 1 inch margins with proper APA style citation. Be sure it is clearly labeled with your UCID.
- **Content.** The capstone experience is intended to integrate self-awareness, knowledge, and culturally competent skills. The paper will address each of these areas making explicit references to (a) self-assessment instruments (e.g., did your scores change? How do you understand that?), (b) IAT (e.g., did your score surprise you? What did you learn about yourself?), and (c) attendance at cultural events (e.g., what did you learn about the “other” cultural group? What did you learn about yourself?). Any other course material and other assignments (e.g., cultural identity interview) may be drawn upon and incorporated to enhance your report. Class processes, discussion, and interactions may also be reflected upon to further develop your report, if relevant. Be sure to use APA style for all references. I expect most of you to reference the text at a minimum. Feedback from prior assignments should be incorporated.
- **Grading.** Capstone papers are due in D2L by 5:00pm on Thursday, April 23rd. Papers turned in by that time can earn up to 100 points. Late papers can only earn a maximum of 80 points. No papers will be accepted after 11:59pm on Friday, April 24th. A grading rubric is available in D2L. Generally, you will reflect on your experience and answer the following questions:
 - a. What did I learn about myself in the process?
Please reflect on your self-awareness as a cultural being (e.g., how did being around cultural “others” lead me to discover something cultural in myself?), as well as your awareness about your attitudes towards others (e.g., what discomforts or awkwardness did I notice? What feedback did I get from others on how I was perceived? Other issues of note? e.g., you used an inappropriate term and caught yourself after it was half way out of your mouth; what did you learn?). Integrate reading from the course on privilege and identity.
 - b. What did I learn about the “cultural other”?
What important things did you learn about those in the group you were spending time with? These observations can be about specific practices (e.g., sharing a plate in the middle of the table with your peers has deep significance and must be included at every meal) but should also cover values and beliefs. Be sure to reference observations from your activities.
 - c. What did I learn to do differently? Think about critical and/or memorable interactions and how you learned to adjust yourself and your behaviour to best join the people you interacted with.
- **Pedagogical Rationale.** The process of integrating learned experiences helps to cement those experiences and learning.

Community Support Activity with Report: This *or* the Capstone Paper must be completed, *not* both.

- **Structure.** 5-page length maximum, double spaced, Times Roman 12 pt font, 1 inch margins with proper APA style citation. Be sure it is clearly labeled with your UCID.
- **Content.** The community support activity will integrate self-awareness, knowledge, and skills

as you engage in an advocacy, volunteer, or support activity for a community during a time of need. Activities must be related to (1) the current COVID-19 crisis and (2) the field of multicultural psychology. Any number of activities could qualify—relevant examples include volunteering for an organization to support a marginalized or vulnerable community, or writing a letter to a politician advocating for resources on behalf of a particular group. The report must draw upon relevant required reading from the course and perhaps other scholarly literature to clearly establish the activity as an exercise related to multicultural psychology concepts, philosophies, and/or principles. Any other course material and may be drawn upon and incorporated to enhance your report. Class processes, discussion, and interactions may also be reflected upon to further develop your report, if relevant. Be sure to use APA style for all references. I expect most of you to reference the text at a minimum. Feedback from prior assignments should be incorporated. You must propose your idea to me for approval—if you do not do so it may not qualify for this assignment. These activities must be carried out observing public health recommendations to maximize safety during the COVID-19 pandemic (e.g., physical distancing), and therefore will most likely be carried out via telephone or internet.

- **Grading.** Support activity papers are due in D2L by 5:00pm on Thursday, April 23rd. Papers turned in by that time can earn up to 100 points. Late papers can only earn a maximum of 80 points. No papers will be accepted after 11:59pm on Friday, April 24th. A grading rubric is available in D2L. Generally, you will reflect on your experience and answer the following questions:
 - a. What activity did I engage in? Be specific.
 - b. Why did I choose this activity? What is its relevance to multicultural psychology?
 - c. What specific concepts, knowledge, or other material from class were relevant to this activity? e.g., social justice, equity, health disparities, experiences of immigrants or refugees, etc.
 - d. Did my competence in working effectively with a particular group—related to a dimension of diversity (e.g., age, ethnicity, gender)—increase as a result of this activity? For guidance, see items a-c in “Grading” section for the Capstone Paper.
- **Pedagogical Rationale.** The process of integrating learned experiences helps to cement those experiences and learning. Engaging in relevant activities is an opportunity to practice skills related to cultural competence and to further gain knowledge of oneself and others.

Assignments	Points (% of final grade)	Due Date
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Quizzes: 9 quizzes @ 10 points each	90 (29.0%)	
Cultural Identification Interview: 1 @ 20 pts	20(6.5%)	
Capstone Experience Self-evaluations at beginning of the term: 1 @ 10 pts IAT: IAT score, reaction essay @ 10 pts each; part 2 @ 20 pts Cultural activities: 1 @ 20 pts Additional cultural activity or ethnocentrism assignment: 1 @ 20 pts Self-evaluations at the end of the term: 1 @ 10 pts 5-page Capstone or Support Activity paper: 1 @ 100 pts	200(64.5%)	
Total Possible Points	310(100%)	

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%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. 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-).

Tentative Lecture Schedule

Date	Topic	Assignments	Readings
T Jan 14	Introduction/What is Multicultural Psychology? Culture/Cultural Competence		
R Jan 16	Self-Evaluations	Self-Evaluations	
T Jan 21	Mio 1: What is Multicultural Psychology?	Quiz 1	Mio et al., Ch. 1
R Jan 23	Special Topic: Implicit Attitudes Guest Lecturer: Dr. Aisha Taylor	IAT, Part 1	
T Jan 28	Mio 2: Multicultural Issues in Research and Testing	Quiz 2	Mio et al., Ch. 2
R Jan 30	Special Topic: Microaggressions	IAT, Part 2	Fazio & Olson, 2003; Greenwald et al., 1998; Kirwan Institute, 2017
T Feb 4	Mio 3: Cultural Differences in Worldviews	Quiz 3	Mio et al., Ch. 3
R Feb 6	Cultural Differences in Worldviews		
T Feb 11	Mio 4: Cultural Differences in Communication	Quiz 4	Mio et al., Ch. 4
R Feb 13	Cultural Differences in Communication	Capstone: Cultural Activity 1	
T Feb 18 R Feb 20	<i>Spring Break – No Classes</i>		
T Feb 25	Mio 5: Immigrants, Refugees, and the Acculturation Process	Quiz 5	Mio et al., Ch. 5
R Feb 27	Bystander Intervention Training Guest Lecturers: Andrew Barry and Renata Gordon		
T Mar 3	Mio 6: Stereotyping, Prejudice, Discrimination, and Racism	Quiz 6	Mio et al., Ch. 6
R Mar 5	Bystander Intervention Training Guest Lecturers: Andrew Barry and Renata Gordon		
T Mar 10	Mio 7: Cultural Identity Development	Quiz 7	Mio et al., Ch. 7
R Mar 12			
T Mar 17	Mio 8: Culture and Health	Quiz 8	Mio et al., Ch. 8
R Mar 19	Discussion: Cultural Interviews		
T Mar 24	Mio 9: Culture and Mental Health	Quiz 9	Mio et al., Ch. 9
R Mar 26	Culture and Mental Health	Interview Report	
T Mar 31	Mio 10: Building Multicultural Competence	Quiz 10	Mio et al., Ch. 10
R Apr 2	Building Multicultural Competence		

T Apr 7	Allyship		
R Apr 9	Special Topic: To be determined.		
T Apr 14	Special Topic: To be determined.	Capstone: Cultural Activity 2 <i>or</i> Ethnocentrism Assignment Self-evaluations	
R Apr 23	Capstone OR Support Activity paper due by 5:00pm in D2L.		

Course Credits for Research Participation

WE ARE CURRENTLY NOT ALLOWING BONUS CREDIT AT THE 400/500-LEVEL. Extra Research Participation Course Credit is Not Offered for this Course.

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).

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

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

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

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

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23, 2020**. Last day for registration/change of registration is **January 24, 2020**. The last day to withdraw from this course is **April 15, 2020**.