

Course ID:	Course Title:	Spring 2019
BHS 330 REL 330	Psychology, Theology, and Indigenous Thinking	Prerequisite: REL161 and PS121 or SOC121
		Credits: 3

Spring one-week MODULE

Class Information		Instructor Information		Important Dates	
Days:	M, Tu, W, Th, F	Instructor:	Christina Conroy, PhD Jim Cresswell, PhD	First day of classes:	May 6
Time:	9am-4pm	Email:	christina.conroy@ambrose.edu jim.cresswell@ambrose.edu	Last day to add/drop, or change to audit:	End of the first day
Room:	L2040	Phone:	Ext. 7902 Ext 6904	Last day to request revised exam:	n/a
Lab/ Tutorial:	NA	Office:	L2066 L2086	Last day to withdraw from course:	1 PM on the 4 th day
	NA	Office Hours:	Before & After class as needed	Last day to apply for coursework extension:	One month before final due date
Final Exam:	NA			Last day of classes:	May 10

Course Description

An exploration of knowledge production in post-colonial and indigenous contexts and theology through lecture and field-based learning. Students will explore cultural, regional, and social influences on rival epistemologies and bodies of accepted knowledge.

Expected Learning Outcomes

1. Demonstrate an understanding of how different communities perceive the nature of knowledge in different ways
2. Demonstrate an understanding of the complex relationship between colonial and indigenous forms of knowledge
3. Demonstrate an understanding of how social science practices can shape what counts as knowledge in a way that bypasses other forms of understanding
4. Demonstrate an understanding of how Christianity can shape what counts as knowledge in a way that bypasses other forms of understanding
5. Demonstrate the ability to apply (1), (2), (3) and (4) in the Canadian context and the context of Indigenous forms of knowledge in particular

Textbooks

Bhatia, S. (2018). *Decolonizing Psychology*. Oxford: Oxford University Press.

Jennings, W.J. (2011). *The Christian Imagination: Theology and the Origins of Race*. New Haven: Yale University Press.
Other select readings

Course Schedule

	Discussions	Readings	Activities
Monday AM	Getting Beyond Eurocentrism Globalization	Bhatia: Introduction, ch 1 & ch 2	
Monday PM	Neoliberalism	Bhatia: ch 3	Film: Some Kind of Arrangement Reflection
Tuesday AM	Narrative & Meaning Making Globalism & Social Justice	Bhatia: ch 4 & ch 8	
Tuesday PM	Research Practice & Knowledge	Bhatia: ch 9	Reflection
Wednesday			Field-based learning
Thursday AM	The making of the Modern Christian Imagination	Jennings: ch 1-2	
Thursday PM	Theology and Multicultural Discourse	Jennings: ch 5 & ch 6	Reflection
Friday AM	Indigenous Interventions	Tink Tinker, as assigned	Short film
Friday PM	Conclusions		Round table discussion

Requirements:

Item	Weight	Due Date
Pre-Class Discussion Questions	30%	May 5, 10pm MST
Application Paper 1	20%	May 19, 10pm MST
Application Paper 2	20%	May 19, 10pm MST
Final Reflection Research Paper	30%	June 9, 10pm MST

Pre-class Discussion Questions (Outcomes 1, 3, & 4)

You will find discussion questions online for all of the readings. For each reading, you must choose one of the available questions to answer. For example, if there are four questions for chapter 1 of Bhatia, then you must pick one of those four questions to answer. You must pick an option for chapter 2 and so on. These questions are due before the class begins. Students will be graded on the correctness of the answer (i.e. identifying the correct passage and explicating what it means) and the ability to spell out the implications for how what we think we know can actually be tied to the communities in which we live.

Application Paper 1 (Outcomes 2 & 3): Social Science & Field Experience

This three-page paper relates to the field experience activity on Wednesday. This experience will involve a field trip where students will engage with members of the indigenous communities through visiting their spaces (e.g. time with an elder on the land). The paper will require students to reflect on the field experience through the lens of what they have learned about the social sciences and post colonialism (i.e. material from Monday & Tuesday). That is, students are expected to take at least two concepts from the class discussions, explicate those concepts, and apply those concepts to what they experience in the field experience. It is important that students pay attention to taken-for-granted knowledge in their paper. Students will be graded on the argument (e.g. clear defence of a thesis statement, flow and logic of the paper), content (e.g. correctness of the explication and application of concepts), and style (e.g. grammar, clarity).

Application Paper 2 (Outcomes 2 & 4): Christian Theology & Field Experience

This three-page paper relates to the field experience activity on Wednesday. This experience will involve a field trip where students will engage with members of the indigenous communities through visiting their spaces (e.g. time with an elder on the land). The paper will require students to reflect on the field experience through the lens of what they have learned about Christian theology and post colonialism (i.e. material from Thursday & Friday). That is, Students are expected to take at least two concepts from the class discussions, explicate those concepts, and apply those concepts to what they experience in the field experience. It is important that students pay attention to taken-for-granted knowledge in their paper. Students will be graded on the argument (e.g. clear defence of a thesis statement, flow and logic of the paper), content (e.g. correctness of the explication and application of concepts), and style (e.g. grammar, clarity).

Final Reflection Research Paper (Outcome 5)

The purpose of this 6-page research paper is to use what students have learned in this course to complete a research paper that reflects on some aspect of the indigenous context in Canada. It is up to students to specify a topic of research but it must involve a current topic related to the indigenous context in Canada. The paper should draw on at least three peer-reviewed sources for the research portion. It should also reflect on the social sciences and theology. Students will be graded on the argument (e.g. clear defence of a thesis statement, flow and logic of the paper), content (e.g. correctness of the explication and application of concepts), and style (e.g. grammar, clarity).

Attendance:

This class will involve a substantial amount of discussion and so attendance is mandatory. Part of respecting others is attending class. If the instructor estimates that you have missed more than 10% of the class, then you may be docked the percentage that you miss from your final grade – including the 10% already missed. This includes ***all*** potential reasons for missing classes such as illness, childcare issues, appointments of any kind, sports events, ministry opportunities, artistic shows, and so on. Please note that you are counted as absent if you arrive after the instructor has taken attendance or leave after the instructor has taken attendance. If you can look at your schedule now and know that you will have to miss more than 10% of the classes, you need to make an appointment with the instructor to talk about why you will be missing so much class.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.