



| PSY/INDG 492 | Indigenous Psychology | Fall 2022 |
|----------------------|--|---|
| Instructor: | Adam T. Murry, PhD | Lecture Location: SS 010 |
| Phone: | 403-220-6002 | Lecture Days/Time T/R 9:30-10:45 |
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| Office hours: | | |

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 <https://live-arts.ucalgary.ca/psychology/about#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 | C |
| 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 in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms views 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 Format

This course will be held in-person, per provincial and university decisions to reduce COVID restrictions for Fall of 2021.

Prerequisites

Psychology: 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, Honours program, or International Indigenous Studies program.

International Indigenous Studies: Psychology 200, 201, and admission into the International Indigenous Studies program.

Required Text

There is no textbook comprehensive enough for our course. We will therefore be relying on primary studies whenever possible and conceptual articles where empirical studies are lacking or inappropriate. **Copyright approved links to each of these articles is on D2L!** Much of our time in-class will be spent in discussion about these readings, so it is absolutely necessary to read the assigned article sections before class to facilitate an informed discussion.

1. Brant, C. C. (1990). Native ethics and rules of behaviour. *The Canadian Journal of Psychiatry*, 35(6), 534-539.
2. Cesaroni, C., Grol, C., & Fredericks, K. (2019). Overrepresentation of Indigenous youth in Canada's criminal justice system: Perspectives of Indigenous young people. *Australian & New Zealand Journal of Criminology*, 52(1), 111-128.

3. Chandler, M. J., & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. *Transcultural Psychiatry*, 35(2), 191-219.
4. Crowshoe, L., Henderson, R.I., Green, M.E., Jacklin, K.M., Walker, L.M., & Calam, B. (2018). Exploring Canadian physicians' experiences with Type 2 diabetes care for adult Indigenous patients. *Canadian Journal of Diabetes*, 42, 281-288. <https://doi.org/10.1016/j.jcjd.2017.06.012>.
5. 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.
6. 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.
7. 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.
8. Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology*, 30(3), 208-218.
9. Haar, J. M., & Brougham, D. M. (2013). An indigenous model of career satisfaction: Exploring the role of workplace cultural wellbeing. *Social Indicators Research*, 110(3), 873-890.
10. 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.
11. Hodge, F. S. (2012). No meaningful apology for American Indian unethical research abuses. *Ethics & Behavior*, 22(6), 431-444.
12. Huyser, K. R., Takei, I., & Sakamoto, A. (2014). Demographic factors associated with poverty among American Indians and Alaska Natives. *Race and Social Problems*, 6(2), 120-134.
13. 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.
14. James, K. (2006). Identity, cultural values, and American Indians' perceptions of science and technology. *American Indian Culture and Research Journal*, 30(3), 45-58.
15. Juntunen, C. L., Barraclough, D. J., Broneck, C. L., Seibel, G. A., Winrow, S. A., & Morin, P. M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology*, 48(3), 274-285.
16. 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.
17. Krippendorff, K. (1989). Content analysis. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, & L. Gross (Eds.), *International encyclopedia of communication* (Vol. 1, pp. 403-407). New York, NY: Oxford University Press. Retrieved from http://repository.upenn.edu/asc_papers/226
 18. 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.
 19. 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.
 20. McQuaid, R. J., Bombay, A., McInnis, O. A., Humeny, C., Matheson, K., & Anisman, H. (2017). Suicide ideation and attempts among First Nations peoples living on-reserve in Canada: The intergenerational and cumulative effects of Indian residential schools. *The Canadian Journal of Psychiatry*, 62(6), 422-430.
 21. 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.
 22. 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), 856-860.
 23. Ramirez, R. (2007). Race, tribal nation, and gender: A native feminist approach to belonging. *Meridians*, 22-40.
 24. 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.
 25. Stanton, C. R. (2014). Crossing methodological borders: Decolonizing community-based participatory research. *Qualitative Inquiry*, 20(5), 573-583.
 26. 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.
 27. 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.
 28. Wilson, K. (2003). Therapeutic landscapes and First Nations peoples: An exploration of culture, health and place. *Health & Place*, 9(2), 83-93.

29. 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

Table 1. Breakdown of assignment weights

| Assignment category | Percentage of total grade |
|--|---------------------------|
| Regular coursework | |
| Individual-article visual concept maps (IM) | 18% (90 pts) |
| Combined-article visual concept maps (CM) | 18% (90 pts) |
| Speaker notes | 8% (40 pts) |
| Research Project (RP) | |
| Ten empirical articles about an Indigenous topic or sample | 4% (20 pts) |
| Content analysis spreadsheet | 10% (50 pts) |
| Content analysis graph | 6% (30 pts) |
| Content analysis concept map | 6% (30 pts) |
| Content analysis presentation | 20% (100 pts) |
| Presentation peer-reviews | 10% (50 pts) |
| TOTAL | 100% (500 pts) |

Assignment Descriptions

Individual-article visual concept maps (IM)

There are 9 individual-article visual concept maps (IM's) due throughout the semester worth 10 points each (90 points). IM's involve two parts: An independent part (worth 5 points) and a group part (worth 5 points). They are called "individual article" maps because this assignment focuses on one article at a time. It is *not* called individual because of the independent part. Each IM is worth 2% of the grade. Collectively, the IM's are worth 18% of your grade. The process for creating visual concepts maps will be described on the second day of class and a recorded video lecture about it will be posted on D2L.

Independent part: Create a visual concept map based on the “results”¹ of your assigned reading for that week² (unless they are conceptual articles³, in which case you will need to map the article’s conclusions). Turn in your independent map on D2L in the associated week’s dropbox submission folder by 9:29am [before class!] ***on Tuesdays:*** Sep 13th, 20st, 27th, Oct 4th, 11th, 18th, 25th, Nov 1nd, and 15th. This portion of the assignment is worth 5 points, and will be graded according to structure (i.e., nouns in bubbles/verbs on lines), content (i.e., describes results, not intro’s), and accuracy (i.e., describes results correctly in 3 pithy sentences). Independent maps turned in after class time begins will be considered late. *Late assignments will be penalized 10%.*

Group part: **Bring your independent map with you to class in hard copy or on an appropriate device!** In-class you will work with other students with a similar reading for the week. Through discussion you will create a new map that combines your three independent maps. *Make sure everyone’s names are on it!* The portion of the assignment is worth 5 points and can be turned in after class or until the end of the day if submitting the assignment electronically. Group maps turned in after 11:59pm on the above dates will be considered late. Criteria for the group part are similar to the independent part: structure (i.e., nouns in bubbles/verbs on lines), content (i.e., describes core results from each independent map), and accuracy (i.e., describes results correctly in 3 pithy sentences).

Combined-article visual concept maps (CM)

On Thursdays, we will switch things up. Using your independent or group map from the IM (whichever you think is better), you will meet with a team of students who read the articles that you didn’t (see footnote 2 on the page 6) and create a new map that combines IM’s across the 3 readings. *Make sure everyone’s names are on it!* CM’s are worth 10 points, or 2% of your grade, collectively worth 18% of your grade. CM’s are due on Thursdays: Sep 15th, 22nd, 29th, Oct 6th, 13th, 20th, 27th, Nov 3rd, and 17th. CM’s can be turned in at the end of class in hard copy or by the end of the day if submitted electronically. *CM’s submitted after 11:59pm on the dates above will be penalized 10% each day it is late, including weekends.* Criteria for the group part are similar to IM’s: structure (i.e., nouns in bubbles/verbs on lines), content (i.e., describes core results from each IM’s), and accuracy (i.e., describes results correctly in 3 pithy sentences).

Speaker notes

¹ Sometimes, particularly in qualitative articles, the “results” of a study will be described in the discussion section; but most of the time the results will be found in a section titled “Results.”

² If you look at the timeline, you’ll see the readings are numbered 1, 2, and 3. Students will be assigned just one of those sets to read throughout the semester (i.e., you’ll only have to read #1’s or whatever number you get).

³ In some instances, peer-reviewed articles are conceptual or argument-based rather than empirical. These are necessary to introduce ideas and frameworks, often building upon available research but not collecting data. Sometimes they are necessary because empirical research isn’t available or doesn’t make any sense topically.

I will be inviting four Indigenous researchers to speak on topical areas they specialize in that are also covered in our course. You are to watch these conversational interviews and fill out a speak notes review form (provided). Due to scheduling difficulties, I will be recording these conversations over zoom and posting them on D2L for your convenience. These assignments are easy, but they are important for making the stuff we are reading more real. An online zoom link and review form link will be posted for you to complete together. Reviews are due 1 week after the video link is posted. Each speaker review is worth 10 points or 2% of your grade, 8% collectively. Due dates are likely to change according to speakers' availability, but tentative dates are Sep 22nd, Oct 20th, 27th, Nov 17th. Without justification, late reviews *will be penalized 10% each day it is late, including weekends*.

Research Project (RP)

In every class I teach, I try to tie as many lessons as I can back to practical skills, usually related to investigating knowledge in one way or another. This is important for societal-level things, like data literacy to vote for a sustainable society, and self-interested things, like if you need a job and research skill helps you get it, or you want to go to graduate school, or happen to work in my lab one day. In our class, we will be learning to conduct a content analysis based on a sample of research literature (Gaur & Kumar, 2018; see also Krippendorf, 1989; Morgan, 1993). Although it has been scaled down for our course, you will complete a research project from start to finish: From conceptualization to data collection, analysis, interpretation, and presentation. Rarely will you get the chance to do all of these in one class.

The assignments below break the project into pieces to help you learn and distribute the weight of its parts. All the parts build on each other and culminate in a final poster presentation of your research to be delivered in-class. If you get behind on an early assignment, it will affect all of the sequential assignments, so do your best to schedule time for it. Our research project (RP) contains 6 steps:

1. Pick a topical area you're interested in that's related to Indigenous experiences and locate 10 empirical articles about the subject. Your research question for the semester will be: What is the *state of the literature* around Indigenous experiences with [your topic]?
2. Read each article and quantify information about a) the results they describe that are related to your topic and b) how the study was done (e.g., methods characteristics).
3. Use the data from #2 to create a table that shows what you found.
4. Draw a visual concept map of your 10 articles
5. Put together an APA-style poster presentation, select an available presentation date, and present it in class.
6. Formally review poster presentations of fellow students.

A detailed breakdown of RP1 – RP6 is below.

Topic and empirical article list (RP1). Fairly early in the class, you need to select a topic or area of research that you would like to know more about. I suggest using our weekly topical areas as a starting point. Once you've selected a topic, complete the sentence and write it at the top of a Word document:

What is the *state of the literature* around Indigenous experiences with [your topic]?

Afterwards, locate 10 empirical articles on your topic from the university's library, download them or print them. You'll be reading these pretty deeply in the coming weeks so pick good ones. If there are lots of articles on a topic (e.g., Indigenous education), then get more specific with it (e.g., Indigenous science/STEM, physical, or special education). The parameters for acceptable articles are that they are: 1) about Indigenous Peoples,⁴ 2) empirical (they collected and analyzed data),⁵ 2) published in peer-reviewed journal, and 3) relevant to your topic (you may need to read *more* than the abstract to figure this out, but most of the time the abstract will be enough). To fulfill this assignment (RP1), upload a list of your 10 articles' references on D2L. Your references must be cited using APA-style, 7th edition. For an example of what this would look like, just check out our reading list, it is in the same style. RP1 is worth 20 points, or 4% of your total grade. You will get graded on having 10 articles that met the specifications above. You must get approval for your reading list before starting your data collection/creation. RP1 is due Sep 22nd by 11:59pm. *A late penalty of 10% will be deducted each day it is late, including weekends.*

Data collection/creation (RP2). Once you've received the okay to move ahead with the articles you've selected, you will begin the content analytic procedure. This involves a coding process, where you inspect the articles, create coding labels, and quantify your constructs of interest and studies' characteristics. An Excel spreadsheet template will be provided for you on D2L to help facilitate data collection, creation, and analysis, however it is just a template and will need to be adjusted to your topical focus. *A separate instructional guide will be posted on D2L along with a recorded zoom video explaining the process.* We can spend some time in class on this too if folks find it useful. To fulfill this assignment (RP2), upload your Excel spreadsheet to the associated dropbox on D2L by 11:59pm, October 13th. The spreadsheet includes three tabs: 1) a decision log that states your method decisions, 2) a content analysis spreadsheet with your 10 articles' APA-references and coded features and conclusions about your topic of

⁴ Define your population going into this. Are you looking for research specific to a single First Nation or First Nations across Canada or all Indigenous Peoples in Canada or all Indigenous Peoples in Canada and the US? You can go broad or specific, local or distal, but whatever the sample parameter, there needs to be at least 10 empirical articles with that sample definition on your topic for you to do your study.

⁵ In some occasions (like studies on discourse), this parameter can be stretched. Check with me if you think an article belongs in your review but isn't empirical.

interest, and 3) a codebook with codes, definitions, and examples. It is worth 50 points, or 10% of your grade. *A late penalty of 10% will be deducted each day it is late, including weekends.*

Graphing results (RP3). After you've collected and created data for RP2, it's time to analyze it. The easiest and most straightforward way to summarize results from your content analysis is with a table and a graph (e.g., bar chart). I will post an online tutorial on how to do this, or you can look it up on youtube. You will need to make decisions about order, grouping, and splitting up your data. Points will be awarded based on having 1) a table and 2) a graph, 3) clarity (e.g., axis labels and scale labels), 4) appropriateness of the statistics (e.g., percentages across articles or across codes), 5) relevance of the summarized data to your objective (include your objective from RP1), and your interpretation. To fulfill this assignment (RP3), upload a Word document containing your table and graph and a brief bulleted list of findings you notice (*at least 5 sentences). Findings should be described that are both global (e.g., big picture; ~ 2 sentences) and specific (e.g., about item-level stats; ~3 sentences). A template will be provided as an example. RP3 should be uploaded to the associated dropbox on D2L by 11:59pm, October 27th. It is worth 30 points, or 6% of your grade. *A late penalty of 10% will be deducted each day it is late, including weekends.*

Mapping articles (RP4). The graphed results from RP3 will describe the presence (percentage across articles) and/or the prevalence (percentage across codes) of the things you coded. However, the data is not self-organizing nor does it interpret itself. For RP4, you will create a visual content map of your 10 articles using the same mapping process we've been using in-class all semester. You should be quite good at it by the time this assignment is due, except now you'll do it for 10 articles instead of 3. To fulfill this assignment (RP4), upload a visual concept map to the associated dropbox on D2L by Nov 3rd, 11:59pm. Criteria for these maps will include: a) structure (i.e., nouns in bubbles/verbs on lines), b) content (i.e., map organizes, clusters, and connects related concepts), c) summarization (i.e., describes map in 3 pithy sentences), and d) references. A footnote referencing system needs to be included (*guide will be posted for more detail*). RP4 is worth 30 points, or 6% of your grade. *A late penalty of 10% will be deducted each day it is late.*

Poster presentation (RP5). In the last 2 ½ weeks of the semester, our class will host a mini-conference where everyone will present their work. The poster can be created in powerpoint and printed on poster paper if you have the money to spend, otherwise creating an old school primary-school-style poster on poster board will do fine. The poster should include all the sections and elements of an APA-style research presentation. Sections include: 1) the introduction (i.e., background, significance, definitions, and research question), 2) Methods (i.e., sample, procedure, measures, analysis), 3) Results (i.e., graph, map, written description),

4) Discussion (i.e., implications, applications, limitations, and future steps), and 5) References (APA-style). A written guide will be posted on D2L for more detail. To fulfill this assignment (RP5), schedule an available day to present your research (Nov 22nd, 24th, 29th, Dec 1st, 6th) with our graduate teaching assistant. On the day of presentation, upload a picture of your poster on the associated D2L dropbox folder and then show up to class and present it in person. The poster will be graded according to how well you've answered your research question and completed the sections outlined above. The poster presentation is worth 100 points, or 20% of your grade. *If you miss your presentation day, you will need to reschedule.*

Peer-review (RP6). On the days you are not presenting, you are required to review 25 of your fellow students' poster presentations (i.e., almost 2/3's of the class). A form will be provided to assist a more formal review. Reviews should be handed in at the end of each class and contain the your name as well as the names of the presenters you reviewed. Each review is worth 2 points each, totaling 50 points or 10% of your grade. In the case of a justifiable missed class, check in with me for an alternative reviewing method (i.e., poster photo).

Tentative Lecture Schedule

| Day | Date | Schedule | Readings due | Due | Week |
|-----|---------|-------------------------|---|---------|------|
| T | 6-Sep | ----- | ----- | --- | 1 |
| R | 8-Sep | Intro; course described | Course outline; Krippendorf (1989) | | |
| T | 13-Sep | Article mapping | <u>Indigenous Research</u> | IM1 | 2 |
| R | 15-Sep* | Articles mapping | 1. Lomawaima & McCarty (2002); 2. Norton & Manson (1998); 3. Stanton (2014) | CM1 | |
| T | 20-Sep | Article mapping | <u>Indigenous values</u> | IM2 | 3 |
| R | 22-Sep | Articles mapping | 1. James (2006); 2. Brant (1990); 3. Wilson, K (2003) | CM2/RP1 | |
| T | 27-Sep | Article mapping | <u>Indigenous identity</u> | IM3 | 4 |
| R | 29-Sep | Articles mapping | 1. Moran et al (1999); 2. Wilson & Peters (2005); 3. Fryberg et al (2008) | CM3 | |
| T | 4-Oct | Article mapping | <u>Gender</u> | IM4 | 5 |
| R | 6-Oct | Articles mapping | 1. LaFromboise et al (1990); 2. Ramirez (2007); 3. Walters et al (2006) | CM5 | |
| T | 11-Oct | Article mapping | <u>Indigenous mental health</u> | IM5 | 6 |
| R | 13-Oct | Articles mapping | 1. Heart (1999); 2. Whitbeck et al (2004); 3. Chandler & LaLonde (1998) | CM5/RP2 | |
| T | 18-Oct | Article mapping | Ch 7 <u>Indigenous health</u> | IM6 | 7 |
| R | 20-Oct | Articles mapping | 1. Crowshoe et al. (2018); 2. Dickerson et al (2012); 3. Dyck et al (2010) | CM6 | |

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|---|--------|-----------------------|--|---------|----|
| T | 25-Oct | Article mapping | <u>Indigenous education</u> | IM7 | 8 |
| R | 27-Oct | Articles mapping | 1. McQuaid et al (2017); 2. Kisker et al. (2011); 3. Jackson et al (2003) | CM7/RP3 | |
| T | 1-Nov | Article mapping | <u>Indigenous employment</u> | IM8 | 9 |
| R | 3-Nov | Articles mapping | 1. Juntunen et al (2001); 2. Haar & Brougham (2011); 3. Huyser et al (2014) | CM8/RP4 | |
| T | 8-Nov | Mid-Term Break | | | |
| R | 10-Nov | Mid-Term Break | | | |
| T | 15-Nov | Article mapping | <u>Indigenous criminal justice</u> | IM9 | 10 |
| R | 17-Nov | Articles mapping | 1. Rodriguez (2010); 2. Duclos et al (1998); 3. Cesaroni et al. (2018) | CM9 | |
| T | 22-Nov | Student presentations | | RP5/RP6 | 11 |
| R | 24-Nov | Student presentations | | RP5/RP6 | |
| T | 29-Nov | Student presentations | | RP5/RP6 | 12 |
| R | 1-Dec | Student presentations | | RP5/RP6 | |
| T | 6-Dec | Student presentations | | RP5/RP6 | 13 |
| R | 8-Dec | End of classes | | | |
| NOTE: IM = Individual article maps; CM = Combined article maps; RP = Research project; *= important date; † | | | | | |

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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. For this course, 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-) to determine final letter grades.

Extra Research Participation Course Credit is Not Offered for this Course.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. 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 on a day/time scheduled by the instructor. 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>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>