

PSYCH 501	Selected Topics: Indigenous Research Methods	Fall 2018
Instructor:	Adam T. Murry, PhD	Lecture Location: EDC 252
Phone:	403-220-6002	Lecture Days/Time: MF 8:00-9:15am
Email:	Adam.murry@ucalgary.ca	
Office:	AD 131D	Office Hours: F 11:00-12:00pm

Course Description and Goals

This special topics course reviews foundational works on Indigenous research methodologies. These methodologies are both a novel strand of investigative approaches within postcolonial psychology and social science as well as distinct schools of thought within constituencies of Indigenous scholars. The Indigenous perspective offers insight into the historical, conceptual, ethical, and philosophical underpinnings of research by critically unpacking the assumptions and practices of the traditional paradigm and defining alternative approaches. Over the course of the semester, you will learn how leading Indigenous scholars have encountered, confronted, and navigated the world of research to ultimately redefine the “how and why” of what we do. By the end of the semester, you should have a better understanding of traditional research as a human endeavor with a particular historical and culturally-embedded evolution, the ability to identify some of the strengths and weakness of traditional research principles and practices, and a thorough appreciation of how research has been (re)conceptualized within an Indigenous context.

Course Learning Outcomes

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

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe the history, underlying concepts, ethics, and rationale behind Indigenous research methodologies	W Assign, Oral	1, 2, 4	I
Discuss philosophical tenets of positivism, social constructivism, and Indigenous relationalism	W Assign, Oral	1,2,4,6	I
Paraphrase the philosophical underpinnings of research (e.g., epistemology) and explain how differences in values shape research differently	W Assign, Oral	1,2,4,5	A
Examine how research activities intersect with larger political, economic, cultural, and legal institutions and value systems	W Assign, Oral	2,4,5,6	C
Debate the appropriateness of different research approaches in an Indigenous context	W Assign, Oral	2,4,5	I
Assess one’s position and identity in research and develop a reflexive narrative	W Assign, Oral	3,4	C

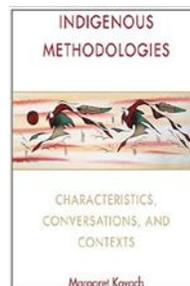
Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

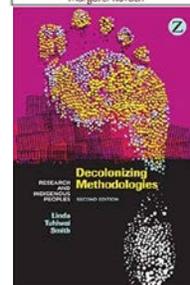
Psychology 300 (Research Methods and Data Analysis in Psychology I), 301 (Research Methods and Data Analysis in Psychology II), and admission into the Psychology major or Honours program.

Required Texts

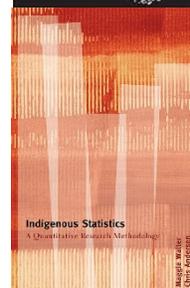
Kovach, M. (2010). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto Press.



Smith, L. T. (2013). *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.). London: Zed Books.



Walter, M., & Anderson, C. (2013). *Indigenous statistics: A quantitative research methodology*. New York: Routledge.



Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood.



The text can be purchased through the university's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Online venues, such as google play, may have

discounted electronic copies available for purchase or rent. In addition, the library has two hard copies for check out.

Articles

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

de Leeuw, S., Greenwood, M., & Cameron, E. (2010). Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of Indigenous children and families in Canada. *International Journal of Mental Health and Addiction*, *8*, 282-295.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, *8*(4), 597-606.

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.

Mills, C. W. (1959). *The sociological imagination*. New York: Oxford University Press.

Assessment Methods

Reflective journal

This course is reading heavy. The topics and content are, at times, complex and abstract, while, at other times, personal and introspective. It is not expected that you will master or even fully comprehend all of the material we are going to cover, and that is okay. Even the writers we will be reading admit they are still on a learning journey thinking through research in Indigenous contexts. As a result, the primary assessment for this course will be your reflections on our readings.

The importance of documenting your reflections for this class cannot be overstressed. It is important for my assessment of your learning and comprehension on a higher level (e.g., beyond memorization) and structuring the course in a way that is more conducive to the philosophy we will be engaging with through our examination of Indigenous methods. On your end, translating your cognitive and emotional processes into written form is helpful in that forces contemplation, supports associative networks, and involves active mental engagement, all of which supports learning. *As a consequence, the reflections contribute the majority of the points toward your final grade (180 points or 45% of your grade) and all other assignments build upon them.* Reading reflections will be graded according to timely submission, presence of content (rubric to be provided), and quality of content.

Reflections are semi-structure (template provided) and need to be completed during or shortly after you've completed the assigned readings. Submit reflections as a Word document to D2L before class. There are 20 reflective assignments; 18 of them are worth 10 points (or ~3% of your grade), 2 of them are optional. Readings and the reading reflections need to be completed before the dedicated class session so they can be discussed (see Group work). Reflections are due Sep 10th, 14th, 17th, 21st, 24th, 28th, Oct 1st, 5th, 8th, 12th, 15th, 19th, 22nd, 26th, 29th, Nov 2nd, 5th, 9th, 19th, and 23rd. Late assignments will not be accepted for reflections without good reason (see below). This is not meant to be punitive,

but instead meant to encourage a present-focus on the current readings without the distraction of catching up.

Group work

Moderation and presentation: In the first half of each class session we will break into groups to discuss the readings and our reflections. The class will be divided as such that everyone will moderate a group discussion on 6 occasions. Each of the 6 in-class moderating activities are worth 10 points (or ~3% of your grade; cumulatively 15%). Group 1's moderation dates are: Sep 10th, 21st, Oct 1st, 12th, 22nd, and Nov 9th; Group 2's moderation dates are: Sep 14th, 24th, Oct 5th, 15th, 26th, and 19th; Group 3's moderation dates are: Sep 17th, 28th, Oct 8th, 19th, 29th, and Nov 23rd. Moderation involves introducing the topic, asking questions to facilitate discussion, making sure everyone in your group has the chance to have input, listening to the group's discussion, and taking notes. In the second half of class, moderators will provide a brief report on what was discussed in the group. As an in-class activity, this assignment cannot be turned in late. Presented moderations will be graded according to their delivery, thoroughness, and representativeness of group opinion.

Moderation notes: After your turn moderating, you are to type up your handwritten notes into a Word document or PDF file and submit them to D2L. Make sure to indicate your name, moderator number, the number of group members, and the topic for the day on the document. In alignment with the number of moderation activities, there are 6 sets of notes to be turned in; each is worth 10 points (or ~3% of your grade; cumulatively 15%). Notes are due 1 week after the moderation takes place. Group 1's moderation notes due dates are: Sep 17th, 28st, Oct 8st, 19th, 29nd, and Nov 16th; Group 2's moderation note due dates are: Sep 21th, Oct 1th, 12th, 22th, Nov 2nd, and 26th; Group 3's moderation notes due dates are: Sep 24th, Oct 5th, 15th, 26th, and Nov 5th, 30th. Moderation notes will be graded according to their thoroughness, legibility, and shared contribution from the group. Late assignments will be penalized by 10% of the assignments worth each day it is late.

Presentation

At the end of the semester, each student is to give a powerpoint presentation on their reflexive narrative. The reflexive narrative will be an evaluation of your reflections over the semester. Details for what is to be included will be provided in a separate document entitled "Reflexive Narrative Guide." The presentations will be delivered the last two weeks (Nov 26th, 30th, Dec 3rd, and 7th) of class, upon which time you will get feedback from myself and your classmates. In lieu of a final, you will integrate feedback into your final presentation submission to be submitted during finals week (date and time of our final TBA). The presentation is worth 100 points (or 25% of your grade). Presentations will be graded according to their adherence to the Reflexive Narrative Guide, quality of writing, and depth of analysis. You will submit one draft before your presentation and then a revised draft on finals week. Late 1st drafts will be penalized 10% of the assignment points each day it is late. If you submit your presentation to D2L on-time, but miss your presentation day, you will need to reschedule for one of the other presentation dates. If you were scheduled for our last meeting day, you will need to schedule a time with me to deliver your presentation. Final presentation drafts will not be accepted late.

Table 1. Breakdown of assignment weights

Date	Assignment category	Percentage of total grade
	Personal reflections	45% (180 pts)
	Group discussion notes	15% (60 pts)
	Group discussion write-up	15% (60 pts)
	Reflexive narrative presentation	25% (100 pts)
	TOTAL	100% (400 pts)
	Extra credit – research participation (see below)	2%

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

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

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

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

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

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

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

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%

A- 85-89% B- 72-75% C- 59-62% F 0-49%

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

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

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

Tentative Lecture Schedule

Table 2. Tentative Classroom Schedule – Winter 2018

Day	Date	Term classroom schedule	Reading due	M	Assignment
M	3-Sep	-----			<i>Reflections due the date listed; summaries due 1 week after</i>
F	7-Sep	Introduction/review course outline			
M	10-Sep	A review of scientific inquiry	Mills (1959)	1	Reflection/#1 summary
F	14-Sep	A review of scientific inquiry	Golafshani (2003) & Lomawaima & McCarty (2002)	2	Reflection/#2 summary
M	17-Sep	Imperialism, theory, & research	Smith (Ch 1-2)	3	Reflection/#3 summary
F	21-Sep	The spoils of colonialist research	Smith (Ch 3-4)	1	Reflection/#1 summary
M	24-Sep	The new skin of conquest	Smith (Ch 5)	2	Reflection/#2 summary
F	28-Sep	Indigenous research agenda	Smith (Ch 6-7)	3	Reflection/#3 summary
M	1-Oct	A Cree researcher's task	Wilson (Ch 1-2)	1	Reflection/#1 summary
F	5-Oct	Fitting in with research	Wilson (Ch 3-4)	2	Reflection/#2 summary
M	8-Oct	Indigenous Relationality	Wilson (Ch 5)	3	Reflection/#3 summary
F	12-Oct	An Indigenous research paradigm	Wilson (Ch 6-7)	1	Reflection/#1 summary
M	15-Oct	Qual research & Indigeneity	Kovach (Ch 1-2)	2	Reflection/#2 summary
F	19-Oct	Worldview and perspective	Kovach (Ch 3-4)	3	Reflection/#3 summary
M	22-Oct	Story and context	Kovach (Ch 5-6)	1	Reflection/#1 summary
F	26-Oct	Methods and ethics	Kovach (Ch 7-8)	2	Reflection/#2 summary
M	29-Oct	Fitting in with research	Kovach (Ch 9)	3	Reflection/#3 summary
F	2-Nov	No class – reading day	de Leeuw et al. (2010)		Reflection
M	5-Nov	No class – reading day	Braun et al (2013)		Reflection
F	9-Nov	Quant research & Indigeneity	W&A (Ch 1-2)	1	Reflection/#1 summary
M	12-Nov	Mid-Term Break			

F	16-Nov	Mid-Term Break			
M	19-Nov	Indigenous paradigm & practice	W&A (Ch 3-4)	2	Reflection/#2 summary
F	23-Nov	Indigenous practice in Canada	W&A (Ch 5-6)	3	Reflection/#3 summary
M	26-Nov	Student presentations			
F	30-Nov	Student presentations			
M	3-Dec	Student presentations			
F	7-Dec	Student presentations			
		Finals week			
		Finals week			

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

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

Academic Accommodations

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

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), 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 make write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 make their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

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

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

Campus Mental Health Strategy

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student

Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Student Organizations

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

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

Student Ombudsman's Office

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

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 13, 2018**. Last day for registration/change of registration is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.