




**INTERNATIONAL INDIGENOUS STUDIES
PROGRAM**

INDG 492 (PSYC 492)	INDIGENOUS PSYCHOLOGY	FALL 2020
Instructor: Adam T. Murry, PhD	Lecture Location: Zoom	
Phone: 403-220-6002	Lecture Days/Time: MWF 11-11:50	
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Office hours: F 3-4pm via Zoom	TA email: Elaine.atay.1@ucalgary.ca	

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 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 Format

This course will use a hybrid format. Some lectures will be taught live via Zoom during each scheduled class as marked by asterisks * in the course schedule below and will be recorded and posted to D2L after class. Other class materials will be posted to the course D2L page by the day/time of each scheduled class as per the course schedule. The last three weeks of class you are required to attend presentations from your classmates. These dates marked with the dagger. †

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.

1. Adamsen, C., Schroeder, S., LeMire, S., & Carter, P. (2018). Peer Reviewed: Education, Income, and Employment and Prevalence of Chronic Disease Among American Indian/Alaska Native Elders. *Preventing Chronic Disease, 15*(E37), 1-9.
2. Brant, C. C. (1990). Native ethics and rules of behaviour. *The Canadian Journal of Psychiatry, 35*(6), 534-539.
3. 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.
4. Chandler, M. J., & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. *Transcultural Psychiatry, 35*(2), 191-219.
5. Crowshoe, L.C., Han, H., Calam, B., Henderson, R., Jacklin, K., Walker, L., & Green, M. (2018). Impacts of educating for equity workshop on addressing social barriers of Type 2 Diabetes with Indigenous patients. *JCEJP, 38*(1), 49-59.

6. 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.
7. 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.
8. 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.
9. 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.
10. Heart, M.Y.H.B. (2000). Wakiksuyapi: Carrying the historical trauma of the Lakota. *Tulane Studies in Social Welfare*, 21(22), 245-266.
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. 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.
26. 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.
27. Wilson, K. (2003). Therapeutic landscapes and First Nations peoples: An exploration of culture, health and place. *Health & Place, 9*(2), 83-93.
28. 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.

Required Technology

This course will be taught in web-based format. Students are expected to participate actively in Zoom discussions and will require a computer device with Internet connection to do so.

Assessment Methods

Table 1. Breakdown of assignment weights

Assignment category	Percentage of total grade
Regular coursework	
Coding sheet entries	20% (90 pts)
Concept maps	20% (90 pts)
Speaker notes	9% (40 pts)
Participation in discussions	9% (40 pts)
Research Project	
Independent content analysis spreadsheet	11% (50 pts)
Independent content analysis presentation	22% (100 pts)
Presentation peer-reviews	9% (40 pts)
TOTAL	100% (450 pts)

Article entries (from reading list): Each week we will work through three readings. Readings will be divided up so that there is only one reading per person per week. For each reading that you are responsible for each week, you are to complete an article evaluation form that I will post on Qualtrics. The entries will focus on distilling essential information about the methods and findings of each article. These assignments will prepare you for mapping assignments and the final project.

Each article entry is worth 10 points and will be scored on a 10 point scale. There are a total of 9 entries required, totaling 90 points or 20% of your grade. Article entries (labeled as AE's in the course schedule) are due on Monday's by 11:59pm: Sep 14th, 21st, 28th, Oct 5th, 12th, 19st, 26th, Nov 2th, and 16th. *Late assignments will be penalized 10% everyday they are late, including weekends.*

Concept maps: Following your article entries, you are to submit a set of concept maps. We will go over how to produce these maps in class. The focus of our concept maps will be on the results of our research articles (not the intros or discussions), unless it is a conceptual article. You can create them in word, powerpoint, paint, or whatever platform works for you (including drawing it and taking a picture of it to submit, as long as it is clear). The assignment has two parts: 1) An individual maps and 2) a group map.

As mentioned above, each person will have an article to read each week. After reading the article and completing the Article Entry, each student will create a concept map of their article along with 3 pithy sentences describing what is on the map. Each student will then team up with 2 other students who read the other 2 articles for that week and create a similar map, but this time you will combine all three maps into one grand map. Again, you will write 3 pithy sentences describing the group map. The individual maps and the group map are to be combined in a single file and submitted on D2L through the designated dropbox. Make sure your names are on it! Concept maps are to be submitted to D2L in the associated week's dropbox submission folder **before class starts** on: Sep 18th, 25th, Oct 2rd, 9th, 16th, 23rd, 30th, Nov 6th, and 20th. The individual concept maps are worth 5 points, and the group maps are worth 5 points, totaling 10 points per

assignment, or 90 points for all of them (20% of your final grade). *Late assignments will be penalized 10% everyday they are late*, including weekends. If a group member fails to provide their map, the remaining two students will submit a 2 article map. In occasions where you cannot participate in the group assignment for reasons beyond your control, send me your individual map and connect with me as soon as you are able so we can work out an alternative way for you to get the points.

Speaker notes: I am planning to invite four speakers to our class. A “Speaker Notes” form will be distributed for you to fill out during their presentation. These will be scheduled during our normal class times when possible, but it will depend on speaker availability. Details will be shared as soon as they are confirmed. In the case that you cannot attend during the speaker’s presentation, the recording will be made available. Speaker notes are due 48 hours after their presentation time. Speaker notes are worth 10 points each, or 40 points total (8% of your total grade). Although dates are tentative depending on speaker availability, current due dates for this in-class activity are Sep 30th, Oct 7th, Oct 21th, and Oct 28th. 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.

Participation in discussions: There are 9 Friday discussions where we come together and discuss the articles, your maps, and what they all mean (discussion days are marked with an asterisk on the schedule). On these days, you are required to *participate* in these discussions. Preferably this involves attending the Zoom session and participating in live discussions held on Sep 18, 25, Oct 2, 9, 16, 23, 30, Nov. 20. Each discussion is worth 5 points, although only 8 are graded (i.e., 8x5 = 40 points, or 9% of your total grade). Discussion contributions are due the day of the discussion. If you cannot attend for legitimate reasons (e.g., medical reasons), the discussions will be recorded and posted online. Comments can be made in lieu of group discussion when appropriate. If you could not make to the discussion for illegitimate reasons, you can still watch the discussion and comment on it for points for with a 10% deduction.

Research Project (RP) Components

Topic and empirical article list: In addition to the article’s we will digest throughout the course, you are required to conduct a mini-project where you content analyze (Krippendorff, 1989) a set of empirical studies on a topic of your choosing. The criteria for the articles is that 1) they are about Indigenous people (from anywhere), 2) the studies are empirical (i.e., they collect data and analyze it), 3) the studies are published in a peer-reviewed journal, and 4) the articles relate to the topic you selected. Although it is not for points, I am asking that you submit your topic, research question, and article list in Excel by week 6 (Oct 14th; Excel template to be provided). By week 8 you will need your first draft of a content analysis spreadsheet based on of your article list, so it will helpful for me to see it and address any problems I see early on.

Content analysis spreadsheet (RP1): You will be keeping a quantitative log of the articles we read throughout the semester (see article entries described above). For your final project, you will build on these skills with your own independent content analysis. The independent content analysis will require you to 1) select a domain you would like to emphasize (e.g., health, education, etc.), 2) develop a research question, 3) locate at least 10 articles that will supply data relevant to the question, 4) develop a coding scheme to

produce relevant counts and 5) a codebook with definitions for your coding scheme. For your presentation, you will analyze the data you produced. The spreadsheet is worth 50 points (or 11% of your grade) and is due on D2L on October 30th, 2020. 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.

Content analysis presentation (RP2): During the last 2.5 weeks of class, we will host 8 presentation sessions (Nov 23rd, 25th, 27th, 30th, Dec 2nd, 4th, 7th, and 9th), where you will present your final project over zoom to your classmates. You will sign up to present on one of those days, create an APA-style presentation of your content analysis (i.e., with a title page, introduction, methods section, results section, discussion section, and references), submit the slides through Dropbox on D2L and deliver your presentation on the allotted day. Unfortunately, we will only have about 8-10 minutes per presentation. You will receive points for your presentation, your slides, and completeness and quality of the content in your slides. Presentations should focus on how your data and analysis answer your research question(s) and include a 10-article concept map. HINT: *The goal is to describe the state of the literature given your own selected topical interests.* A presentation guide is provided on D2L that outlines all the specific presentation requirements. The final presentation is worth 100 points (or 22% of your grade). Students should record their presentation during live deliver to post on the discussion board for later viewing. 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.

Peer-review: Except for the day you are presenting, you are required to provide feedback to your fellow students on their presentations via a Qualtrics survey I will set up for the reviews. Each presentation day is worth 5 points, and there are 8 presentation days (8x5= 40 points, or 9% of your grade) held on Nov 23, 25, 27, 30, Dec 2, 4, 7, and 9. Peer-reviews are due the day of the presentations. Late assignments will be taxed 10% each day they are late. If you cannot attend for a legitimate reason, videos will be posted on D2L for you to watch and review later.

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.

INDG 492 will use the same grading scheme and evaluation criteria as PSY 492. In addition, INDG students are to follow the important policies set out in PSY 492. If students have any questions about this, please send inquiries to INDG.director@ucalgary.ca

Tentative Lecture Schedule

Day	Date	Term classroom schedule	Readings due	Due	Week
W	9-Sep*	Introduction/review course outline/#'s			1
F	11-Sep*	Content analysis described	Krippendorf (1989)		
M	14-Sep*	Visual maps described	<u>Indigenous Research</u>	AE1	
W	16-Sep*!	Final project described	1. Lomawaima & McCarty (2002); 2. Hodge (2012); 3.		2
F	18-Sep*	Class discussion	Norton & Manson (1998)	CM1	
M	21-Sep	Content analysis	<u>Indigenous values</u>	AE2	
W	23-Sep	Group map	1. James (2006); 2. Brant (1990);		3
F	25-Sep*!	Class discussion	3. Wilson, K (2003)	CM2	
M	28-Sep	Content analysis	<u>Indigenous identity</u>	AE3	
W	30-Sep	Group map/ Dr. Hanson	1. Wilson & Peters (2005); 2. Moran et al (1999); 3. Fryberg et al (2008)		4
F	2-Oct*	Class discussion		CM3	
M	5-Oct	Content analysis	<u>Gender</u>	AE4	
W	7-Oct	Group map/ Dr. Leason	1. LaFromboise et al (1990); 2. Walters et al (2006); 3. Ramirez (2007)		5
F	9-Oct*	Class discussion		GM4	
M	12-Oct	Content analysis (Happy T-day!)	<u>Indigenous mental health</u>	AE5	
W	14-Oct	Group map	1. Heart (1999); 2. Whitbeck et al (2004); 3. Chandler & LaLonde (1998)	Article list	6
F	16-Oct*	Class discussion		CM5	
M	19-Oct	Content analysis	<u>Indigenous health</u>	AE6	
W	21-Oct	Group map/ Dr. Barnabe	1. Crowshoe et al. (2018); 2. Dyck et al (2010); 3. Dickerson et al (2012);		7
F	23-Oct*	Class discussion		CM6	
M	26-Oct	Content analysis	<u>Indigenous education</u>	AE7	
W	28-Oct	Group map/ Dr. Louie	1. McQuaid et al (2017); 2. Kisker et al. (2011); 3. Jackson et al (2003)		8
F	30-Oct*	Class discussion		CM7/RP1	
M	2-Nov	Content analysis	<u>Indigenous employment</u>	AE8	
W	4-Nov	Group map	1. Juntunen et al (2001); 2. Adamsen et al (2018); 3. Huyser et al (2014)		9
F	6-Nov*	Class discussion		CM8	
Term Break 11/9 – 11/14; Remembrance Day 11/11					
M	16-Nov	Content analysis	<u>Indigenous criminal justice</u>	AE9	
W	18-Nov	Group map	1. Rodriguez (2010); 2. Duclos et al (1998); 3. Cesaroni et al. (2018)		10
F	20-Nov*	Class discussion		CM9	
M	23-Nov†	Student presentations		RP2	
W	25-Nov†	Student presentations		RP2	11
F	27-Nov†	Student presentations		RP2	
M	30-Nov†	Student presentations		RP2	
W	2-Dec†	Student presentations		RP2	12
F	4-Dec†	Student presentations		RP2	
M	7-Dec†	Student presentations		RP2	
W	9-Dec†	Student presentations		RP2	13

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 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. Fee payment deadline for Fall Term full and half courses is **Friday, September 25, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**. <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus 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 following resources

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

Facebook Group for Indigenous Studies Program

<https://www.facebook.com/groups/UC.IIST/>

INDG Program Website

<http://www.ucalgary.ca/indg/>

Writing Symbols Lodge (Native Centre) Website

<https://www.ucalgary.ca/nativecentre>